

**Correlation of
New Jersey Preschool
Teaching and Learning Standards
Serving 3- and 4-Year Old Children
and Frog Street Pre-K**



TEXTBOOK COMPANY: Frog Street Press, Inc.
CORRELATION TO NEW JERSEY PRESCHOOL TEACHING AND LEARNING STANDARDS
FOR
CLASSROOMS SERVING 3- AND 4-YEAR-OLD CHILDREN

SOCIAL EMOTIONAL DEVELOPMENT	
<p>One of the unique cornerstones of <i>Frog Street Pre-K</i> is <i>Conscious Discipline</i>®--a comprehensive classroom management and social-emotional program that creates learning environments where children feel safe and loved. The daily <i>Conscious Discipline</i>® routine consists of four parts: Unite, Disengage the Stress Response, Connect and Commit. The brain functions best in a safe environment. <i>Frog Street Pre-K Greeting Circle</i> starts each day the brain smart way. Children unite as one group, connect with each other through various greeting activities, disengage the stress response as children and teachers transition from home to school, and commit to a wonderful day of learning and caring for each other. From this foundation of safety and caring, children begin to learn how to solve conflicts, manage their emotions, take responsibility for their actions, and focus on positive social skills. <i>Welcome to Frog Street Pre-K</i> provides guidelines on pages 32 and 43-45.</p>	
0.1 Children demonstrate self-confidence.	
Indicators	Frog Street Pre-K Teacher Guide Page References
0.1.1 Express individuality by making independent decisions about which materials to use.	<p>Teacher Guide – (TG) TG1: 27, 31, 49, 100, 106, 123, 131, 132, 133, 137, 142, 156, 157 TG2: 26, 31, 38, 62, 63, 69, 85, 87, 99, 100, 105, 111, 113, 116, 142 TG3: 71, 106, 107, 111, 117, 153, 159 TG4: 22, 24, 25, 26, 27, 28, 30, 31, 41, 46, 47, 48, 67, 69, 109, 110, 111, 132, 133, 136, 137, 138, 139, 141, 143, 144, 145, 156, 157, 159 TG5: 22, 48, 60, 61, 65, 73, 74, 76, 83, 84, 109, 116, 130 TG6: 29, 39, 41, 69, 73, 79, 80, 81, 82, 85, 102, 103, 104, 105, 107, 108, 109, 118, 123, 132, 133, 135, 147 TG7: 25, 31, 37, 71, 75, 81, 84, 111, 120, 145, 146, 147, 159 TG8: 27, 75, 80, 149, 151, 153, 157 TG9: 28, 41, 45, 81, 85, 103, 108, 110, 114, 115, 117, 119, 120, 121, 123, 151</p>
0.1.2 Express ideas for activities and initiate discussions.	<p><i>Throughout the <u>Frog Street Pre-K</u> day, children are prompted to work together, including expressing ideas for activities and initiating discussions.</i></p> <p>TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97 TG2: 28, 34, 46, 99, 105, 120, 123 TG3: 71, 76, 82, 112, 115, 118, 121, 122, 123, 137 TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157 TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118 TG6: 22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148 TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159 TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159 TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156</p>

	Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)
0.1.3 Actively engage in activities and interactions with teachers and peers.	<p><i>Throughout Frog Street Pre-K, children have many opportunities to talk with adults and children. Purposes of these conversations include to express emotions, relay ideas, and share/request information.</i></p> <p>TG1: 24, 27, 28, 30, 36, 37, 39, 41, 42, 43, 45, 46, 48, 49, 56, 62, 66, 67, 69, 70, 73, 76, 81, 83, 86, 94, 95, 97, 99, 106, 107, 108, 109, 117, 119, 123, 132, 134, 137, 144, 147 TG2: 23, 24, 29, 31, 58, 59, 60, 65, 66, 72, 83, 95, 96, 102, 104, 110, 113, 116, 120, 122, 132, 134, 138, 140, 143, 146, 152, 155, 158 TG3: 28, 33, 48, 58, 87, 94, 95, 100, 107, 120, 122, 123, 138, 152, 156, 159 TG4: 23, 26, 27, 35, 41, 46, 47, 60, 65, 66, 72, 75, 95, 103, 109, 117, 150, 155, 159 TG5: 22, 35, 42, 49, 58, 59, 63, 66, 69, 72, 114, 115, 120, 123, 131, 151, 156 TG6: 29, 33, 66, 67, 69, 71, 72, 79, 83, 85, 96, 101, 105, 117, 120, 133, 139, 145, 148 TG7: 24, 35, 36, 41, 46, 59, 60, 65, 73, 75, 77, 85, 95, 101, 144, 151 TG8: 36, 76, 102, 108, 113, 115, 119, 120, 131, 137, 138, 142, 143, 144, 151, 155, 157 TG9: 23, 29, 31, 35, 36, 41, 47, 48, 49, 58, 65, 67, 71, 77, 78, 85, 115, 137, 138, 143, 145, 149, 153, 155, 157</p>
0.1.4 Discuss their own actions and efforts.	<p><i>Frog Street Pre-K provides many opportunities for each child to discuss confidence in his/her ability to successfully make decisions, accomplish tasks, and meet needs.</i></p> <p>TG1: 61, 75, 79, 130, 133, 138, 154 TG2: 22, 28, 34, 40, 46, 47, 63, 79, 118 TG3: 33, 119, 123, 135, 141, 155 TG4: 28, 31, 46, 47, 51 TG5: 28, 61, 100 TG6: 39, 109, 110, 132, 139, 141 TG7: 27, 31, 39, 75, 99 TG8: 100, 118, 157 TG9: 22, 24, 47, 58, 123, 131, 132, 133, 137, 138, 149, 150</p> <p>Resources: Frog Street Café (Social/Emotional) box, Daily Greeting Circle and Closing Circle</p>
0.2 Children demonstrate self-direction	
Indicators	Frog Street Pre-K Teacher Guide Page References
0.2.1 Make independent choices and plans from a broad range of diverse interest centers.	<p><i>Theme 4, Choices focuses entirely on making thoughtful decisions. Children make ongoing, independent choices from diverse Practice Activities (Centers).</i></p> <p>TG1: 61, 75, 79, 130, 133, 138, 154 TG2: 22, 47, 63, 118 TG3: 33, 123, 135, 141 TG4: 31, 46, 51 TG5: 61, 100 TG6: 109, 110, 132, 139 TG7: 39, 75, 99 TG8: 100, 118, 157 TG9: 22, 24, 47, 123, 131, 133, 137, 138, 149, 150</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>

<p>0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).</p>	<p>TG1: 22, 24, 25, 26, 27, 28, 31, 33, 34, 37, 40, 41, 45, 49, 51, 58, 64, 69, 70, 79, 94, 99, 100, 112, 118, 136 TG2: 22, 25, 28, 34, 37, 40, 43, 46, 58, 70, 82, 100, 105, 148, 153 TG3: 40, 103, 105, 106, 111, 141 TG4: 22, 24, 29, 30, 34, 42, 43, 46, 48, 107, 108, 155, 156, 157 TG5: 34, 40, 46, 85, 100, 118, 121 TG6: 31, 37, 60, 70, 99, 112, 118, 159 TG7: 35, 40, 46, 58, 61, 73, 79, 82, 85, 105, 111 TG8: 28, 58, 118, 145, 151, 154, 157 TG9: 94, 100, 106, 112, 118, 123, 141, 152, 154, 159</p> <p>Resources: Rebus Posters—“How to Wash Your Hands,” “How to Brush Your Teeth,” and “How to Use Glue” Sequence Cards—Teeth Brushing, Hand Washing</p>
<p>0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.</p>	<p><i>Throughout Frog Street Pre-K, Transition Tips are provided at the beginning of each Teacher Guide on p. 14. They are built into each literacy and math lesson.</i></p> <p>TG1: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158 TG2: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158 TG3: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158 TG4: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158 TG5: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158 TG6: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158 TG7: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158 TG8: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158 TG9: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>

0.2.4 Attend to tasks for a period of time.	<p><i>As children grow and develop through ongoing participation in the <u>Frog Street Pre-K program</u> and <u>Conscious Discipline®</u> rituals, their ability to focus and attend to tasks is continuously supported. A key goal is for them to attend to a task for at least 10 minutes.</i></p> <p>TG1: 27, 31, 49, 132, 133, 136, 157 TG2: 62, 63, 69, 85, 87, 99, 111, 116 TG3: 71, 107, 136, 159 TG4: 22, 24, 25, 26, 27, 30, 31, 46, 67, 69, 110, 111, 132, 133, 137, 138, 139, 141, 143, 144, 145 TG5: 73, 76, 83, 84, 130 TG6: 39, 41, 69, 73, 80, 81, 85, 101, 102, 103, 104, 105, 107, 108, 109, 123, 132, 133, 135 TG7: 25, 71, 75, 84, 111, 145, 146, 147, 159 TG8: 27, 75, 149, 151, 153, 157 TG9: 41, 81, 85, 103, 108, 110, 114, 115, 119, 120, 121, 123, 151</p>
0.3 Children identify and express feelings.	
Indicators	Frog Street Pre-K Teacher Guide Page References
0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.	<p><i>Each day's <u>Greeting Circle</u> and <u>Closing Circle</u> include activities and prompts that give children opportunities to recognize, name, and express their feelings. Examples include Theme 6, p. 70 wherein children are advised that when they feel cranky or upset, they can change their mood by thinking positive thoughts. In Theme 1, p. 147 they are encouraged to describe something that happened that they felt happy about.</i></p> <p>TG1: 136, 137, 138, 141, 143, 144, 145, 147, 148, 149, 150, 151, 153 TG2: 33, 47, 65, 101, 113, 119 TG3: 58, 71, 95, 119, 120, 121, 123, 137, 142, 147 TG4: 28, 29, 30, 45, 47, 101, 105, 115, 150, 156, 157, 159 TG5: 28, 30, 33, 40, 63, 65, 71, 76, 87, 99, 105, 118, 123, 135, 141, 147, 153, 159 TG6: 58, 64, 70, 76, 82, 100, 118, 130, 135, 147, 154, 156, 157, 159 TG7: 41, 63, 69, 75, 81, 119, 121, 141, 147, 153, 159 TG8: 63, 100, 101, 107, 113, 131, 137, 141, 149, 159 TG9: 24, 40, 45, 59, 131, 137, 143, 155</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
0.3.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).	<p><i><u>Frog Street Pre-K</u> incorporates <u>Conscious Discipline®</u>, a comprehensive social emotional program, that teaches children to recognize and label the feelings of others. <u>The Kindness Tree</u> is introduced in Theme 1(p. 40). When children hear someone using kind words, they add a heart to the Kindness Tree. The hearts are counted during each day's <u>Closing Circle</u>. A <u>Character Education</u> trait in Theme 8 is <u>Compassion</u>.</i></p> <p>TG1: 76, 87, 94, 130, 142, 148, 154 TG2: 22, 28, 29, 34, 40, 46, 47, 58, 64, 70, 76, 94, 95, 101, 106, 112, 113, 118, 120, 142, 148, 154 TG3: 34, 58, 64, 70, 71, 76 TG4: 23, 29, 30, 40, 41, 45, 48, 70, 76, 111, 148, 156 TG5: 22, 34, 40, 46, 58, 70,</p>

	<p>94, 112, 148 TG6: 22, 28, 58, 64, 70, 83, 84, 94, 100, 106, 112, 118, 130, 154 TG7: 22, 35, 40, 46, 58, 64, 70, 76, 100, 106, 111, 112, 118, 130, 136, 142, 148 TG8: 28, 34, 40, 46, 58, 63, 70, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 154 TG9: 22, 28, 34, 40, 46, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 143, 144, 145, 147, 148, 154, 159</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
<p>0.3.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities).</p>	<p><i>Each day in <u>Greeting Circle</u>, the teacher leads the children in a <u>Disengage the Stress Response</u> activity. As a result, children learn to calm themselves through appropriate breathing. Through the <u>Conscious Discipline® Commit</u> ritual, children are taught to use their “big voice.” Learning to use an assertive voice teaches them to stand up for themselves. <u>Shubert’s Big Voice</u> by Dr. Becky Bailey also helps introduce and teach this concept.</i></p> <p>TG1: 22, 100, 112, 118, 130, 131, 136, 142, 144, 147, 148, 149, 150, 151, 154, 155 TG2: 58, 100, 106, 109, 154 TG3: 58, 76, 120, 136 TG4: 28, 30, 103, 104, 130 TG5: 28, 142 TG6: 94, 100, 154, 156, 157 TG7: 58, 64, 100, 106, 121, 136 TG8: 106, 130, 136, 159 TG9: 24, 45, 46, 94, 100, 106, 123, 130, 137, 143</p>
0.4 Children exhibit positive interactions with other children and adults.	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>0.4.1 Engage appropriately with peers and teachers in classroom activities.</p>	<p><i>Throughout <u>Frog Street Pre-K</u>, children are prompted to engage in conversation with peers and adults. An example is in Theme 6, <u>I Build, I Create</u> p. 27 wherein teachers ask questions to stimulate conversation. Children’s ability to follow conversational rules develops as they progress through the program.</i></p> <p>TG1: 24, 27, 28, 30, 36, 37, 38, 39, 40, 42, 43, 46, 47, 48, 49, 51, 62, 63, 66, 69, 75, 83, 94, 95, 96, 97, 99, 102, 106, 107, 108, 109, 113, 116, 117, 119, 120, 123, 132, 137, 143, 144, 145, 147, 151, 152, 156, 157, 159 TG2: 22, 23, 24, 25, 27, 29, 31, 32, 59, 60, 65, 66, 71, 72, 83, 94, 95, 96, 99, 102, 109, 111, 113, 117, 120, 131, 132, 133, 134, 136, 137, 138, 141, 143, 144, 149, 150, 155 TG3: 33, 48, 63, 74, 87, 94, 95, 100, 107, 117, 118, 120, 122, 123, 138, 148, 152, 156, 159 TG4: 23, 24, 27, 41, 46, 47, 49, 65, 72, 73, 75, 95, 97, 103, 109, 113, 115, 117, 123, 143, 151, 159 TG5: 27, 33, 42, 49, 58, 59, 61, 67, 69, 72, 102, 105, 114, 115, 120, 141, 143, 149, 156 TG6: 23, 27, 29, 30, 33, 35, 36, 58, 60, 61, 63, 64, 68, 69, 71, 72, 79, 80, 81, 83, 85, 94, 96, 99, 101, 102, 103, 105, 107, 111, 115, 117, 120, 133, 139, 145, 153, 156, 159 TG7: 25, 34, 35, 36, 37, 41, 43, 46, 49, 51, 59, 60, 61, 63, 65, 67, 70, 71, 73, 75, 77, 81, 84, 85, 95, 96, 99, 101, 102, 108, 110, 112, 118, 120,</p>

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0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).	TG1: 76, 87, 94, 130, 142, 148, 154 TG2: 22, 28, 29, 34, 40, 46, 47, 58, 64, 70, 76, 94, 95, 101, 106, 112, 113, 118, 120, 142, 148, 154 TG3: 34, 58, 64, 70, 71, 76 TG4: 23, 29, 30, 40, 41, 45, 48, 70, 76, 111, 148, 156 TG5: 22, 34, 40, 46, 58, 70, 94, 112, 148 TG6: 22, 28, 58, 64, 70, 83, 84, 94, 100, 106, 112, 118, 130, 154 TG7: 22, 35, 40, 46, 58, 64, 70, 76, 100, 106, 111, 112, 118, 130, 136, 142, 148 TG8: 28, 34, 40, 46, 58, 63, 70, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 154 TG9: 22, 28, 34, 40, 46, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 143, 144, 145, 147, 148, 154, 159 Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes
0.4.3 Say “thank you,” “please,” and “excuse me.”	TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97 TG2: 28, 34, 46, 99, 105, 120, 123 82, 112, 115, 118, 121, 122, 123, 137 TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 157 TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118 TG6: 22, 28, 63, 64, 70, 76, 94, 110, 121, 123, 132, 136, 142, 148 TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 118, 148, 154, 159 TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151 TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156 Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes
0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).	TG1: 76, 87, 94, 130, 142, 148, 154 TG2: 22, 28, 29, 34, 40, 46, 47, 58, 64, 70, 76, 94, 95, 101, 106, 112, 113, 118, 120, 142, 148, 154 TG3: 34, 58, 64, 70, 71, 76 TG4: 23, 29, 30, 40, 41, 45, 48, 70, 76, 111, 148, 156 TG5: 22, 34, 40, 46, 58, 70, 94, 112, 148, TG6: 22, 28, 58, 64, 70, 83, 84, 94, 100, 106, 112, 118, 130, 154 TG7: 22, 35, 40, 46, 58, 64, 70, 76, 100, 106, 111, 112, 118, 130, 136, 142, 148 TG8: 28, 34, 40, 46, 58, 63, 70, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 154 TG9: 22, 28, 34, 40, 46, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 143, 144, 145, 147, 148, 154, 159

	<p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
<p>0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).</p>	<p><i>The School Family Chant, part of Conscious Discipline®, encourages children to use ‘big voices’ to make their needs known and to respect other peoples’ big voices. Children pledge to commit to using kind words, offering helping hands, using their big voices, and listening to other peoples’ feelings/needs/wants.</i></p> <p><i>An example is in Theme 1, <u>My School and Me</u>, p. 100 wherein children are asked how they will use their big voice if someone forgets to use their words and grabs a crayon from them. Response: ‘I don’t like it when you grab from me. Please ask me for a turn.</i></p> <p>TG1: 24, 26, 32, 37, 38, 42, 44, 49, 50, 60, 62, 67, 72, 74, 78, 80, 83, 84, 86, 96, 98, 100, 103, 109, 110, 114, 116, 120, 122, 132, 134, 138, 144, 146, 150, 156, 158 TG2: 24, 30, 31, 32, 38, 42, 43, 47, 49, 50, 60, 62, 66, 67, 68, 72, 74, 78, 80, 84, 85, 86, 98, 102, 108, 110, 113, 116, 119, 120, 122, 133, 134, 138, 140, 146 TG3: 24, 26, 30, 32, 42, 62, 68, 74, 80, 84, 86, 103, 104, 110, 116, 120, 121, 122, 134, 139, 140, 146, 152, 157, 158 TG4: 25, 26, 32, 37, 38, 44, 48, 60, 61, 62, 68, 72, 80, 86, 96, 97, 102, 103, 109, 114, 116, 120, 122, 132, 133, 134, 138, 140, 144, 146, 152, 156 TG5: 62, 42, 60, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 104, 108, 110, 114, 115, 116, 122, 132, 133, 134, 140, 144, 146, 150, 152, 157 TG6: 26, 32, 37, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 79, 80, 84, 85, 86, 96, 97, 98, 102, 104, 108, 110, 114, 122, 133, 138, 140, 144, 146, 150, 152, 158 TG7: 26, 30, 32, 38, 44, 50, 62, 66, 68, 72, 74, 78, 79, 80, 85, 86, 98, 104, 116, 122, 132, 134, 138, 140, 144, 145, 146, 151, 152, 158 TG8: 24, 26, 38, 44, 50, 60, 62, 66, 67, 68, 73, 74, 78, 80, 84, 85, 86, 98, 104, 108, 110, 115, 121, 133, 138, 140, 145, 146, 151, 156, 158 TG9: 31, 32, 36, 38, 42, 43, 44, 48, 49, 50, 61, 62, 66, 67, 72, 79, 85, 97, 98, 103, 104, 109, 110, 115, 116, 133, 134, 145, 150, 152, 158</p>
<p>0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).</p>	<p><i>Theme 4, <u>Choices</u> focuses on making thoughtful decisions. Problem-solving opportunities occur throughout the year. Children continuously experience the joy of successfully making choices and solving problems.</i></p> <p>TG1: 27, 100, 106, 123, 131, 132, 133, 137, 142, 156, 157 TG2: 26, 31, 38, 62, 99, 100, 105, 113, 116, 144 TG3: 71, 106, 107, 111, 117, 153 TG4: 22, 24, 25, 26, 28, 41, 46, 47, 48, 109, 111, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156, 157, 159 TG5: 22, 48, 51, 60, 61, 65, 73, 74, 109, 116 TG6: 29, 39, 69, 73, 79, 80, 81, 82, 85, 102, 103, 104, 105, 107, 108, 109, 119, 123, 132, 147 TG7: 25, 31, 37, 71, 75, 81, 84, 120, 147, 151, 159 TG8: 27, 63, 75, 80, 153 TG9: 28, 45, 81, 85, 103, 108, 110, 114, 115, 117, 120, 121, 151</p>

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0.5 Children exhibit pro-social behaviors.	
Indicators	Frog Street Pre-K Teacher Guide Page References
0.5.1 Play independently and cooperatively in pairs and small groups.	<i>Practice Activities provide children with opportunities to play and perform tasks independently, as well as in pairs and small groups.</i> TG1: 20, 27, 43, 46, 49, 56, 106, 130, 147,148, 151, 153, 157 TG2: 20, 25, 27, 39, 56, 57, 58, 73, 76, 81, 85, 94, 96, 100, 102, 103, 106, 107, 113, 119, 120, 123, 128, 129, 140, 145, 147 TG3: 20, 22, 25, 33, 40, 56, 58, 63, 71, 76, 92, 103, 105, 111, 115, 121, 128, 130, 136, 142, 148, 154 TG4: 37, 43, 45, 49, 56, 57, 79, 82, 93, 106, 109, 115, 118, 121, 128, 136, 148, 154 TG5: 20, 40, 56, 57, 61, 76, 80, 83, 92, 100, 101, 111, 121, 128, 129, 130, 141, 142, 148, 157 TG6: 43, 56, 59, 64, 67, 76, 92, 97, 99, 103, 105, 118, 120, 122, 129 TG7: 14, 37, 43, 45, 49, 56, 73, 75, 76, 79, 92, 100, 103, 106, 130, 136, 143, 153, 154, 157 TG8: 22, 28, 34, 42, 56, 58, 64, 66, 84, 94, 100, 130, 136, 142, 143, 145, 148, 151, 154, 156, 157 TG9: 20, 22, 46, 51, 56, 58, 81, 82, 93, 106, 121, 129, 142, 143, 144, 145, 148, 157
0.5.2 Engage in pretend play.	<i>Frog Street Pre-K provides many opportunities for children to engage in dramatic play—and to assume different roles and characters while in the <u>Pretend and Learn centers</u>.</i> TG1: 43, 46, 49, 56, 69, 73, 75, 77, 83, 106, 111, 112, 130, 143 TG2: 25, 45, 81, 117, 138, 145 TG3: 41, 62, 95, 111, 112, 115, 121, 122, 123, 128, 133,137, 153, 159 TG4: 25, 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157 TG5: 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141 TG6: 59, 60, 64, 76, 103, 131, 136, 148 TG7: 24, 36, 43, 49, 76, 79, 85, 87, 92, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159 TG8: 25, 28, 30, 31, 32, 33, 34, 40, 47, 56, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 98, 101, 103, 110, 116, 118, 130, 133, 135, 136, 137, 151, 156 TG9: 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157 Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression
0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.	TG1: 46, 147 TG2: 94, 96, 100, 102, 103, 106, 107, 113, 119, 120, 123 TG3: 58, 71, 136, 142 TG4: 45, 106, 136 TG5: 76, 80, 83, 101, 142, 148 TG6: 118, 120, 122 TG7: 14, 45, 136 TG8: 64, 100, 136, 148 TG9: 82, 106, 142, 143, 144, 145, 148

<p>0.5.4 Take turns.</p>	<p><i>Conscious Discipline® strategies are introduced in every Greeting Circle. Specifically, <u>Disengage the Stress Response</u> and <u>Commit</u> provide opportunities for children to develop self-regulation (including sharing and taking turns). Theme 6 <u>Character Education</u> trait is <u>Cooperation</u>.</i></p> <p>TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97 TG2: 28, 34, 46, 99, 105, 120, 123 TG3: 71, 76, 82, 112, 115, 118, 121, 122, 123, 137 TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157 TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118 TG6: 22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148 TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159 TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159 TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
<p>0.5.5 Demonstrate understanding the concept of sharing by attempting to share.</p>	<p><i>Conscious Discipline® strategies are introduced in every Greeting Circle. Specifically, <u>Disengage the Stress Response</u> and <u>Commit</u> provide opportunities for children to develop self-regulation (including sharing and taking turns).</i></p> <p>TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97 TG2: 28, 34, 46, 99, 105, 120, 123 TG3: 71, 76, 82, 112, 115, 118, 121, 122, 123, 137 TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157 TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118 TG6: 22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148 TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159 TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159 TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>

VISUAL AND PERFORMING ARTS

Frog Street Pre-K consistently encourages children to express themselves through creative arts.

Creativity Stations provide opportunities for artistic expression and creative exploration using a variety of materials.

Pretend and Learn centers support the development of imagination and creativity—and encourage children to relay stories and experiences through storytelling, puppetry, dance, and dramatic play.

Moving and Learning experiences include games, music, and drama activities that support curriculum themes. Children are provided daily opportunities to sing, move, dance, and play simple instruments.

1.1 Children express themselves through and develop an appreciation of creative movement and dance.	
Indicators	Frog Street Pre-K Teacher Guide Page References
1.1.1 Move the body in a variety of ways, with and without music.	<p><i>Frog Street Pre-K provides many opportunities to participate in movement activities, both with and without music. <u>Music and Movement</u> experiences are included each day.</i></p> <p>Teacher Guide – (TG) TG1: 22, 26, 28, 34, 36, 39, 40, 44, 46, 47, 58, 62, 64, 70, 76, 82, 86, 97, 98, 100, 103, 112, 118, 134, 136, 138, 142, 146, 148, 152, 154, 158 TG2: 22, 26, 28, 34, 40, 42, 46, 51, 58, 64, 70, 76, 78, 81, 82, 94, 98, 99, 100, 106, 110, 112, 114, 118, 130, 135, 136, 142, 148, 154 TG3: 22, 28, 34, 40, 46, 58, 60, 63, 64, 70, 76, 78, 106, 112, 117, 118, 130, 141, 142, 148, 154 TG4: 22, 28, 31, 39, 40, 51, 58, 64, 70, 76, 77, 78, 80, 81, 82, 94, 98, 106, 112, 118, 122, 123, 130, 135, 136, 140, 142, 148, 150, 152, 154, 158 TG5: 28, 34, 39, 40, 46, 64, 70, 76, 82, 94, 100, 110, 112, 118, 130, 136, 138, 142, 144, 146, 148, 152 TG6: 28, 32, 34, 36, 38, 40, 46, 47, 51, 58, 62, 63, 64, 66, 68, 70, 74, 76, 78, 82, 94, 98, 100, 106, 112, 118, 122, 130, 136, 140, 142, 146, 148, 150, 154 TG7: 22, 26, 28, 30, 32, 34, 37, 40, 46, 48, 58, 59, 60, 62, 64, 68, 70, 73, 75, 76, 78, 80, 82, 83, 87, 94, 98, 100, 102, 106, 110, 112, 114, 116, 118, 120, 130, 136, 142, 148, 149, 154, 155, 158 TG8: 22, 23, 24, 25, 26, 27, 28, 32, 34, 40, 44, 46, 47, 48, 49, 58, 60, 62, 64, 68, 70, 74, 75, 76, 82, 84, 86, 94, 96, 98, 101, 102, 103, 106, 109, 110, 116, 118, 119, 120, 121, 122, 136, 137, 138, 139, 142, 145, 146, 148, 150, 151, 152, 154, 155, 156 TG9: 22, 25, 28, 30, 34, 36, 40, 44, 46, 51, 58, 60, 65, 66, 68, 75, 76, 82, 94, 96, 98, 100, 104, 106, 110, 112, 116, 118, 120, 130, 136, 138, 142, 146, 148, 154, 156</p> <p>Resources: Music and Listening Library CDs</p>

<p>1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.</p>	<p>TG1: 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148 TG2: 47, 51, 117, 118, 142, 148 TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154 TG4: 22, 82, 123, 130, 135, 142 TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147 TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142 TG7: 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154 TG8: 28, 40, 46, 94, 100, 112, 148 TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154</p> <p>Resources: Music and Listening Library CDs</p>
<p>1.1.3 Participate in simple sequences of movements.</p>	<p>TG1: 28, 39, 40, 47, 58, 64, 70, 76, 77, 78, 82, 83, 87, 103, 118, 130, 136, 142, 148, 194-197 TG2: 46, 47, 50, 51, 64, 112, 117, 118, 142, 148, 200-202 TG3: 40, 46, 49, 51, 58, 64, 76, 82, 94, 106, 118, 130, 133, 134, 135, 142, 148, 154, 188-192 TG4: 22, 82, 106, 112, 123, 130, 135, 142, 151, 199-201 TG5: 22, 34, 37, 46, 64, 76, 82, 130, 132, 136, 139, 142, 147, 148, 150 TG6: 22, 30, 34, 40, 46, 51, 64, 94, 100, 106, 130, 133, 135, 136, 142, 197-200 TG7: 20, 22, 34, 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 120, 130, 136, 142, 148, 154, 202-204 TG8: 23, 28, 40, 46, 60, 94, 100, 112, 148, 154, 206-209 TG9: 28, 34, 40, 70, 76, 82, 94, 100, 112, 118, 142, 148, 154, 206-207</p> <p>Resources: Music and Listening Library CDs</p>
<p>1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performance.</p>	<p>TG1: 22, 28, 58, 103 TG2: 28, 46, 47, 100 TG3: 34, 46, 58, 100 TG4: 22, 24, 58, 61, 141, 145 TG5: 64, 94, 106, 136, 154 TG6: 22, 28, 39, 70, 87, 132, 135 TG7: 22, 26, 28, 34, 35, 58 TG8: 94, 100 TG9: 27, 132, 137, 138, 143, 148, 149</p> <p>Resources: Music and Listening Library CDs</p>
<p>1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.</p>	<p><i>Throughout <u>Frog Street Pre-K</u>, children recognize and select from a rich collection of culturally diverse songs. The song lyrics taught in each theme are written in both English and Spanish in the Appendix (at the back of each Teacher Guide for easy point-of-use reference).</i></p> <p>TG1: 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148 TG2: 47, 51, 117, 118, 142, 148 TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154 TG4: 22, 82, 123, 130, 135, 142 TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147 TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142 TG7: 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154 TG8: 28, 40, 46, 94, 100, 112, 148 TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154</p> <p>Resources: Music and Listening Library CDs</p>

<p>1.1.6 Use movement/dance to convey meaning around a theme or to show feelings.</p>	<p><i>Frog Street Pre-K provides many opportunities for children to express themselves through movement—and to respond to what is felt and heard in beat, dynamics, and various tempos and styles of music.</i> TG1: 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148 TG2: 47, 51, 117, 118, 142, 148 TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154 TG4: 22, 82, 123, 130, 135, 142 TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147 TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142 TG7: 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154 TG8: 28, 40, 46, 94, 100, 112, 148 TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154</p> <p>Resources: Music and Listening Library CDs</p>
<p>1.1.7 Describe feelings and reactions in response to a creative movement/dance performance.</p>	<p>TG1: 43, 46, 49, 69, 73, 75, 77, 83, 106, 111, 112 TG2: 25, 45, 81, 117, 138 TG3: 41, 62, 111, 112, 115, 121, 122, 123, 137, 153, 159 TG4: 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157 TG5: 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141 TG6: 59, 64, 76, 103, 131, 136, 148 TG7: 24, 43, 85, 87, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159 TG8: 25, 28, 30, 31, 32, 33, 34, 40, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 101, 103, 110, 116, 118, 133, 136, 137, 151, 156 TG9: 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157</p>
<p>1.1.8 Begin to demonstrate appropriate audience skills during creative movement and dance performances.</p>	<p>TG1: 43, 46, 49, 69, 73, 75, 77, 83, 106, 111, 112 TG2: 25, 45, 81, 117, 138 TG3: 41, 62, 111, 112, 115, 121, 122, 123, 137, 153, 159 TG4: 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157 TG5: 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141 TG6: 59, 64, 76, 103, 131, 136, 148 TG7: 24, 43, 85, 87, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159 TG8: 25, 28, 30, 31, 32, 33, 34, 40, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 101, 103, 110, 116, 118, 133, 136, 137, 151, 156 TG9: 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157</p>
<p>1.2 Children express themselves through and develop an appreciation of music. Children will:</p>	
<p>Indicators</p>	<p>Frog Street Pre-K Teacher Guide Page References</p>
<p>1.2.1 Sing a variety of songs with expression, independently and with others.</p>	<p><i>Frog Street Pre-K provides consistent opportunities for children to create sounds with their voices, create and sing chants, and recognize and select a variety of simple songs, finger plays, musical games, and musical activities. <u>Moving and Learning (accompanied by music) follows Greeting Circle each day.</u></i> TG1: 22, 26, 28, 34, 36, 39, 40, 44, 46, 47, 58, 62, 64, 70, 76, 82, 86, 94, 97, 98, 100, 103, 106, 112, 118, 130, 134, 136, 138, 142, 146, 148, 150, 151, 152, 154, 158, finger plays: 189-193 TG2: 22, 26, 28, 34, 40, 42, 46, 51, 58, 64, 70, 76, 78,</p>

	<p>81, 82, 94, 98, 99, 100, 106, 110, 112, 114, 118, 130, 135, 136, 142, 148, 154, finger plays: 192-199 TG3: 22, 28, 34, 40, 46, 58, 60, 63, 64, 70, 76, 78, 106, 112, 117, 118, 130, 141, 142, 148, 154, finger plays: 185-187 TG4: 22, 28, 31, 39, 40, 51, 58, 64, 70, 76, 77, 78, 80, 81, 82, 94, 98, 106, 112, 118, 122, 123, 130, 135, 136, 140, 142, 148, 150, 152, 154, 158, finger plays: 196-198 TG5: 28, 34, 39, 40, 46, 64, 70, 76, 82, 94, 100, 110, 112, 118, 130, 136, 138, 142, 144, 146, 148, 152, finger plays: 185-192 TG6: 28, 32, 34, 36, 38, 40, 46, 47, 51, 58, 62, 63, 64, 66, 68, 70, 74, 76, 78, 82, 94, 98, 100, 106, 112, 118, 122, 130, 136, 140, 142, 146, 148, 150, 154, finger plays: 194-196 TG7: 22, 26, 28, 30, 32, 34, 37, 40, 46, 48, 58, 59, 60, 62, 64, 68, 70, 73, 75, 76, 78, 80, 82, 83, 87, 94, 98, 100, 102, 106, 110, 112, 114, 116, 118, 120, 130, 136, 142, 148, 149, 154, 155, 158 TG8: 22, 23, 24, 25, 26, 27, 28, 32, 34, 40, 44, 46, 47, 48, 49, 58, 60, 62, 64, 68, 70, 74, 75, 76, 82, 84, 86, 94, 96, 98, 101, 102 103, 106, 109, 110, 116, 118, 119, 120, 121, 122, 136, 137, 138, 139, 142, 145, 146, 148, 150, 151, 152, 154, 155, 156, finger plays: 198-205 TG9: 22, 25, 28, 30, 34, 36, 40, 44, 46, 51, 58, 60, 65, 66, 68, 75, 76, 82, 94, 96, 98, 100, 104, 106, 110, 112, 116, 118, 120, 130, 136, 138, 142, 146, 148, 154, 156, finger plays: 198-205</p> <p>Resources: Music and Listening Library CDs “Leaping Literacy,” “Moving to Math,” “Camino a las matemáticas,” “Dr. Jean on Frog Street,” “Canciones de ti y mí” • “Songs of You and Me” (Bilingual), “Canciones de los animalitos” • “Songs of Little Creatures” (Bilingual), “Canciones para aprender con diversión” • “Songs of Learning Fun” (Bilingual), “Canciones de nuestra tierra” • “Songs of Our Earth” (Bilingual), “Frog Street Friends,” “Feelin’ Froggy,” “Cantarín,” “Spanish Listening,” “English Listening,” “Nursery Rhyme,” “It Starts in the Heart”</p>
<p>1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.</p>	<p><i>Frog Street Pre-K provides many to use a variety of instruments and other objects to produce sound. Children are encouraged to imitate and produce increasingly complex beats and rhythm patterns.</i></p> <p>TG1: 28, 40, 47, 97, 103, 105, 118, 148 TG2: 51, 64, 99, 117, 118, 148 TG3: 40, 45, 46, 50, 51, 118, 130, 133, 134, 135, 142, 148 TG4: 22, 39, 64, 82, 135, 142 TG5: 22, 34, 36, 39, 130, 147 TG6: 22, 34, 40, 63, 64, 94, 100, 129, 130, 133, 135, 136, 142 TG7: 20, 22, 34, 40, 42, 43, 61, 62, 94, 118, 136, 142, 148 TG8: 66, 76, 94, 100, 154 TG9: 70, 82, 94, 112, 118, 136, 142, 154</p> <p>Resources: Music and Listening Library CDs, <i>Three Bears’ Rap</i> big book</p>

<p>1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.</p>	<p>TG1: 28, 39, 40, 47, 58, 64, 82, 103, 118, 136, 142, 148 TG2: 47, 51, 117, 118, 142, 148 TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154 TG4: 22, 82, 123, 130, 135, 142 TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147 TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142 TG7: 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154 TG8: 28, 40, 46, 94, 100, 112, 148 TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154</p>
<p>1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.</p>	<p><i>Children improvise simple songs and rhythmic patterns using voice, body, or instrument throughout <u>Frog Street Pre-K</u>. A key foundation of songs included on program CDs is taking familiar songs and melodies and changing the words, meaning, voices, and dynamics.</i></p> <p>TG1: 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148 TG2: 47, 51, 117, 118, 142, 148 TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154 TG4: 22, 82, 123, 130, 135, 142 TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147 TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142 TG7: 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154 TG8: 28, 40, 46, 94, 100, 112, 148 TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154</p> <p>Resources: Music and Listening Library CDs “Leaping Literacy,” “Moving to Math,” “Camino a las matemáticas,” “Dr. Jean on Frog Street,” “Canciones de ti y mí” • “Songs of You and Me” (Bilingual), “Canciones de los animalitos” • “Songs of Little Creatures” (Bilingual), “Canciones para aprender con diversión” • “Songs of Learning Fun” (Bilingual), “Canciones de nuestra tierra” • “Songs of Our Earth” (Bilingual), “Frog Street Friends,” “Feelin’ Froggy,” “Cantarín,” “Spanish Listening,” “English Listening,” “Nursery Rhyme,” “It Starts in the Heart”</p>
<p>1.2.5 Participate in and listen to music from a variety of cultures and times.</p>	<p><i>A diverse collection of <u>Music and Movement</u> activities are included each day in every <u>Frog Street Pre-K Teacher Guide</u>. Culturally diverse music is also included in many literacy, math, and <u>Content Connection</u> lessons.</i></p> <p>TG1: 28, 39, 40, 43, 46, 47, 49, 58, 61, 64, 69, 73, 75, 77, 83, 103, 106, 111, 112, 118, 136, 142, 143, 148 TG2: 25, 45, 47, 51, 71, 81, 117, 118, 138, 142, 147, 148 TG3: 40, 41, 49, 51, 58, 62, 64, 76, 82, 83, 94, 106, 111, 112, 115, 118, 121, 122, 123, 137, 142, 148, 153, 154, 159 TG4: 22, 30, 31, 37, 43, 49, 66, 69, 79, 82, 109, 113, 115, 121, 123, 130, 133, 135, 142, 157 TG5: 22, 29, 34, 37, 41, 43, 46, 50, 60, 61, 64, 82, 84, 85, 87, 102, 104, 111, 130, 136, 139, 141, 142, 147 TG6: 22, 34, 40, 46, 59, 64, 76, 94, 100, 103, 106, 130, 131, 133, 135, 136, 137, 138, 141, 142, 143, 144, 147, 148, 159 TG7: 24, 40, 42, 43, 46, 48, 49, 61, 70, 76, 82, 94, 100, 102, 106, 111, 113, 118, 121, 130, 132, 136, 142, 148, 153, 154, 156, 157,</p>

	158, 159 TG8: 25, 28, 30, 31, 32, 33, 34, 40, 46, 59, 62, 64, 65, 66, 67, 69, 70, 71, 76, 80, 94, 100, 101, 103, 110, 112, 116, 118, 133, 136, 137, 148, 151, 156 TG9: 22, 28, 31, 34, 48, 51, 58, 65, 70, 76, 77, 82, 83, 94, 95, 104, 112, 118, 121, 139, 142, 148, 150, 151, 154, 157
1.2.6 Recognize and name a variety of music elements using appropriate music vocabulary.	TG1: 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148 TG2: 47, 51, 117, 118, 142, 148 TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154 TG4: 22, 82, 123, 130, 135, 142 TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147 TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142 TG7: 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154 TG8: 28, 40, 46, 94, 100, 112, 148 TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154
1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.	TG1: 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148 TG2: 47, 51, 117, 118, 142, 148 TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154 TG4: 22, 82, 123, 130, 135, 142 TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147 TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142 TG7: 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154 TG8: 28, 40, 46, 94, 100, 112, 148 TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154
1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.	TG1: 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148 TG2: 47, 51, 117, 118, 142, 148 TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154 TG4: 22, 82, 123, 130, 135, 142 TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147 TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142 TG7: 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154 TG8: 28, 40, 46, 94, 100, 112, 148 TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154
1.3 Children express themselves through and develop an appreciation of dramatic play and storytelling.	
Indicators	Frog Street Pre-K Teacher Guide Page References
1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).	<i>Pretend and Learn Centers provide consistent opportunities for children to engage in dramatic play and act out roles observed from personal experiences.</i> TG1: 23, 28, 35, 42, 43, 47, 48, 49, 51, 63, 158 TG2: 33, 130, 131, 132, 133, 134, 135, 137, 138, 146, 147, 149, 153, 155, 156, 157, 159 TG3: 117 TG4: 75, 77, 113, 114, 115, 116, 117 TG5: 51, 119, 120, 121, 123 TG6: 65, 67, 137 TG8: 33, 60 TG9: 27, 102, 108, 147 Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression, Photo Activity Cards: School Workers, Police Officer, Fire Fighter, Nurse, Dentist, Doctor, Mail Carrier, Health

	Workers, Construction Workers, Architects, Engineers, Writers, Illustrators, Photographers, Transportation Workers, Entomologist, Zoologist, Farmer, Veterinarian, Environmental Workers
1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.	<p><i>Frog Street Pre-K</i> provides many opportunities for children to engage in pretend play—and to use imagination to create different roles and characters. Examples are the dramatic play scenarios described in ongoing <i>Pretend and Learn</i> centers.</p> <p>TG1: 20, 27, 43, 49, 56, 106, 130, 148, 151, 153, 157 TG2: 20, 25, 27, 39, 56, 57, 58, 73, 76, 81, 85, 128, 129, 140, 145, 147 TG3: 20, 22, 25, 33, 40, 56, 58, 63, 76, 92, 103, 105, 111, 115, 121, 128, 130, 142, 148, 154 TG4: 37, 43, 49, 56, 57, 79, 82, 93, 109, 115, 118, 121, 128, 148, 154 TG5: 20, 40, 56, 57, 61, 76, 92, 100, 111, 121, 128, 129, 130, 141, 148, 157 TG6: 43, 56, 59, 64, 67, 76, 92, 97, 99, 103, 105, 129 TG7: 37, 43, 49, 56, 73, 75, 76, 79, 92, 100, 103, 106, 130, 143, 153, 154, 157 TG8: 22, 28, 34, 42, 56, 58, 64, 66, 84, 94, 100, 130, 136, 142, 143, 145, 148, 151, 154, 156, 157 TG9: 20, 22, 46, 51, 56, 58, 81, 93, 121, 129, 157</p> <p>Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression</p>
1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.	<p>TG1: 49, 59, 65, 71, 73, 75, 77, 83, 107, 111, 113, 115, 137, 139, 150, 151 TG2: 33, 39, 43, 79, 95, 101, 107, 121, 138, 139, 151, 157 TG3: 26, 27, 29, 31, 73, 111, 121, 137, 139, 145, 146, 157, 159 TG4: 25, 26, 31, 49, 66, 67, 85, 113, 133, 139, 145, 149, 151, 155, 157 TG5: 29, 31, 48, 49, 50, 55, 60, 61, 65, 73, 78, 79, 83, 84, 85, 101, 102, 104, 109, 111, 113, 115, 121, 141, 144, 145, 151, 152 TG6: 30, 43, 59, 67, 73, 131, 143, 155, 157 TG7: 24, 25, 29, 31, 77, 113, 119, 121, 135, 145, 151, 157 TG8: 23, 25, 31, 47, 49, 65, 67, 71, 77, 101, 103, 115, 143, 145, 151 TG9: 25, 31, 67, 79, 80, 131, 150, 155, 157</p> <p>Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression</p>
1.3.4 Differentiate between fantasy/pretend play and real events.	<p><i>Children consistently explore different pretend scenarios in weekly Pretend and Learn centers. In Theme 5, Stories and Rhymes, the concept of ‘real vs. pretend’ is introduced and studied as inherent aspects of stories, nursery rhymes, and fairy tales.</i></p> <p><i>Example—p. 35 wherein it is explained that animals in a rhyme are doing things that animals in ‘real life’ cannot do. Pretending is described as part of the fun of nursery rhymes.</i></p>

	<p><i>Example—p. 71 wherein it is explained that children often have misconceptions about wolves due to primarily having seen them depicted in menacing ways in fairy tales.</i></p> <p><i>Example—p.107 wherein children discuss how the world of make-believe is different from the real world.</i></p> <p><i>Example—p.131 wherein children are asked to identify parts of a story that might actually happen, and parts that are fiction.</i></p> <p>Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression</p>
<p>1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).</p>	<p>TG1: 43, 46, 49, 56, 69, 73, 75, 77, 83, 106, 111, 112, 130, 143 TG2: 25, 45, 81, 117, 138, 145 TG3: 41, 62, 95, 111, 112, 115, 121, 122, 123, 128, 133,137, 153, 159 TG4: 25, 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157 TG5: 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141 TG6: 59, 60, 64, 76, 103, 131, 136, 148 TG7: 24, 36, 43, 49, 76, 79, 85, 87, 92, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159 TG8: 25, 28, 30, 31, 32, 33, 34, 40, 47, 56, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 98, 101, 103, 110, 116, 118, 130, 133, 135, 136, 137, 151, 156 TG9: 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157</p> <p>Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression</p>
<p>1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.</p>	<p>TG1: 21, 29, 47, 49, 59, 71, 73, 83, 85, 107, 113, 115, 119, 137, 139, 155 TG2: 27, 32, 33, 35, 41, 71, 77, 78, 93, 95, 113, 119, 121, 155, 157 TG3: 23, 29, 35, 37, 71, 73, 75, 119, 121, 131, 135, 137, 141, 157 TG4: 25, 26, 27, 47, 65, 66, 71, 73, 84, 85, 131, 137, 143, 149, 155 TG5: 35, 48, 50, 59, 77, 78, 83, 84, 86, 101, 102, 104, 113, 119, 122, 143, 150, 159 TG6: 41, 65, 71, 77, 113 TG7: 24, 29, 47, 59, 77, 119, 143, 149 TG8: 23, 29, 47, 83, 115, 119, 149 TG9: 33, 59, 74, 77, 80, 107, 131, 155</p> <p>Resources: Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy) Literacy Library (alphabet books, poetry books, wordless books, developmental storybook), Lilypad Theatre box (including 34 story folders in English and Spanish, “Storytellers” DVD, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book)</p>

<p>1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.</p>	<p><i>Pretend and Learn Centers offer children opportunities to describe feelings and reactions and make increasingly informed responses to stories and dramatic play.</i> TG1: 43, 46, 49, 69, 73, 75, 77, 83, 106, 111, 112 TG2: 25, 45, 81, 117, 138 TG3: 41, 62, 111, 112, 115, 121, 122, 123, 137, 153, 159 TG4: 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157, TG5: 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141 TG6: 59, 64, 76, 103, 131, 136, 148 TG7: 24, 43, 85, 87, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159 TG8: 25, 28, 30, 31, 32, 33, 34, 40, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 101, 103, 110, 116, 118, 133, 136, 137, 151, 156 TG9: 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157</p> <p>Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression</p>
<p>1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.</p>	<p><i>Read Aloud Time provides children with an opportunity to demonstrate appropriate audience skills. Story Folders are interactive resources offering opportunities for storytelling and appropriate audience skills.</i> TG1: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG2: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG3: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG4: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG5: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG6: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG7: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG8: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG9: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155</p> <p>Resources: Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy) Literacy Library (alphabet books, poetry books, wordless books, developmental storybook), Lilypad Theatre box (including 34 story folders in English and Spanish, “Storytellers” DVD, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book)</p>

1.4 Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).	
Indicators	Frog Street Pre-K Teacher Guide Page References
1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.	<p><i>Creativity Station provides opportunities for children to explore creativity. A range of media and materials, tools, and techniques are used to explore and create artistic works. Children are encouraged to care for materials and tools throughout Frog Street Pre-K.</i></p> <p>TG1: 25, 27, 31, 43, 51, 61, 67, 69, 79, 85, 109, 115, 117, 121, 133, 139, 145, 147, 151, 153 TG2: 25, 27, 37, 43, 61, 63, 67, 69, 73, 75, 81, 85, 87, 95, 97, 103, 109, 121, 133, 139, 147, 151, 157, 159 TG3: 27, 37, 39, 45, 49, 61, 67, 79, 85, 97, 103, 105, 145, 151, 153, 157 TG4: 31, 33, 45, 49, 61, 63, 73, 75, 85, 87, 103, 109, 153, 157 TG5: 39, 43, 51, 67, 69, 73, 79, 81, 85, 111, 115, 121, 133, 147, 151, 157 TG6: 25, 37, 43, 51, 69, 75, 139, 141, 145, 147, 151 TG7: 25, 31, 37, 39, 49, 51, 57, 63, 67, 81, 85, 97, 99, 109, 111, 115, 117, 121, 123, 133, 135, 139, 151, 153 TG8: 27, 37, 45, 49, 61, 79, 81, 99, 115, 151, 157 TG9: 56, 79, 94, 112, 150, 151, 154, 155, 157</p>
1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	<p><i>Construction Center activities throughout each Theme provide hands-on experiences with three-dimensional shapes. Theme 6: Week 1 focuses specifically on construction terms and Theme 6: Week 3 on I Can Build.</i></p> <p>TG2: 69, 92, 117, 121, 157 TG3: 56, 92, 129, 153 TG5: 99 TG6: 103, 111, 144, 145, 147 TG7: 85, 135 TG8: 20, 27, 61 TG9: 68, 85, 109, 145</p>
1.4.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g., illustrator, sculptor, photographer) and elements in the visual arts.	<p>TG1: 61, 143 TG2: 71, 147, 158 TG3: 27, 83, 95, 153 TG5: 43 TG6: 137, 138, 139, 141, 143, 144, 147, 159 TG7: 85, 131, 137, 139 TG8: 59, 71 TG9: 95, 139, 150, 151</p>
1.4.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination	<p>TG1: 25, 27, 31, 37, 43, 51, 61, 67, 69, 79, 109, 115, 133, 139, 143, 145, 147, 151, 153 TG2: 25, 27, 37, 43, 61, 63, 67, 69, 73, 75, 81, 85, 87, 95, 97, 103, 109, 121, 133, 139, 147, 151, 157, 159 TG3: 27, 37, 39, 45, 49, 61, 67, 77, 79, 85, 97, 103, 105, 145, 151, 153, 157 TG4: 31, 33, 45, 49, 61, 63, 73, 75, 85, 97, 103, 109, 153, 157 TG5: 43, 51, 67, 73, 79, 81, 85, 111, 115, 121, 133, 147, 151, 157 TG6: 25, 27, 43, 49, 51, 57, 67, 93, 99, 103, 109, 115, 133, 135, 139, 141, 143, 145, 147, 157 TG7: 25, 37, 49, 51, 63, 81, 85, 97, 109, 111, 115, 117, 121, 123, 133, 139, 151, 153 TG8: 27, 45, 49, 61, 68, 79, 81, 99, 115, 133, 151, 157 TG9: 27, 37, 39, 61, 67, 68, 69, 73, 79, 81, 85, 97, 103, 109, 110, 115, 121, 129, 133, 135, 137, 139, 141, 145, 151, 157, 159</p> <p>Resource: Rebus Poster—“How to Paint at the Easel”</p>

1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.	TG3: 92, 161 TG6: 27, 67, 103, 109, 121, 138, 141, 144, 145, 157 TG7: 25, 56, 85, 121, 135, 153 TG8: 20, 27, 37, 61, 157 TG9: 109, 115, 133, 150, 151, 157
1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.	TG1: 67, 69, 79, 85, 145, 153 TG2: 20, 87, 92, 121 TG3: 25, 27, 37, 87, 129, TG4: 75, 81 TG5: 117 TG6: 27, 39, 73, 141, 144, 145, 147 TG7: 153 TG8: 51, 61, 92, 109, 129, 145 TG9: 45, 56, 69, 85, 92, 150, 151
1.4.7 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.	TG1: 31, 43, 147, 151 TG3: 37, 56, 79, 85, 97, 103, 105, 145, 157 TG4: 49, 73, 85, 103, 109, 153, 157 TG5: 20, 81, 85, 115, 121, 139, 147, 151, 157 TG6: 27, 37, 57, 67, 73, 107, 109, 115, 121, 129, 133, 139, 144, 145 TG7: 25, 37, 51, 56, 57, 85, 97, 121, 129, 135, 139, 153 TG8: 25, 27, 37, 49, 61, 81, 145, 151, 157 TG9: 45, 49, 68, 71, 85, 109, 121, 129, 133, 139, 145, 150, 151 157

HEALTH, SAFETY AND PHYSICAL EDUCATION	
2.1 Children develop self-help and personal hygiene skills.	
Standards	Frog Street Pre-K Teacher Guide Page References
2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for weather).	<p>Teacher Guide – (TG) TG1: 26, 27, 28, 40, 45, 63, 81, 82, 86, 87, 99, 102, 110, 111 TG2: 33, 82, 111, 130, 131, 132, 133, 135, 136, 137, 141, 149, 154, 155 TG3: 84, 85, 114 TG4: 24, 34, 35, 36, 39, 48, 49, 51, 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 100, 101, 102, 105, 112, 113, 114, 115, 117, 118, 119, 120, 123, 137, 141, 146, 147 TG5: 28, 30, 32, 33, 51, 75, 105, 120, 147 TG6: 37, 45, 63, 65 TG7: 33, 39, 51, 95, 96, 99 TG8: 39, 63, 99, 105, 111, 159 TG9: 63, 135</p> <p>Resources: Rebus Posters—“How to Wash Your Hands,” “How to Brush Your Teeth,” “How to Make a Cheese Sandwich,” and “How to Make Applesauce”</p>
2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).	<p><i>Frog Street Pre-K provides opportunities for children to demonstrate emerging self-help skills. Theme 4: Choices focuses on healthy food choices, exercise, and health & hygiene practices.</i></p> <p>TG1: 26, 27, 81, 86, 87, 111 TG2: 136, 137, 141 TG4: 36, 101, 102, 112, 113, 114, 115, 118, 119, 120, 123, 146, 147 TG5: 28, 30, 32, 33, 120 TG6: 37, 45, 63, 65 TG7: 33, 39, 51, 95, 96, 99 TG8: 39, 63, 99, 105, 111, 159 TG9: 63, 135</p> <p>Resources: Rebus Posters—“How to Wash Your Hands” and “How to Brush Your Teeth,” Sequence Cards—Teeth Brushing, Hand Washing</p>
2.2 Children begin to develop the knowledge and skills necessary to make nutritious food choices.	
Indicators	Frog Street Pre-K Teacher Guide Page References
2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	<p><i>Children explore foods and are able to sort food into food groups. Children communicate the benefits of healthy foods.</i></p> <p>TG1: 82 TG2: 111 TG4: 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 99, 102, 105 TG5: 75, 105 TG7: 39 TG9: 135</p> <p>Resources: Weekly Cooking Center booklet is available. Each Cooking Center aligns to the instruction and content of the week. Rebus Posters—“How to Make a Cheese Sandwich” and “How to Make Applesauce”</p>

<p>2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offering).</p>	<p><i>Frog Street Pre-K Theme 4, Week 2: Healthy Choices</i> children learn about the importance of maintaining healthy eating habits TG1: 82 TG2: 111 TG4: 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71 72, 73, 74, 75, 76, 77, 78, 79, 81, 82, 83, 84, 85, 86, 87, 94, 95, 96, 97, 99, 102, 105 TG5: 75, 105 TG7: 39 TG9: 135</p> <p>Resources: Rebus Posters—“How to Make a Cheese Sandwich” and “How to Make Applesauce”</p>
<p>2.3 Children begin to develop an awareness of potential hazards in their environment.</p>	
<p>Indicators</p>	<p>Frog Street Pre-K Teacher Guide Page References</p>
<p>2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).</p>	<p><i>Frog Street Pre-K is built upon the idea that children have a very important job to do. They must help keep their classroom safe. This principal is reinforced by Conscious Discipline® routines taught in the morning’s Greeting Circle and reviewed at the end-of-day’s Closing Circle. Children learn to follow safety rules in the classroom, at home, and in their community.</i> TG1: 25, 26, 27, 28, 40, 41, 45, 63, 81, 82, 86, 87, 99, 102, 110, 111, 154 TG2: 33, 43, 49, 61, 82, 111, 130, 131, 132, 133, 135, 136, 137, 141, 149, 154, 155 TG3: 84, 85, 106, 114, 118 TG4: 24, 30, 34, 35, 36, 39, 40, 42, 46, 48, 49, 51, 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 100, 101, 102, 105, 108, 112, 113, 114, 115, 117, 141, 146, 147 TG5: 14, 28, 30, 32, 33, 51, 58, 75, 105, 120, 147 TG6: 28, 34, 37, 45, 48, 63, 65 TG7: 28, 33, 39, 51, 94, 95, 96, 99, 100, 118, 142 TG8: 39, 40, 63, 99, 100, 105, 106, 111, 112, 159 TG9: 46, 63, 135, 137, 144, 145</p> <p>Resources: Sequence Card–Bike Safety, Rebus Poster– “Stop! Drop! Roll! ”</p>
<p>2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).</p>	<p>TG1: 51 TG3: 115 TG4: 78, 79 TG6: 45, 92 TG7: 33, 87, 93, 96, 97, 99</p>
<p>2.3.3 Identify community helpers who assist in maintaining a safe environment.</p>	<p><i>Children are encouraged to meet different school and community workers in Frog Street Pre-K. They use pretend play to demonstrate their various roles and services.</i> TG1: 20, 23, 42, 43, 47, 49, 51 TG2: 22, 238, 239, 130, 132, 134, 135, 138, 139, 140, 141, 142, 144, 146, 147 TG4: 77, 112, 113, 114, 115, 116, 117 TG6: 84 TG8: 60, 63, 99 TG9: 147</p>

	Resources: Photo Activity Cards with the following themes: Theme 2: Community Workers: Police Officer, Fire Fighter, Nurse, Dentist, Doctor, Mail Carrier Theme 4: Health Workers
2.3.4 Know how to dial 911 for help.	T2: 135 TG4: 117 Resources: Photo Activity Cards
2.4 Children develop competence and confidence in activities that require gross- and fine-motor skills	
Indicators	Frog Street Pre-K Teacher Guide Page References
2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running and marching).	<i>Moving and Learning, the transition activity that follows Greeting Circle each morning invites children to create dance steps or follow movement prompts. In the Gross Motor Center activities give children many opportunities to develop flexibility, range of motion, body coordination and strength.</i> TG1: 22, 28, 40, 56, 57, 58, 64, 76, 79, 82, 92, 100, 103, 106, 128, 136, 148, 159 TG2: 22, 40, 46, 51, 82, 94, 100, 106, 112, 135, 136, 142, 148, 151, 154 TG3: 22, 40, 49, 63, 64, 70, 76, 100, 106, 109, 111, 118, 129, 130, 133, 135, 136, 141, 142, 147, 148, 152, 153, 154 TG4: 20, 22, 33, 46, 51, 58, 75, 82, 92, 93, 94, 96, 97, 103, 105, 112, 123, 129, 136, 142, 148 TG5: 28, 39, 40, 64, 76, 82, 99, 100, 105, 130, 138, 142, 148, 150, 154, 157, 159 TG6: 20, 34, 40, 49, 64, 70, 76, 100, 106, 112, 130, 133, 136, 142, 153, 154 TG7: 20, 22, 23, 25, 27, 28, 33, 34, 39, 40, 43, 46, 49, 56, 61, 63, 70, 76, 79, 82, 92, 93, 100, 106, 112, 130, 136, 142, 148, 154 TG8: 22, 28, 30, 39, 40, 42, 58, 64, 66, 76, 85, 87, 93, 94, 98, 100, 106, 111, 112, 117, 118, 128, 130, 136, 138, 141, 142, 148 TG9: 22, 28, 34, 58, 64, 70, 85, 92, 106, 128, 136, 148, 154 Resources: Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and beach ball, beanbag, and parachute equipment)
2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).	TG1: 25, 31, 43, 45, 49, 61, 81, 85, 97, 109, 115, 139, 145, 159 TG2: 21, 25, 31, 37, 43, 61, 67, 73, 85, 97, 103, 109, 145, 157 TG3: 25, 37, 43, 61, 67, 73, 79, 85, 105, 121, 133, 145, 157 TG4: 20, 25, 27, 31, 49, 61, 69, 73, 85, 87, 92, 97, 103, 109, 153 TG5: 33, 51, 67, 79, 81, 85, 92, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 20, 25, 31, 37, 45, 61, 67, 73, 79, 109, 115, 121, 133, 135, 139, 153, 157 TG7: 25, 31, 37, 51, 57, 63, 67, 73, 75, 79, 85, 97, 117, 121, 129, 133, 139 TG8: 21, 25, 31, 37, 43, 49, 61, 67, 73, 79, 85, 93, 97, 103, 109, 115, 121, 128, 133, 140, 145, 151, 157 TG9: 21, 25, 31, 33, 37, 49, 61, 67, 73, 79, 85, 103, 115, 133, 139, 145

	<p>Resources: Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and fine motor/gross motor manipulatives)</p>
<p>2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).</p>	<p><i>The Moving and Learning activity that follows <u>Greeting Circle</u> each morning and the activities presented in the <u>Gross Motor Center</u> give children many opportunities to use objects and props as they develop balance and spatial awareness.</i></p> <p>TG1: 22, 25, 28, 34, 45, 46, 74, 76, 80, 94 TG2: 28, 46, 47, 100 TG3: 34, 58, 111, 128, 135, 153 TG4: 20, 22, 24, 58, 61, 102, 103, 141, 145 TG5: 64, 94, 106, 136, 154 TG6: 22, 28, 39, 70, 87, 132, 135 TG7: 22, 26, 28, 34, 35, 58 TG8: 70, 94, 100 TG9: 27, 132, 137, 138, 143, 148, 149</p> <p>Resources: Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and fine motor/gross motor manipulatives)</p>

ENGLISH LANGUAGE ARTS

Frog Street Pre-K supports every aspect of children’s development—physical, social, emotional, cognitive, and linguistic. A key focus is on language and literacy. The FSPK program uses a research-based approach to help young children develop early literacy and pre-reading skills. Children 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).

READING LITERATURE	
Key Ideas and Details	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.</p>	<p><i>Read-Aloud Time</i> occurs twice daily in <i>Frog Street Pre-K</i>. During this period, children have opportunities to ask and answer questions to build content area knowledge, focus and extend vocabulary, engage in conversation about books, and establish a love for literature.</p> <p>Teacher Guide – (TG) TG1: 23, 29, 35, 41, 42, 43, 47, 59, 65, 71, 75, 77, 95, 101, 107, 108, 113, 114, 119, 120, 131, 137, 143, 149, 105, 155, 157 TG2: 23, 27, 29, 31, 33, 35, 41, 47, 59, 61, 65, 67, 71, 77, 83, 95, 99, 101, 107, 109, 111, 115, 119, 121, 131, 132, 133, 143, 147, 155, 157, 159 TG3: 23, 30, 31, 35, 36, 37, 41, 43, 47, 59, 65, 66, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 147, 149, 151, 155 TG4: 23, 25, 27, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157 TG5: 23, 29, 31, 35, 41, 47, 48, 49, 59, 60, 61, 62, 65, 71, 72, 73, 77, 79, 83, 85, 87, 95, 97, 99, 101, 107, 108, 109, 113, 114, 119, 120, 131, 133, 135, 137, 138, 140, 141, 143, 144, 149, 150-153, 155, 158 TG6: 23, 29, 41, 43, 47, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 108, 111, 113, 119, 131, 132, 137, 138, 143, 149, 151, 157 TG7: 29, 31, 35, 43, 47, 65, 67, 71, 73, 77, 79, 83, 84, 85, 95, 101, 107, 113, 114, 119, 131, 137, 138, 143, 144, 145, 155 TG8: 23, 29, 35, 37, 38, 41, 43, 47, 59, 65, 67, 71, 77, 83, 84, 95, 107, 108, 109, 113, 114, 119, 120, 131, 132, 137, 139, 143, 149, 155 TG9: 23, 25, 29, 30, 35-37, 41, 43, 45, 47, 59, 65, 71, 72, 73, 77, 81, 83, 87, 101, 107, 113, 119, 131, 137, 143, 144, 145</p> <p>Resources: Strategy Cards: P—Activate Prior Knowledge, S—Read-Aloud Time, T—Questioning Strategies</p>

<p>RL.PK.2 With prompting and support, retell familiar stories or poems.</p>	<p><i>Read-Aloud Time and Literacy lessons provide rich opportunities for children to practice comprehension skills and strategies, including retelling familiar story or poem.</i></p> <p>TG1: 49, 59, 65, 71, 73, 75, 77, 83, 107, 111, 113, 115, 137, 139, 150, 151 TG2: 33, 39, 43, 79, 95, 101, 107, 121, 138, 139, 151, 157 TG3: 26, 27, 29, 31, 73, 111, 121, 137, 139, 145, 146, 157, 159 TG4: 25, 26, 31, 49, 66, 67, 85, 113, 133, 139, 145, 149, 151, 155, 157 TG5: 29, 31, 48-50, 55, 60, 61, 65, 73, 78, 79, 83-85, 101, 102, 104, 109, 111, 113, 115, 121, 141, 144, 145, 151, 152 TG6: 30, 43, 59, 67, 73, 131, 143, 155, 157 TG7: 24, 25, 29, 31, 77, 113, 119, 121, 135, 145, 151, 157 TG8: 23, 25, 31, 47, 49, 65, 67, 71, 77, 101, 103, 115, 143, 145, 151 TG9: 25, 31, 67, 79, 80, 131, 150, 155, 157</p> <p>Resources: Lilypad Theatre box (including 34 story folders in English and Spanish, “Storytellers” DVD, “Creative Storytelling” Resource Guide, Games and Patterns CD, a CD collection, a Digital Online Library, Spacefrog “word space” tool, “Frog Street Pre-K” Interactive Software), Strategy Cards: P--Activate Prior Knowledge Sequence Cards</p>
<p>RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.</p>	<p>TG1: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG2: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG3: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 143, 149, 155 TG4: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG5: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG6: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG7: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG8: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG9: 23, 23, 25, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155</p> <p>Resources “Frog Street Pre-K” Interactive Software, Strategy Cards: P--Activate Prior Knowledge, T—Questioning Strategies, and U—Dramatic Expression Sequence Cards</p>
Craft and Structure	
<p>RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.</p>	<p>TG1: 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 149, 150, 155, 157 TG2: 23, 27, 29, 31, 33, 35, 41, 47, 59, 61, 65, 67, 71, 83, 95, 101, 107, 109, 113, 115, 119, 121, 143, 149, 155, 157 TG3: 23, 29, 35, 41, 43, 47, 59, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137,</p>

	<p>138, 141, 143, 145, 149, 155 TG4: 23, 25, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 77, 79, 83, 95, 99, 101, 107, 111, 119, 121, 131, 133, 137, 139, 143, 149, 155, 157 TG5: 31, 35, 41, 47, 49, 59, 60, 61, 65, 71, 73, 75, 77, 79, 83, 85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 131, 133, 137, 138, 143, 149, 150, 151, 152, 155, 158 TG6: 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 101, 107, 108, 119, 131, 133, 137, 138, 144, 145, 149, 151, 157 TG7: 29, 31, 35, 41, 43, 47, 59, 65, 67, 83, 84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 144, 145, 149 TG8: 23, 29, 35, 38, 41, 43, 59, 65, 71, 77, 83, 101, 107, 113, 119, 137, 141, 143, 149, 155, 157 TG9: 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 107, 113, 119, 131, 137, 143, 144, 149, 155</p> <p>Resources: Strategy Cards: P—Activate Prior Knowledge, S—Read-Aloud Time, T—Questioning Strategies</p>
<p>RL.PK.5 Recognize common types of literature (storybooks and poetry books).</p>	<p>TG1: 35, 72, 142 TG2: 45, 77, 96, 123, 155, 192-199, 206 TG3: 44, 48, 63, 66 TG4: 41, 196 TG5: 22, 36, 41, 47, 123, 138 TG6: 35, 65, 105, 108, 149, 150, 153 TG7: 24, 113, 123, 131, 132, 138, 144, 155 TG8: 87, 141 TG9: 24, 59, 65, 72, 78, 81, 84, 87, 96, 102, 132, 141, 153, 155</p> <p>Resources: Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy) Literacy Library (alphabet books, poetry books, wordless books, developmental storybook, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book)</p>
<p>RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.</p>	<p>TG1: 29, 35, 77, 83 TG2: 59, 119 TG3: 41, 65, 77, 95, 101, 107, 119, 149, 155 TG4: 23, 29, 35, 41, 137, 155 TG5: 41, 71, 99, 131 TG6: 47, 95, 137, 138, 139, 141 TG7: 35, 41, 131 TG8: 59, 71, 95, 155 TG9: 23, 29, 47, 137, 149</p> <p>Resources: Strategy Cards: K—Wordless Books, S—Read-Aloud Time</p>
Integration of Knowledge and Ideas	
<p>RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.</p>	<p>TG1: 29, 35, 65, 83, 95, 101, 113, 119, 131, 137, 143, 155 TG2: 23, 29, 65, 71, 77, 107, 119, 131, 137, 143, 149 TG3: 23, 41, 47, 77, 83, 101, 131 TG4: 23, 41, 47, 59, 65, 71, 83, 95, 101, 107, 113, 131, 137 TG5: 23, 29, 41, 49, 71, 77, 83, 101 TG6: 23, 29, 41, 47, 71, 77, 83, 95, 101, 119, 155 TG7: 23, 59, 71, 95, 107, 119, 131, 137 TG8: 23, 35, 41, 47, 65, 83, 95, 107, 119, 131, 137, 155 TG9: 41, 65, 95, 107, 113, 119</p>

	<p>Resources: Strategy Cards: S—Read-Aloud Time, Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy) Literacy Library (alphabet books, poetry books, wordless books, developmental storybook, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book)</p>
RL.PK.8 (Not applicable to literature)	<i>Not Applicable</i>
RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.	<p>TG1: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG2: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG3: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG4: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG5: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG6: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 120, 107, 113, 119, 131, 137, 143, 149, 155 TG7: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG8: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG9: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155</p> <p>Resources: Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy) Literacy Library (alphabet books, poetry books, wordless books, developmental storybook, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book)</p>
Range of Reading and Level of Text Complexity	
RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.	<p>TG1: 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 150, 155, 157 TG2: 23, 27, 29, 31, 33, 35, 41, 59, 61, 65, 67, 71, 83, 95, 99, 101, 107, 109, 113, 115, 119, 121, 143, 155, 157 TG3: 23, 35, 41, 47, 59, 65, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 149, 155 TG4: 23, 25, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157 TG5: 23, 29, 31, 41, 47, 48, 49, 59, 60, 61, 65, 71, 73, 75, 77, 79, 83, 85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 121, 131, 133, 137, 138, 140, 143, 149, 150, 151, 152, 155, 156, 157, 158 TG6: 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 107, 108, 119, 131, 133, 137, 138, 149, 151, 157 TG7: 29, 31, 35, 41, 43, 47, 59, 65, 67, 83, 84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 138, 143, 144, 145, 149, 155 TG8: 23, 29, 35, 38, 41, 43, 49, 59, 65, 71, 77, 83, 85, 101, 107, 113, 119, 137, 141, 143, 149, 155, 157 TG9: 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 107, 119, 131, 137, 143, 143, 144, 155</p>

	<p>Resources: Strategy Cards: S—Read-Aloud Time, Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy) Literacy Library (alphabet books, poetry books, wordless books, developmental storybook, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book)</p>
READING INFORMATIONAL TEXT	
Key Ideas and Details	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.</p>	<p>TG1: 23, 29, 35, 41-43, 59, 65, 71, 75, 77, 95, 101, 107, 108, 113, 114, 119, 120, 131, 137, 143, 149, 150, 155, 157 TG2: 23, 27, 29, 31, 33, 35, 41, 47, 59, 61, 65, 67, 71, 77, 83, 95, 99, 101, 107, 109, 111, 115, 119, 121, 131-133, 143, 147, 155, 157, 159 TG3: 23, 30, 31, 35-37, 41, 43, 47, 59, 65-67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 147, 149, 151, 155 TG4: 23, 25, 27, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157 TG5: 23, 29, 31, 35, 41, 47, 48, 49, 59, 60-62, 65, 71-73, 77-79, 83, 85, 87, 95, 97, 99, 101, 107, 108, 109, 113, 114, 119, 120, 131, 133, 135, 137, 138, 140, 141, 143, 144, 149, 150-153, 155, 158 TG6: 23, 29, 41, 43, 47, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 108, 111, 113, 119, 131, 132, 137, 138, 143, 149, 151, 157 TG7: 29, 31, 35, 43, 47, 65, 67, 71, 73, 77, 79, 83, 84, 85, 95, 101, 107, 113, 114, 119, 131, 137, 138, 143, 144, 145, 155 TG8: 23, 29, 35, 37, 38, 41, 43, 47, 59, 65, 67, 71, 77, 83, 84, 95, 107, 108, 109, 113, 114, 119, 120, 131, 132, 137, 139, 143, 149, 155 TG9: 23, 25, 29, 30, 35, 36, 37, 41, 43, 45, 47, 59, 65, 71, 72, 73, 77, 81, 83, 87, 101, 107, 113, 119, 131, 137, 143, 144, 145</p> <p>Resources: Strategy Cards: S—Read-Aloud Time, T—Questioning Strategies, Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, nonfiction, informational text)</p>
<p>RI.PK.2 With prompting and support, recall important facts from a familiar text.</p>	<p>TG1: 49, 59, 65, 71, 73, 75, 77, 83, 107, 111, 113, 115, 137, 139, 150, 151 TG2: 33, 39, 43, 79, 95, 101, 107, 121, 138, 139, 151, 157 TG3: 26, 27, 29, 31, 73, 111, 121, 137, 139, 145, 146, 157, 159 TG4: 25, 26, 31, 49, 66, 67, 85, 113, 133, 139, 145, 149, 151, 155, 157 TG5: 29, 31, 48, 49, 50, 55, 60, 61, 65, 73, 78, 79, 83, 84, 85, 101, 102, 104, 109, 111, 113, 115, 121, 141, 144, 145, 151, 152 TG6: 30, 43, 59, 67, 73, 131, 143, 155, 157 TG7: 24, 25, 29, 31, 77, 113, 119, 121, 135, 145, 151, 157 TG8: 23, 25, 31, 47, 49, 65, 67, 71, 77, 101, 103, 115, 143, 145, 151 TG9: 25, 31, 67, 79, 80, 131, 150, 155, 157</p>

	<p>Resources: Strategy Cards: S—Read-Aloud Time, T—Questioning Strategies, Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, nonfiction, informational text)</p>
<p>RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.</p>	<p>TG1: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG2: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG3: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG4: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG5: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG6: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 102, 107, 113, 119, 131, 137, 143, 149, 155 TG7: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG8: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG9: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155</p> <p>Resources: Strategy Cards: S—Read-Aloud Time, T—Questioning Strategies, Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, nonfiction, informational text)</p>
Craft and Structure	
<p>RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.</p>	<p>TG1: 29, 31, 35, 41, 107 TG2: 29, 72, 73 TG3: 65, 107 TG4: 119 TG5: 41, 71, 108, 114, 137 TG6: 25, 77, 83, 95, 101, 117, 131, 157, 159 TG7: 23, 72, 73, 79 TG8: 23, 27, 59, 73, 93, 101, 119, 132, 155 TG9: 48, 59, 77, 149</p> <p>Resources: Strategy Cards: S—Read-Aloud Time, T—Questioning Strategies, Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, nonfiction, informational text)</p>
<p>RI.PK.5 Identify the front and back cover of a book.</p>	<p>TG1: 23, 35, 95, 101, 113 TG2: 29, 41, 47, 59, 65, 71, 95, 101, 107, 119, 131, 143, 159 TG3: 23, 41, 47, 59, 65, 77, 95, 101, 113, 119, 149, 155, 156 TG4: 23, 29, 41, 47, 59, 65, 101, 107, 159 TG5: 41, 77, 95, 101, 108, 113, 131 TG6: 23, 29, 35, 71, 77, 83, 95, 96, 119, 131, 137, 143, 149 TG7: 23, 35, 41, 47, 131, 137 TG8: 23, 41, 59, 64, 71, 95, 101, 107, 131, 149, 155 TG9: 23, 41, 59, 71, 77, 83, 95, 101, 107, 113, 119, 143, 149</p> <p>Resources: Strategy Cards: S—Read-Aloud Time, T—Questioning Strategies, Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, nonfiction, informational text), Rebus Poster—“How to Read a Book”</p>

RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.	<p>TG1: 29, 35, 77, 83 TG2: 59, 119 TG3: 41, 65, 77, 95, 101, 107, 119, 149, 155 TG4: 23, 29, 35, 41, 137, 155 TG5: 41, 71, 99, 131 TG6: 47, 95, 137, 138, 139, 141 TG7: 35, 41, 131 TG8: 59, 71, 95, 155 TG9: 23, 29, 47, 137, 149</p> <p>Resources: Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, nonfiction, informational text)</p>
Integration of Knowledge and Ideas	
RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.	<p>TG1: 29, 35, 65, 83, 95, 113, 119, 137, 143 TG2: 29, 65, 71, 77, 119, 131, 137, 143, 149 TG3: 77, 83, 101 TG4: 23, 41, 59, 83, 95, 101, 107, 113 TG5: 23, 29, 49 TG6: 23, 29, 41, 47, 71, 77, 83, 95, 101, 119, 149, 155 TG7: 23, 35, 47, 59, 95, 119, 131, 137, 155 TG8: 23, 25, 35, 41, 47, 65, 83, 95, 107, 119, 131, 137, 155 TG9: 23, 35, 65, 95, 107, 113, 119</p> <p>Resources: Strategy Cards: S—Read-Aloud Time, T—Questioning Strategies, Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, nonfiction, informational text)</p>
RI.PK.8 (Begins in Kindergarten)	<i>Not Applicable</i>
Range of Reading and Level of Text Complexity	
RL.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.	<p>TG1: 23, 29, 35, 42, 43, 47, 59, 71, 77, 95, 101, 108, 113, 114, 119, 120, 131, 137, 143 TG2: 29, 47, 59, 71, 77, 95, 111, 131, 132, 143, 147, 159 TG3: 30, 31, 35, 36, 37, 43, 59, 66, 67, 71, 75, 77, 79, 83, 101, 107, 113, 138, 147, 151 TG4: 23, 27, 35, 47, 50, 66, 67, 79, 99, 111, 121, 131, 133, 139, 155, 157 TG5: 23, 29, 35, 47, 59, 61, 62, 65, 71, 72, 77, 78, 79, 83, 87, 95, 99, 101, 108, 113, 114, 119, 131, 135, 137, 141, 144, 149, 152, 153 TG6: 23, 43, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 111, 113, 119, 131, 132, 138, 143, 151 TG7: 35, 47, 71, 73, 83, 101, 107, 113, 114, 119, 131, 137, 138, 155 TG8: 23, 29, 35, 37, 41, 47, 65, 71, 77, 83, 84, 107, 108, 113, 114, 120, 132, 137, 139, 143, 149, 155 TG9: 23, 30, 41, 72, 73, 101, 113, 137</p> <p>Resources: Strategy Cards: S—Read-Aloud Time, T—Questioning Strategies, Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, nonfiction, informational text)</p>
READING: FOUNDATIONAL SKILLS	
Print Concepts	
RF.PK.1 Begin to demonstrate understanding of basic features of print.	

Indicators	Frog Street Pre-K Teacher Guide Page References
<p>RF.PK.1a Follow words from left to right, top to bottom, page by page.</p>	<p><i>Morning Message</i> and <i>Read-Aloud Time</i> provide opportunities for children to understand conventions of reading as teachers highlight book features, turn books page by page, and invite children to interact with text.</p> <p>TG1: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG2: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG3: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 153, 156 TG4: 23, 29, 35, 41, 47, 58, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 159 TG5: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 108, 113, 119, 131, 137, 143, 149, 155 TG6: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 96, 101, 107, 113, 119, 131, 143, 149, 155 TG7: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG8: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG9: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 149, 155</p> <p>Resources: Strategy Cards: S—Read-Aloud Time, Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy) Literacy Library (alphabet books, poetry books, wordless books, developmental storybook, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book), Rebus Poster—“How to Read a Book”</p>
<p>RF.PK.1b Recognize that spoken words can be written and read.</p>	<p>TG1: 31, 32, 35, 40, 42, 43, 58, 61, 64, 82, 94, 98, 100, 106, 109, 112, 115, 117, 118, 119, 120, 123, 130, 136, 137, 142, 143, 145, 147, 148, 150, 151, 153, 154, 155, 156 TG2: 22, 23, 24, 25, 28, 29, 30, 33, 31, 35, 36, 40, 42, 43, 44, 46, 59, 60, 65, 67, 71, 72, 79, 83, 84, 85, 93, 96, 100, 102, 107, 109, 112, 114, 119, 130, 142, 154, 156, 157 TG3: 24, 29, 30, 35, 36, 41, 42, 43, 49, 75, 86, 96, 100, 114, 123, 138, 143, 152, 156, 157 TG4: 49, 58, 69, 70, 73, 81, 95, 97, 100, 103, 109, 142, 148, 153, 154, 159 TG5: 28, 30, 31, 38, 46, 58, 59, 64, 67, 70, 82, 94, 100, 101, 106, 115, 116, 118, 130, 131, 132, 134, 135, 136, 142, 144, 146, 148, 152, 153, 154, 156, 157 TG6: 22, 23, 28, 34, 35, 40, 45, 46, 57, 67, 74, 98, 112, 113, 114, 115, 119, 120, 121, 132, 133, 139, 145, 155, 156, 157 TG7: 24, 25, 36, 37, 50, 77, 78, 97, 109, 121, 129, 130, 132, 145, 148, 154, 155 TG8: 24, 25, 26, 29, 30, 33, 35, 36, 41, 42, 48, 57, 60, 66, 72, 78, 84, 93, 99, 103, 109, 113, 115, 12, 135 TG9: 23, 29, 30, 39, 42, 48, 57, 58, 60, 64, 66, 67, 76, 77, 94, 98, 100, 102, 103, 106, 109, 112, 118, 123, 130, 131, 136, 137, 142, 148, 154, 155</p>

<p>RF.PK.1c Recognize that words are separated by spaces.</p>	<p><i>Frog Street Pre-K Games and Patterns CD includes Spacefrog. Teachers use the Spacefrog too to teach children to visualize appropriate spacing between words.</i></p> <p>TG1: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG2: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG3: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG4: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG5: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG6: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG7: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG8: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG9: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154</p> <p>Resources: Spacefrog “word space” tool</p>
<p>RF.PK.1d Recognize and name many upper and lower case letters of the alphabet.</p>	<p>TG1: 25, 30, 31, 34, 35, 36, 37, 39, 42, 48, 50, 51, 57, 60, 61, 66, 67, 84, 86, 96, 97, 102, 114, 121, 130, 132, 133, 136, 138, 139, 142, 148, 150, 154, 155 TG2: 22, 24, 25, 28, 34, 36, 37, 40, 41, 42, 45, 46, 47, 48, 49, 59, 60, 61, 64, 67, 70, 72, 73, 76, 77, 78, 82, 94, 96, 97, 100, 102, 103, 106, 108, 109, 112, 114, 115, 116, 118, 119, 120, 121, 129, 130, 133, 136, 138, 139, 142, 143, 144, 145, 148, 149, 150, 154 TG3: 21, 24, 28, 30, 34, 40, 42, 43, 46, 48, 49, 57, 60, 64, 66, 72, 76, 82, 84, 94, 97, 100, 102, 103, 105, 108, 109, 112, 115, 118, 120, 121, 130, 132, 136, 138, 145, 148, 150, 154 TG4: 22, 25, 28, 29, 33, 34, 39, 40, 42, 46, 57, 58, 60, 67, 76, 77, 79, 82, 84, 93, 94, 96, 100, 101, 102, 106, 108, 112, 114, 115, 118, 120, 129, 130, 132, 139, 142, 150, 151, 154, 156 TG5: 21, 22, 24, 25, 28, 29, 30, 34, 36, 37, 40, 43, 46, 48, 49, 50, 58, 61, 64, 66, 67, 70, 76, 78, 79, 82, 94, 97, 99, 100, 103, 106, 109, 112, 118, 129, 130, 133, 136, 139, 142, 145, 148, 149, 151, 154 TG6: 22, 24, 25, 28, 31, 33, 34, 37, 40, 46, 49, 58, 64, 66, 70, 76, 78, 79, 82, 94, 97, 100, 106, 116, 117, 118, 120, 121, 130, 132, 136, 142, 145, 148, 150, 154, 155 TG7: 21, 22, 24, 27, 28, 30, 34, 36, 40, 42, 46, 47, 49, 58, 61, 64, 67, 70, 71, 75, 76, 79, 82, 94, 96, 97, 100, 101, 106, 107, 109, 112, 113, 118, 129, 130, 132, 138, 148, 149, 150, 151, 155 TG8: 21, 22, 23, 24, 25, 29, 30, 31, 34, 35, 36, 40, 41, 41, 42, 43, 46, 47, 60, 61, 64, 66, 67, 70, 72, 73, 78, 79, 82, 94, 96, 97, 101, 102, 106, 108, 109, 112, 114, 118, 130, 131, 133, 136, 139, 142, 143, 145, 148, 149, 150, 151, 154, 155 TG9: 22, 24, 25, 28, 31, 34, 40, 46, 48, 49, 57, 58, 59, 60, 61, 70, 76, 82, 94, 96, 100, 106, 112, 118, 119, 130, 136, 138, 142, 148, 154</p>

	<p>Resources: Strategy Cards: L—Alphabet and M—Letter Knowledge, Letter and Alphabet Wall Cards, “Songs for Learning Fun” CD—“The Alphabet Song,” Literacy Library (“Abeceloco and Going Down Frog Street A to Z”), Frog Street Café (“Manos Amables A to Z,” “Helping Hands A to Z”)</p>
Phonological Awareness	<p><i>Frog Street Pre-K</i> provides a strong, research-based instructional sequence in phonological awareness, as follows:</p> <p>Themes 1-2: sentence segmenting, rhyme awareness, blend and delete parts of compound words, clap syllables in names</p> <p>Theme 3: blend syllables into words, delete a syllable from a word, recognize alliteration</p> <p>Theme 4: begin to produce alliteration, review of previous skills</p> <p>Theme 5: recognize rhyming words, produce rhyming words, review of previous skills</p> <p>Theme 6: produce alliteration, review of previous skills</p> <p>Theme 7: combine onset and rime, review of previous skills</p> <p>Themes 8-9: blend phonemes, review of previous skills</p>
RF.PK.2 Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).	
Indicators	Frog Street Pre-K Teacher Guide Page References
RF.PK.2a Recognize and produce simple rhyming words.	<p>TG1: 72, 73, 102, 155 TG2: 46, 51, 64, 66, 101, 132, 133, 138, 139, 144, 149, 150, 151 TG3: 41, 47, 70, 94, 108, 109 TG4: 24, 36, 71, 83, 84, 137 TG5: 22, 23, 24, 25, 28, 30, 31, 34, 35, 40, 42, 43, 46, 47, 48, 57, 58, 64, 70, 76, 82, 84, 94, 96, 97, 100, 106, 112, 118, 130, 132, 136, 138, 139, 142, 144, 145, 148, 154 TG6: 108, 113, 149, 150, 151 TG7: 29, 36, 83, 96 TG8: 30, 36, 37, 42, 45, 81, 83, 120, 121, 144 TG9: 21, 48, 51, 59, 60, 138, 139, 153</p> <p>Resources: Strategy Card D—Rhyming Words</p>
RF.PK.2b Segment syllables in spoken words by clapping out the number of syllables.	<p>TG2: 45, 111, 137 TG3: 58, 59, 76, 105, 106, 112, 118, 132, 133, 136, 137, 142, 144, 150, 151 TG4: 21, 24, 36, 42, 72, 73, 76, 78, 84 TG5: 36 TG6: 22, 28, 34, 40, 46, 57, 58, 60, 64, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 149, 150, 151, 153, 154 TG7: 48 TG8: 37, 123 TG9: 21</p> <p>Resources: Strategy Cards: C—Syllables</p>
RF.PK.2c Identify many initial sounds of familiar words.	<p>TG2: 45, 111, 137 TG3: 58, 59, 76, 105, 106, 112, 118, 132, 133, 136, 137, 142, 144, 150, 151 TG4: 21, 24, 36, 42, 72, 73, 76, 78, 84 TG5: 36 TG6: 22, 28, 34, 40, 46, 57, 58, 60, 64, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 149, 150,</p>

	151, 153, 154 TG7: 22, 28, 34, 36, 40, 46, 48, 57, 58, 64, 70, 76, 78, 82, 94, 100, 106, 112, 118 TG8: 21, 37, 40, 45, 58, 63, 100, 123, 130, 135 TG9: 21, 22, 28, 31, 34, 40, 46, 57, 60, 84 Resources: Strategy Cards: E—Alliteration, F—Onset and Rime
RF.PK.2d (Begins in Kindergarten)	<i>Not Applicable</i>
RF.PK.2e (Begins in Kindergarten)	<i>Not Applicable</i>
Phonics and Word Recognition	
RF.PK.3 Demonstrate an understanding of beginning phonics and word skills.	
Indicators	Frog Street Pre-K Teacher Guide Page References
RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.	TG2: 45, 148 TG3: 67, 76, 132, 133, 150, 151 TG4: 22, 24, 28, 34, 40, 46, 57, 58, 64, 70, 71, 76, 77, 78, 82, 84, 93, 94, 100, 101, 106, 107, 112, 118, 129, 130, 136, 142, 154 TG5: 21, 84 TG6: 22, 28, 29, 33, 34, 35, 47, 60, 78, 150, 155 TG8: 22, 28, 29, 34, 35, 36, 40, 41, 42, 46, 47, 60, 143 TG9: 31, 60
RF.PK.3b (Begins in Kindergarten)	<i>Not Applicable</i>
RF.PK.3c Recognize their name in print as well as other familiar print in the environment.	<i>Frog Street Pre-K provides many opportunities for children to recognize their own name, environmental print and common high-frequency words. Welcome to Frog Street Pre-K (p. 54) describes a Signing in Continuum wherein teachers provide children with opportunities to identify the beginning sound of their names through a consistent, daily procedure.</i> TG1: 31, 35, 36, 37, 60, 61, 63, 64, 66, 67, 72, 78, 83, 84, 96, 97, 99, 102, 108, 114, 115, 120, 121, 132, 133, 138, 145, 149, 150 TG2: 24, 25, 30, 36, 37, 42, 49, 56, 60, 61, 66, 67, 77, 78, 79, 81, 95, 96, 102, 108, 109, 114, 115, 132, 138, 139, 144, 150 TG3: 24, 30, 42, 43, 48, 60, 66, 72, 78, 84, 102, 103, 108, 109, 120, 121, 138, 139 TG4: 24, 60, 72, 84, 96, 102, 108, 114, 115, 120, 132 TG5: 36, 37, 59, 78, 79, 81, 96, 114, 146, 135, 155 TG6: 20, 24, 30, 31, 33, 35, 42, 61, 66, 79, 96, 97, 109, 117, 120, 121, 128, 132, 157 TG7: 23, 24, 30, 31, 42, 51, 57, 66, 79, 80, 84, 102, 103, 108, 109, 131, 132, 137, 138, 149, 150, 155 TG8: 23, 24, 29, 30, 31, 35, 36, 37, 41, 42, 43, 60, 66, 67, 72, 73, 77, 78, 96, 97, 101, 102, 108, 109, 114, 115, 131, 143, 145, 149, 150, 151, 155, 157 TG9: 24, 25, 35, 37, 48, 49, 59, 60, 61, 66, 67, 74, 85, 96, 108, 120, 156
RF.PK.3d (Begins in Kindergarten)	<i>Not Applicable</i>

Fluency	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.</p>	<p><i>Children enjoy two read-aloud selections each day during <u>Read-Aloud Time</u> and they have many opportunities to enjoy looking at books in independent <u>Practice Activities</u> (Library and Listening Center).</i></p> <p>Use strategies to prepare for reading (before reading): TG1: 23, 59, 71, 77, 95, 113, 137, 143 TG2: 23, 29, 47, 59, 65, 77, 83, 95, 101, 131, 143 TG3: 23, 35, 47, 65, 71, 95, 149 TG4: 29, 41, 59, 107, 143 TG5: 29, 35, 41, 47, 59, 65, 95, 113, 119, 131, 143 TG6: 35, 47, 65, 71, 77, 73, 95, 107, 119, 131 TG7: 47, 59, 65, 71, 77, 83, 95, 101, 131 TG8: 23, 29, 41, 59, 71, 77, 95, 101, 107, 113, 119, 131, 143, 149 TG9: 23, 29, 35, 41, 47, 59, 71, 77, 83, 95, 101, 107, 113, 119, 149</p> <p>Listen to models of fluent reading: TG1: 26, 29, 35, 41, 43, 47, 59, 65, 71, 77, 79, 83, 93, 95, 101, 107, 111, 113, 119, 131, 137, 143, 149, 150, 155, 157 TG2: 23, 29, 31, 35, 37, 41, 47, 59, 61, 65, 67, 71, 77, 83, 87, 93, 95, 101, 107, 109, 113, 115, 119, 131, 143, 149, 151 TG3: 23, 31, 41, 43, 47, 57, 59, 65, 67, 71, 77, 79, 83, 95, 101, 107, 113, 115, 117, 119, 131, 137, 143, 149, 151, 155 TG4: 23, 25, 29, 35, 36, 37, 41, 43, 47, 50, 59, 65, 66, 79, 83, 95, 99, 101, 107, 111, 113, 119, 121, 129, 131, 133, 137, 139, 143, 149, 155, 157 TG5: 23, 29, 35, 37, 39, 41, 47, 48, 49, 57, 58, 65, 71, 73, 83, 93, 95, 96, 97, 101, 107, 108, 109, 113, 115, 119, 133, 137, 143, 145, 149, 150, 152, 155 TG6: 21, 23, 25, 29, 35, 41, 43, 47, 65, 71, 77, 79, 83, 93, 95, 97, 101, 108, 111, 113, 119, 131, 133, 137, 143, 149, 151, 157 TG7: 23, 25, 29, 35, 39, 41, 43, 47, 57, 59, 65, 67, 73, 77, 79, 83, 87, 95, 101, 107, 109, 113, 119, 131, 132, 133, 137, 139, 143, 144, 149, 155 TG8: 23, 29, 35, 37, 38, 41, 43, 47, 59, 61, 65, 71, 73, 77, 83, 85, 87, 93, 95, 101, 103, 107, 111, 115, 119, 131, 137, 139, 141, 143, 144, 145, 149, 155, 157 TG9: 23, 25, 27, 29, 31, 35, 36, 37, 41, 43, 45, 47, 49, 59, 65, 71, 73, 77, 81, 83, 87, 93, 95, 99, 101, 103, 105, 107, 113, 119, 121, 131, 137, 139, 143, 144, 149, 151, 153, 155</p> <p>Resources: Strategy Cards: S—Read-Aloud Time, Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy) Literacy Library (alphabet books, poetry books, wordless books, developmental storybook, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book)</p>

WRITING	
Text Type and Purposes	
Indicators	Frog Street Pre-K Teacher Guide Page References
W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.	<p>TG1: 31, 32, 35, 40, 42, 43, 58, 61, 64, 82, 94, 98, 100, 106, 109, 112, 115, 117, 118, 119, 120, 123, 130, 136, 137, 142, 143, 145, 147, 148, 150, 151, 153, 154, 155, 156 TG2: 22, 23, 24, 25, 28, 29, 30, 33, 34, 35, 36, 40, 42, 43, 44, 46, 59, 60, 65, 67, 71, 72, 79, 83, 84, 85, 93, 96, 100, 102, 107, 109, 112, 114, 119, 130, 142, 154, 156, 157 TG3: 24, 29, 30, 35, 36, 41, 42, 43, 49, 75, 86, 96, 100, 114, 123, 138, 143, 152, 156, 157 TG4: 49, 58, 69, 70, 73, 81, 95, 94, 97, 100, 103, 109, 142, 148, 153, 154, 159 TG5: 29, 30, 31, 38, 46, 58, 59, 64, 67, 70, 82, 94, 100, 101, 106, 115, 116, 118, 130, 131, 132, 134, 135, 136, 142, 144, 146, 148, 152, 153, 154, 156, 157 TG6: 22, 23, 28, 34, 35, 40, 45, 46, 57, 67, 74, 98, 112, 113, 114, 115, 119, 120, 121, 132, 133, 139, 145, 155, 156, 157 TG7: 24, 25, 36, 37, 50, 77, 78, 97, 109, 121, 129, 130, 132, 145, 148, 154, 155 TG8: 24, 25, 26, 29, 30, 33, 35, 36, 41, 42, 48, 57, 60, 66, 72, 78, 84, 93, 99, 103, 109, 113, 115, 120, 135 TG9: 23, 29, 30, 39, 42, 48, 57, 58, 60, 64, 66, 67, 76, 77, 94, 98, 100, 102, 103, 106, 109, 112, 118, 123, 130, 131, 136, 137, 142, 148, 154, 155</p> <p>Resources: Strategy Card R—Journal Writing</p>
W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.	<p>TG1: 31, 32, 35, 40, 42, 43, 58, 61, 64, 82, 94, 98, 100, 106, 109, 112, 115, 117, 118, 119, 120, 123, 130, 136, 137, 142, 143, 145, 147, 148, 150, 151, 153, 154, 155, 156 TG2: 22, 23, 24, 25, 28, 29, 30, 33, 34, 35, 36, 40, 42, 43, 44, 46, 59, 60, 65, 67, 71, 72, 79, 83, 84, 85, 93, 96, 100, 102, 107, 109, 112, 114, 119, 130, 142, 154, 156, 157 TG3: 24, 29, 30, 35, 36, 41, 42, 43, 49, 75, 86, 96, 100, 114, 123, 138, 143, 152, 156, 157 TG4: 49, 58, 69, 70, 73, 81, 95, 94, 97, 100, 103, 109, 142, 148, 153, 154, 159 TG5: 29, 30, 31, 38, 46, 58, 59, 64, 67, 70, 82, 94, 100, 101, 106, 115, 116, 118, 130, 131, 132, 134, 135, 136, 142, 144, 146, 148, 152, 153, 154, 156, 157 TG6: 22, 23, 28, 34, 35, 40, 45, 46, 57, 67, 74, 98, 112, 113, 114, 115, 119, 120, 121, 132, 133, 139, 145, 155, 156, 157 TG7: 24, 25, 36, 37, 50, 77, 78, 97, 109, 121, 129, 130, 132, 145, 148, 154, 155 TG8: 24, 25, 26, 29, 30, 33, 35, 36, 41, 42, 48, 57, 60, 66, 72, 78, 84, 93, 99, 103, 109, 113, 115, 120, 135 TG9: 23, 29, 30, 39, 42, 48, 57, 58, 60, 64, 66, 67, 76, 77, 94, 98, 100, 102, 103, 106, 109, 112, 118, 123, 130, 131, 136, 137, 142, 148, 154, 155</p> <p>Resources: Strategy Card R—Journal Writing</p>
W.PK.3 (Begins in Kindergarten)	<i>Not Applicable</i>

Production and Distribution of Writing	
Indicators	Frog Street Pre-K Teacher Guide Page References
W.PK.4 (Begins in grade 3)	<i>Not Applicable</i>
W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.	<p>TG1: 11, 35, 37, 40, 49, 67, 85, 97, 109, 115, 119, 120, 139, 143, 145, 147, 148, 150, 153, 155, 156, 159 TG2: 21, 25, 30, 31, 37, 42, 49, 61, 67, 72, 79, 83, 85, 93, 97, 102, 103, 109, 115, 145, 151, 154, 157 TG3: 25, 30, 42, 43, 49, 61, 66, 67, 73, 75, 76, 85, 93, 96, 97, 101, 107, 139, 143, 156, 157 TG4: 31, 34, 49, 57, 61, 67, 70, 72, 73, 79, 85, 97, 107, 109, 115, 153, 159 TG5: 14, 21, 43, 67, 81, 85, 101, 107, 131, 132, 133, 135, 139, 144, 151, 156, 157 TG6: 20, 25, 31, 35, 37, 45, 57, 61, 79, 97, 109, 112, 113, 114, 115, 117, 119, 120, 121, 132, 145, 153, 155, 157, 159 TG7: 25, 31, 37, 40, 49, 57, 73, 75, 97, 103, 121, 129, 133, 135, 141, 145, 147, 151, 153, 159 TG8: 25, 30, 36, 42, 48, 60, 66, 78, 80, 99, 103, 109, 115, 120, 135, 145 TG9: 29, 30, 39, 63, 65, 69, 75, 80, 81, 83, 87, 99, 105, 109, 111, 117, 119, 130, 135, 136, 141, 142, 147, 148, 153, 154, 155, 159</p> <p>Resources: Strategy Card R—Journal Writing</p>
W.PK.6 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).	<p><i>Frog Street Pre-K provides children with opportunities to use digital tools to express ideas. Frog Street Pre-K Interactive Software includes Writer’s Corner, which invites children to write or give dictation about photographs and illustrations or record, and then listen to their own stories. Tux Paint invites children to create writing and drawings using software.</i></p> <p>TG2: 93 TG3: 93 TG4: 57 TG5: 21 TG6: 21, 57, 93, 123, 129 TG7: 129 TG8: 21, 57, 93 TG9: 39, 57, 129</p> <p>Resources: “Frog Street Pre-K Interactive Software”</p>
Research to Build and Present Knowledge	
Indicators	Frog Street Pre-K Teacher Guide Page References
W.PK.7 With guidance and support, participate in shared research and shared writing projects.	<p><i>During each day’s Morning Message, children contribute and share their ideas and opinions for various class research and writing projects.</i></p> <p>TG1: 49, 82, 94, 100, 106, 112, 118, 130, 136, 142, 147, 148, 153, 154 TG2: 21, 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 107, 112, 114, 118, 130, 136, 148, 154 TG3: 22, 28, 29, 34, 35, 40, 41, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154, 156 TG4: 22, 28, 34, 40, 46, 58, 64, 70, 71, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154, 159 TG5: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG6: 22, 27, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 114, 118, 130, 136, 142, 148, 154 TG7: 11, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG8: 22, 24, 28, 40, 46, 48, 58, 64, 70, 76, 82, 94, 99, 100, 106, 112, 115, 118, 120, 130, 136, 142, 148, 154 TG9: 22, 28, 34, 40, 46, 58, 64, 65, 70, 76, 77, 82, 94, 100, 106, 112, 118, 130, 131, 136, 142, 148, 154</p>

W.PK.8 With guidance and support, recall information from experience or familiar topic to answer a question	TG1: 11, 12, 66, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123 TG2: 60, 123, 152, 198 TG3: 60, 69, 72, 76, 78, 82, 113, 114, 115, 135, 141, 143, 152 TG4: 45, 60, 66, 73, 101, 129, 139, 167, 207 TG5: 81, 159 TG6: 11, 75, 132, 145 TG7: 108, 132, 138, 148 TG8: 22, 24, 41, 58, 60, 94, 112, 136, 137, 154 Resources: Strategy Card P—Activate Prior Knowledge, T—Questioning Strategies, Photo Activity Cards
W.PK.9 (Begins in Grade 4)	<i>Not Applicable</i>
SPEAKING AND LISTENING	
Comprehension and Collaboration	
SL.PK.1 Participate in conversations and interactions with peers and adults individually and in small and large groups.	
Indicators	Frog Street Pre-K Teacher Guide Page References
SL.PK.1a. Follow-agreed upon rules for discussions during group interactions.	TG1: 24, 27, 30, 36, 37, 38, 39, 62, 63, 66, 96, 97, 107, 108, 113, 116, 119, 123, 132, 137, 143, 145, 151, 152, 156, 157, 159 TG2: 23, 29, 32, 59, 60, 66, 72, 83, 94, 96, 99, 102, 120, 131, 132, 133, 134, 141, 143, 149, 150 TG3: 33, 48, 95, 107, 122, 123, 138, 156 TG4: 23, 24, 27, 41, 46, 49, 72, 73, 75, 95, 97, 103, 109, 113, 115, 117, 123, 143, 151, 159 TG5: 33, 42, 49, 58, 59, 67, 69, 72, 102, 105, 114, 115, 120, 141, 156 TG6: 27, 29, 30, 33, 35, 36, 58, 60, 61, 64, 68, 69, 72, 79, 80, 81, 83, 94, 96, 99, 101, 102, 103, 105, 107, 111, 115, 117, 120, 139, 145, 156, 159 TG7: 25, 34, 36, 37, 41, 43, 46, 49, 51, 59, 60, 63, 70, 84, 85, 96, 101, 108, 110, 120, 121, 122, 123, 130, 132, 133, 135, 136, 138, 141, 144, 145, 147, 150, 151, 153 TG8: 24, 30, 36, 37, 43, 48, 60, 62, 63, 65, 66, 67, 70, 73, 78, 84, 95, 99, 105, 111, 119, 121, 131, 132, 133, 135, 137, 143, 144, 147, 150, 154, 159 TG9: 24, 25, 28, 29, 30, 31, 34, 35, 36, 39, 41, 48, 50, 58, 59, 60, 63, 65, 66, 67, 69, 70, 72, 74, 75, 79, 83, 94, 97, 99, 100, 101, 102, 106, 108, 109, 112, 114, 122, 123, 130, 135, 136, 141, 142, 143, 145, 146, 147, 148, 154, 155, 156, 157
SL.PK.1b Continue a conversation through several back and forth exchanges.	TG1: 28, 38, 39, 40, 42, 43, 48, 49, 51, 62, 69, 75, 83, 95, 108, 109, 117, 119, 144, 145, 147, 152 TG2: 22, 23, 24, 25, 31, 65, 66, 71, 83, 94, 95, 99, 102, 109, 111, 113, 117, 120, 136, 137, 138, 144, 155 TG3: 94, 118, 120, 148, 156, 159 TG4: 23, 26, 27, 35, 65, 117 TG5: 35, 63, 66, 69, 72, 115, 123, 131, 151 TG6: 33, 63, 69, 83, 99, 103, 105, 120, 133, 139, 145, 153 TG7: 35, 36, 60, 61, 63, 65, 67, 70, 73, 75, 77, 81, 85, 95, 99, 102, 112, 118, 136, 142, 156 TG8: 61, 108, 113, 115, 120, 138, 155, 157, 158 TG9: 23, 29, 31, 33, 37, 40, 42, 45, 47, 49, 64, 65, 71, 76, 85, 86, 87, 98, 99, 109, 115, 117, 121, 123, 133, 135, 151, 153, 157

<p>SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.</p>	<p>TG1: 23, 29, 35, 41, 42, 43, 47, 59, 65, 71, 75, 77, 95, 101, 107, 108, 113, 114, 119, 120, 131, 137, 143, 149, 105, 155, 157 TG2: 23, 27, 29, 31, 33, 35, 41, 47, 59, 61, 65, 67, 71, 77, 83, 95, 99, 101, 107, 109, 111, 115, 119, 121, 131, 132, 133, 143, 147, 155, 157, 159 TG3: 23, 30, 31, 35, 36, 37, 41, 43, 47, 59, 65, 66, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 147, 149, 151, 155 TG4: 23, 25, 27, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157 TG5: 23, 29, 31, 35, 41, 47, 48, 49, 59, 60, 61, 62, 65, 71, 72, 73, 77, 78, 79, 83, 85, 87, 95, 97, 99, 101, 107, 108, 109, 113, 114, 119, 120, 131, 133, 135, 137, 138, 140, 141, 143, 144, 149, 150-153, 155, 158 TG6: 23, 29, 41, 43, 47, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 108, 111, 113, 119, 131, 132, 137, 138, 143, 149, 151, 15 TG7: 29, 31, 35, 43, 47, 65, 67, 71, 73, 77, 79, 83, 84, 85, 95, 101, 107, 113, 114, 119, 131, 137, 138, 143, 144, 145, 155 TG8: 23, 29, 35, 37, 38, 41, 43, 47, 59, 65, 67, 71, 77, 83, 84, 95, 107, 108, 109, 113, 114, 119, 120, 131, 132, 137, 139, 143, 149, 155 TG9: 23, 25, 29, 30, 35, 36, 37, 41, 43, 45, 47, 59, 65, 71, 72, 73, 77, 81, 83, 87, 101, 107, 113, 119, 131, 137, 143, 144, 145</p> <p>Resources: Strategy Card T—Questioning Strategies</p>
<p>SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.</p>	<p>TG1: 23, 29, 35, 42, 43, 47, 59, 71, 77, 95, 101, 108, 113, 114, 119, 120, 131, 137, 143 TG2: 29, 47, 59, 71, 77, 95, 111, 131, 132, 133, 143, 147, 159 TG3: 30, 31, 35, 36, 37, 43, 59, 66, 67, 71, 75, 77, 79, 83, 101, 107, 113, 138, 147, 151 TG4: 23, 27, 35, 47, 50, 66, 67, 79, 99, 111, 121, 131, 133, 139, 155, 157 TG5: 23, 29, 35, 47, 59, 61, 62, 65, 71, 72, 77, 78, 79, 83, 87, 95, 99, 101, 108, 113, 114, 119, 131, 135, 137, 141, 144, 149, 152, 153 TG6: 23, 43, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 111, 113, 119, 131, 132, 138, 143, 151 TG7: 35, 47, 71, 73, 77, 83, 101, 107, 113, 114, 119, 131, 137, 138, 155 TG8: 23, 29, 35, 37, 41, 47, 65, 71, 77, 83, 84, 107, 108, 113, 114, 120, 132, 137, 139, 143, 149, 155 TG9: 23, 30, 41, 43, 47, 72, 73, 101, 113, 137</p> <p>Resources: Strategy Card T—Questioning Strategies</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>Indicators</p>	<p>Frog Street Pre-K Teacher Guide Page References</p>
<p>SL.PK.4 Begin to describe familiar people, places, things and events and sometimes with detail.</p>	<p>TG1: 23, 24, 27, 29, 30, 32, 35, 38, 39, 41, 42, 43, 44, 45, 48, 49, 50, 51, 58, 59, 60, 61, 62, 63, 65, 66, 67, 68, 69, 71, 74, 75, 77, 78, 80, 81, 82, 85, 87, 95, 96, 97, 98, 99, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 113, 114, 115, 116, 117, 119, 120, 121, 122, 123, 129, 131, 132, 134, 135, 137, 138, 143, 144, 145, 146, 149, 150, 152, 155, 159 TG2: 22, 23, 24, 25, 27, 28, 29, 30, 34, 35, 40, 41, 42, 44,</p>

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<p>SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.</p>	<p>TG1: 14, 20, 22, 29, 35, 44, 60, 62, 66, 78, 99, 102, 107, 108, 110, 114, 121, 129, 130, 137, 143, 144, 145 TG2: 24, 42, 44, 59, 66, 76, 78, 86, 102, 108, 111, 113, 120, 131, 132, 134, 137, 138, 140, 143, 144, 146, 150, 155, 156, 157 TG3: 23, 29, 32, 33, 35, 36, 38, 42, 48, 59, 60, 62, 66, 67, 68, 69, 71, 72, 74, 77, 80, 86, 95, 96, 98, 99, 100, 101, 104, 116, 117, 119, 120, 121, 122, 136, 142, 148, 151 TG4: 21, 33, 39, 58, 59, 60, 61, 63, 65, 66, 69, 71, 72, 74, 75, 77, 96, 97, 113, 114, 117, 120, 156 TG5: 66, 71, 75, 99, 105, 132, 135, 141, 143, 149, 150, 151 TG6: 24, 26, 27, 30, 33, 36, 41, 51, 59, 65, 66, 67, 69, 77, 78, 80, 81, 83, 86, 95, 96, 98, 101, 107, 117, 119, 120, 121, 144, 149, 155 TG7: 27, 36, 39, 41, 42, 47, 48, 50, 51, 60, 62, 63, 71, 77, 78, 79, 83, 95, 98, 101, 102, 104, 105, 107, 108, 111, 113, 114, 116, 120, 121, 123, 128, 138, 149, 156, 158 TG8: 22, 26, 27, 29, 30, 33, 34, 36, 37, 40, 41, 42, 44, 45, 47, 48, 50, 51, 59, 63, 64, 65, 66, 70, 72, 74, 76, 77, 78, 81, 82, 83, 85, 92, 95, 96, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 112, 113, 114, 115, 118, 119, 120, 129, 130, 132, 134, 136, 138, 139, 140, 142, 143, 144, 146, 147, 150, 151, 152, 153, 156, 158 TG9: 41, 48, 65, 71, 73, 76, 78, 83, 95, 96, 98, 103, 105, 13</p>

<p>SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings and ideas.</p>	<p>TG1: 24, 27, 30, 36, 37, 38, 39, 62, 63, 66, 96, 97, 107, 108, 113, 116, 119, 123, 132, 137, 143, 145, 151, 152, 156, 157, 159 TG2: 23, 29, 32, 59, 60, 66, 72, 83, 94, 96, 99, 102, 120, 131, 132, 133, 134, 141, 143, 149, 150 TG3: 33, 48, 95, 107, 122, 123, 138, 156 TG4: 23, 24, 27, 41, 46, 49, 72, 73, 75, 95, 97, 103, 109, 113, 115, 117, 123, 143, 151, 159 TG5: 33, 42, 49, 58, 59, 67, 69, 72, 102, 105, 114, 115, 120, 141, 156 TG6: 27, 29, 30, 33, 35, 36, 58, 60, 61, 64, 68, 69, 72, 79, 80, 81, 83, 94, 96, 99, 101, 102, 103, 105, 107, 111, 115, 117, 120, 139, 145, 156, 159 TG7: 25, 34, 36, 37, 41, 43, 46, 49, 51, 59, 60, 63, 70, 84, 85, 96, 101, 108, 110, 120, 121, 122, 123, 130, 132, 133, 135, 136, 138, 141, 144, 145, 147, 150, 151, 153 TG8: 24, 30, 36, 37, 43, 48, 60, 62, 63, 65, 66, 67, 70, 73, 78, 84, 95, 99, 105, 111, 119, 121, 131, 132, 133, 135, 137, 143, 144, 147, 150, 154, 159 TG9: 24, 25, 28, 29, 30, 31, 34, 35, 36, 39, 41, 48, 50, 58, 59, 60, 63, 65, 66, 67, 69, 70, 72, 74, 75, 79, 83, 94, 97, 99, 100, 101, 102, 106, 108, 109, 112, 114, 122, 123, 130, 135, 136, 141, 142, 143, 145, 146, 147, 148, 154, 155, 156, 157</p>
LANGUAGE	
Conventions of Standard English	
L.PK.1 Begin to understand the conventions of standard English grammar when speaking during interactions and activities.	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>L.PK.1a. Print many alphabet letters.</p>	<p><i>Frog Street Pre-K supports teachers modeling the correct formation of letters for handwriting instruction. Detailed description for how to model letters for children in English and in Spanish is provided in <u>Welcome to Frog Street Pre-K</u>, p. 64-65.</i></p> <p>TG1: 50, 51, 97, 123, 159 TG2: 25, 43, 49, 67, 97, 108, 115, 121, 139, 145 TG3: 45, 73, 97, 105, 118, 121, 139, 145 TG4: 73 TG5: 37, 43, 49, 85, 109, 133, 151 TG6: 61, 97, 115, 121, 144, 145, 152, 153, 157 TG7: 31, 75, 79, 97, 103, 151 TG8: 22, 25, 31, 34, 37, 40, 43, 46, 58, 61, 64, 67, 70, 73, 82, 85, 94, 97, 100, 106, 109, 112, 118, 121, 130, 133, 136, 139, 142, 145, 148, 154, 157 TG9: 22, 28, 31, 34, 40, 43, 46, 49, 58, 61, 64, 65, 70, 76, 79, 82, 85, 94, 100, 106, 112, 116, 117, 118, 119, 130, 136, 142, 148, 154</p> <p>Resources: “Welcome to Frog Street Pre-K,” Strategy Cards: M—Letter Knowledge, N—Multi-sensory Letter Writing, R—Journal Writing</p>
<p>L.PK.1b. Use frequently occurring nouns and verbs.</p>	<p><i>Throughout <u>Frog Street Pre-K</u> provides with opportunities to speak using age-appropriate grammar.</i></p> <p>TG1: 26, 35, 67, 71, 96, 100, 102, 106, 107, 108, 112, 114, 115, 118, 119, 120, 129, 133, 139, 151 159 TG2: 22, 24, 25, 28, 29, 31, 34, 37, 40, 42, 43, 46, 57,</p>

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L.PK.1c. Form regular plural nouns.	TG3: 39 TG4: 137 TG5: 137 TG8: 67
L.PK.1d. Understand and use question words (e.g., who, what, where, when, why, how).	<p>TG1: 23, 24, 27, 29, 30, 35, 36, 37, 38,39, 41, 43, 47, 59, 62, 63, 65, 66, 71, 75, 79, 95, 96, 97, 107, 108, 113, 116, 119, 123, 132, 137, 143, 145, 149, 150, 151, 152, 155, 156, 157, 159 TG2: 23, 27, 29, 31, 32, 33, 35, 41, 59, 60, 61, 65, 66, 67, 71, 72, 83, 94, 95, 96, 99, 101,102, 107, 109, 113, 115, 119, 120, 121, 131, 132, 133, 134, 141, 143, 149, 150, 155, 157 TG3: 23, 33, 35, 37, 39, 41, 43, 47, 48, 51, 59, 62, 63, 65, 67, 71, 75, 77, 79, 81, 83, 87, 95, 99, 101, 105, 107, 111, 113, 117, 119, 122, 123, 131, 137, 138, 140, 141, 143, 144, 145, 147, 149, 153, 155, 156 TG4: 23, 24, 25, 27, 29, 30, 35, 36, 37, 41, 43, 46, 47, 49, 50, 59, 65, 66, 67, 72, 73, 75, 79, 83, 95, 97, 99, 101, 103, 109, 111, 113, 115, 117, 119, 121, 123, 131, 133, 139, 143, 144, 149, 151, 155, 157, 159 TG5: 23, 29, 31, 33, 41, 42, 47, 49, 58, 59, 60, 65, 67, 69, 71, 72, 73, 75, 77, 79, 83, 85, 95, 97, 101, 102, 105, 107, 108, 109, 113, 114, 115, 119, 120, 131, 133, 137, 138, 140, 141, 143, 149, 150, 152, 155, 156, 157, 158 TG6:23, 27, 29, 30, 33, 35, 36, 41, 43, 47, 58, 60, 61, 64, 65, 66, 68, 69, 71, 72, 73, 77, 79, 80, 81, 83, 94, 95, 96, 99, 101, 102, 103, 105, 107, 108, 111, 115, 117, 119, 120, 131, 133, 137, 138, 139, 145, 149, 151, 156, 157, 159 TG7: 25, 29, 31, 34, 35, 36, 37, 41, 43, 46, 47, 49, 51, 59, 60, 63, 65, 67, 70, 83, 84, 85, 95, 96, 101, 107, 108, 109, 110, 113, 119, 120, 121, 122, 123, 130, 131, 132, 133, 135, 136, 137, 138, 141, 143, 144, 145, 147, 149, 150, 151, 153, 155 TG8:23, 24, 29, 30, 35, 36, 37, 38, 41, 43, 48, 49, 59, 60, 62, 63, 65, 66, 67,</p>

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L.PK.1e. Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).	<p>TG1: 34, 45, 58, 62, 63, 67, 68, 69, 74, 75, 76, 77, 80, 81, 122, 134, 141, 146 TG2: 21, 63, 74, 86, 87, 110, 111, 116 TG3: 38, 39, 86, 99, 102, 104, 110, 111, 134, 146 TG4: 38, 39, 44, 62, 80, 104, 117 TG5: 62, 68, 74, 75, 80, 105, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153 TG6: 26, 27, 39, 46, 47, 48, 49, 50, 51, 105, 154 TG7: 26, 32, 34, 35, 36, 58, 60, 61, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 105, 134, 135, 140, 141, 146, 147, 152, 158, 159 TG8: 105, 111, 117 TG9: 26, 39, 44, 50, 122, 123</p>
L.PK.1f. Begin to speak in complete sentences.	<p>TG1: 37, 49, 67, 85, 97, 109, 115, 139, 145, 148, 159 TG2: 21, 25, 31, 37, 49, 61, 67, 85, 93, 97, 103, 115, 145, 157 TG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 139, 157 TG4: 57, 61, 67, 79, 85, 97, 109, 115 TG5: 14, 21, 43, 67, 81, 85, 107, 133, 135, 139, 151 TG6: 20, 25, 31, 37, 45, 57, 61, 79, 97, 109, 115, 121, 145, 153, 157 TG7: 31, 37, 49, 57, 73, 75, 97, 103, 121, 129, 133, 151 TG8: 31, 37, 43, 57, 61, 67, 73, 85, 93, 97, 109, 115, 121, 133, 145, 151, 157 TG9: 25, 31, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 139, 145</p>
L.PK.1g. Understands and can follow simple multi-step directions.	<p>TG1: 22, 24, 26, 27, 28, 31, 33, 35, 37, 39, 40, 41, 60, 61, 62, 69, 75, 78, 84, 85, 86, 87, 94, 97, 98, 99, 102, 103, 104, 105, 109, 111, 112, 116, 118, 121, 130, 152, 159 TG2: 22, 28, 31, 40, 46, 58, 70, 73, 80, 107, 108, 130, 135, 141, 150 TG3: 22, 28, 29, 34, 37, 49, 65, 70, 72, 73, 100, 108, 109, 118, 137, 148, 159 TG4: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154 TG5: 27, 34, 36, 37, 39, 44, 45, 46, 63, 75, 80, 112, 117, 118, 136, 153, 154 TG6: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154 TG7: 23, 33, 50, 59, 60, 62, 63, 67, 72, 73, 74, 75, 81, 86, 87, 97, 106, 107, 109, 112, 117, 118, 123, 133, 134, 135, 139, 140, 141, 146, 147, 153, 158, 159 TG8: 31, 39, 40, 45, 58, 86, 97, 99, 102, 112, 148, 153, 154, 156 TG9: 22, 26, 32, 34, 37, 40, 44, 63, 65, 69, 70, 75, 84, 98, 115, 135, 143, 147, 151</p> <p>Resources: Rebus Posters visually support children’s ability to follow multi-step directions.</p>

L.PK.2 Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.	
Indicators	Frog Street Pre-K Teacher Guide Page References
L.PK.2a. (Begins in Kindergarten)	<i>Not Applicable</i>
L.PK.2b. (Begins in Kindergarten)	<i>Not Applicable</i>
L.PK.2c. Attempt to write a letter or letters by using scribble-writing, letter-like forms, or letter-strings, and invented spelling during writing activities throughout the day.	TG1: 50, 51, 97, 123, 159 TG2: 25, 43, 49, 67, 97, 108, 115, 121, 139, 145 TG3: 45, 73, 97, 105, 118, 121, 139, 145 TG4: 73 TG5: 37, 43, 49, 85, 109, 133, 151 TG6: 61, 97, 115, 121, 144, 145, 152, 153, 157 TG7: 31, 75, 79, 97, 103, 151 TG8: 22, 25, 31, 34, 37, 40, 43, 46, 58, 61, 64, 67, 70, 73, 82, 85, 94, 97, 100, 106, 109, 112, 118, 121, 130, 133, 136, 139, 142, 145, 148, 154, 157 TG9: 22, 28, 31, 34, 40, 43, 46, 49, 58, 61, 64, 65, 70, 76, 79, 82, 85, 94, 100, 106, 112, 116, 117, 118 Resources: Strategy Cards: R—Journal Writing, Frog Street Pre-K Interactive Software “Writer’s Corner”
L.PK.2d. (Begins in Kindergarten)	<i>Not Applicable</i>
L.PK.3 (Begins in Grade 2)	
Indicators	Frog Street Pre-K Teacher Guide Page References
Begins in Grade 2	<i>Not Applicable</i>
Vocabulary Acquisition and Use	
L.PK.4 Begin to determine the meaning of new words and phrases introduced through preschool reading and content.	
Indicators	Frog Street Pre-K Teacher Guide Page References
L.PK.4a. With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).	TG2: 45, 148 TG3: 67, 76, 132, 133, 150, 151 TG4: 22, 24, 28, 34, 40, 46, 57, 58, 64, 70, 71, 76, 77, 78, 82, 84, 93, 94, 100, 101, 106, 107, 112, 118, 129, 130, 136, 142, 148, 154 TG5: 21, 84 TG6: 22, 23, 28, 29, 33, 34, 35, 47, 60, 78, 150, 155 TG7: 22, 42, 71, 82, 94, 96, 100, 102, 104, 108, 119, 131, 149, 155 TG8: 22, 28, 29, 34, 35, 36, 40, 41, 42, 46, 47, 60, 64, 66, 70, 76, 82, 94, 102, 106, 112, 118, 136, 142, 143, 148, 154 TG9: 22, 28, 31, 34, 40, 46, 60 Resources: Strategy Card H—Introduce and Build Vocabulary, Vocabulary Cards
L.PK.4b. (Begins in Kindergarten)	<i>Not Applicable</i>

L.PK.5 With guidance and support, explore word relationships.	
Indicators	Frog Street Pre-K Teacher Guide Page References
L.PK.5a. Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).	TG1: 35, 36, 60, 61, 63, 64, 66, 67, 72, 78, 83, 84, 96, 97, 99, 102, 108, 114, 120, 132, 133, 138, 149, 150 TG2: 24, 25, 30, 36, 37, 60, 61, 66, 67, 77, 78, 79, 81, 95, 96, 102, 108, 109, 114, 115, 132, 138, 139, 144, 150 TG3: 24, 30, 42, 48, 60, 66, 72, 78, 84, 102, 103, 108, 109, 120, 121, 138, 139 TG4: 24, 60, 72, 84, 96, 102, 108, 114, 115, 120, 132 TG5: 36, 37, 78, 79, 96, 114, 155 TG6: 20, 24, 30, 31, 33, 35, 42, 61, 66, 79, 96, 97, 120, 121, 132 TG7: 23, 24, 30, 31, 42, 66, 79, 84, 102, 103, 108, 109, 131, 132, 137, 138, 149, 150, 155 TG8: 23, 24, 29, 30, 31, 35, 36, 37, 41, 42, 43, 60, 66, 67, 72, 73, 77, 78, 96, 97, 101, 102, 108, 109, 114, 115, 131, 143, 145, 149, 150, 151, 155, 157 TG9: 24, 25, 35, 48, 49, 59, 60, 61, 66, 67, 85, 96, 108, 120, 156
L.PK.5b. Begin to understand opposites of simple and familiar words.	TG2: 25, 60, 65, 79 TG3: 39, 131, 145 TG4: 23, 29, 66, 119, 137, 155 TG5: 59, 60, 83, 98, 113, 137 TG6: 71, 77, 95 TG7: 51, 60, 95 TG8: 59, 77, 95, 101 TG9: 130, 136, 137, 142, 148, 152
L.PK.5c. Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).	TG1: 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 149, 150, 155, 157 TG2: 65, 67, 71, 83, 95, 107, 143, 149 TG3: 35, 41, 59, 115 TG4: 23, 25, 29, 41, 65, 77, 107, 113, 131 TG5: 77, 95, 113 TG6: 101, 107 TG7: 41, 65, 67, 77, 95, 101 TG8: 83, 95, 113, 155 TG9: 41, 59, 65, 71, 137, 143
L.PK.5d. (Begins in Kindergarten)	<i>Not Applicable</i>
L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.	TG1: 23, 29, 35, 42, 43, 47, 59, 71, 77, 95, 101, 108, 113, 114, 119, 120, 131, 137, 143 TG2: 29, 47, 59, 71, 77, 95, 111, 131, 132, 133, 143, 147, 159 TG3: 30, 31, 35, 36, 37, 43, 59, 66, 67, 71, 75, 77, 79, 83, 101, 107, 113, 138, 147, 151 TG4: 23, 27, 35, 47, 50, 66, 67, 79, 99, 111, 121, 131, 133, 139, 155, 157 TG5: 23, 29, 35, 47, 59, 61, 62, 65, 71, 72, 77, 78, 79, 83, 87, 95, 99, 101, 108, 113, 114, 119, 131, 135, 137, 141, 144, 149, 152, 153 TG6: 23, 43, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 111, 113, 119, 131, 132, 138, 143, 151 TG7: 35, 47, 71, 73, 77, 83, 101, 107, 113, 114, 119, 131, 137, 138, 155 TG8: 23, 29, 35, 37, 41, 47, 65, 71, 77, 83, 84, 107, 108, 113, 114, 120, 132, 137, 139, 143, 149, 155 TG9: 23, 30, 41, 43, 47, 72, 73, 101, 113, 137 Resources Strategy Cards: H—Introduce and Build Vocabulary, S—Read-Aloud Time

APPROACHES TO LEARNING

Approaches to Learning in *Frog Street Pre-K* are embedded in and across all the domains. Learning centers offer many opportunities for children to use different methods of exploration. Centers provide opportunities for children to make choices engage in problem solving and display initiative, creativity, curiosity and persistence.

9.1 Children demonstrate initiative, engagement, and persistence.	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)</p>	<p><i>Theme Projects</i> provide opportunities for children to plan and complete large-scale tasks. <i>Weekly Learning Centers</i> and <i>Practice Activities</i> support children’s ability to make decisions, set goals, and follow a plan.</p> <p>Teacher Guide – (TG) TG1: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG2: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG3: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 145, 147, 151, 153, 157, 159 TG4: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 96, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG5: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG6: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 70, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG7: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG8: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 64, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG9: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159</p>

<p>9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).</p>	<p><i>Frog Street Weekly Learning Centers and Practice Activities offer opportunities for children to show curiosity, initiative, and willingness to learn try new experiences. The <u>Character Education</u> trait in Theme 8 is <u>Curiosity</u>.</i> TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97, 100, 106, 123, 131, 132, 133, 142, 156, 157 TG2: 26, 28, 31, 34, 46, 62, 99, 100, 105, 113, 116, 120, 123, 144 TG3: 71, 76, 82, 106, 107, 111, 112, 115, 117, 118, 121, 122, 123, 137, 153 TG4: 22, 24, 25, 26, 28, 31, 37, 40,41, 43, 47, 48, 49, 66, 70, 109, 111, 115, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156,157, 159 TG5: 22, 34, 40, 41, 46, 48, 51, 60, 61, 64, 65, 73, 74, 106, 109, 116, 118 TG6: 22, 28, 29, 39, 63, 64, 69, 70, 73, 76, 79, 80, 81, 82, 85, 94, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 119, 121, 123, 132, 136, 142, 147,148 TG7: 25, 31, 34, 37, 39, 46, 63, 64, 70, 71, 75, 81, 82, 84, 100, 106, 112, 118, 120, 147, 148, 151, 154, 159 TG8: 22, 27, 45, 46, 63, 64, 69, 70, 75, 80, 82, 130, 133, 137, 148, 151, 153, 154, 159 TG9: 28, 33, 34, 37, 40, 45, 64, 81, 85,100, 103, 108, 110, 114, 115, 117, 120, 121, 130, 136, 142, 148, 151, 153, 156.</p>
<p>9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).</p>	<p><i>As children grow and develop through ongoing participation in the <u>Frog Street Pre-K</u> program and <u>Conscious Discipline®</u> rituals, their ability to focus and attend to tasks is continuously supported. A key goal is for them to attend to focus on a task despite interruptions or distractions.</i> TG1: 27, 31, 49, 132, 133, 136, 157 TG2: 62, 63, 69, 85, 87, 99, 111, 116 TG3: 71, 107, 136, 159 TG4: 22, 24, 25, 26, 27, 30, 31, 46, 67, 69, 110, 111, 132, 133, 137, 138, 139, 141, 143, 144, 145 TG5: 73, 76, 83, 84, 130 TG6: 39, 41, 69, 73, 80, 81, 85, 101, 102, 103, 104, 105, 107, 108, 109, 123, 132, 133, 135 TG7: 25, 71, 75, 84, 111, 145, 146, 147, 159 TG8: 27, 75, 149, 151, 153, 157 TG9: 41, 81, 85, 103, 108, 110, 114, 115, 119, 120, 121, 123, 151</p>
<p>9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend “This is hard. Can you help me figure it out?”).</p>	<p><i>Frog Street <u>Practice Activities</u> provide opportunities for children to self-select their activity and show persistence in approaching tasks. These skills are also incorporated into ongoing science experiments and investigations.</i> TG1: 24, 25, 26, 27, 31, 32, 33, 42, 94, 105, 117, 132, 133, 136, 157 TG2: 35, 37, 49, 58, 61, 62, 63, 64, 67, 69, 85, 87, 99, 111, 116 TG3: 71, 80, 86, 87, 97, 99, 104, 107, 136, 159 TG4: 22, 24, 25, 26, 27, 30, 31, 32, 46, 64, 67, 69, 75, 110, 111, 132, 133, 137, 138, 139, 141, 143, 144, 145, 148,149, 150, 157 TG5: 61, 73, 76, 83, 84, 85, 111, 121, 130, 144, 145, 156 TG6: 22, 31, 37, 39, 41, 58, 60, 69, 73, 80, 81, 85, 99, 101, 102, 103, 104, 105, 107, 108, 109, 123, 132, 133, 135, 140 TG7: 25, 66, 84, 71, 75, 84, 94, 100, 111, 118, 142, 145, 146, 147, 159 TG8: 22, 27, 64, 75, 94, 112, 133, 142, 145, 149, 151, 153, 157 TG9: 26, 41, 67, 71, 73, 81, 85, 103, 108, 110, 114, 115, 119, 120, 121, 123, 143, 145, 149, 151</p>

	Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)
9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, “Look-I finished it all by myself!”).	TG1: 61, 75, 79, 130, 133, 138, 154 TG2: 22, 47, 63, 118 TG3: 33, 123, 135, 141 TG4: 31, 46, 51 TG5: 61, 100 TG6: 109, 110, 132, 139 TG7: 39, 75, 99 TG8: 100, 118, 157 TG9: 22, 24, 47, 123, 131, 133, 137, 138, 149, 150
9.2 Children show creativity and imagination.	
Indicators	Frog Street Pre-K Teacher Guide Page References
9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn’t cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).	<i>Throughout Frog Street Pre-K, children are encouraged to use flexible problem solving. Practice Activities provide children with the opportunity to explore and seek multiple solutions to a question, task, or problem without trying every possibility.</i> TG1: 27, 100, 106, 123, 131, 132, 133, 137, 138, 142, 156, 157 TG2: 26, 27, 31, 38, 62, 94, 99, 100, 105, 113, 116, 144 TG3: 71, 106, 107, 111, 117, 153 TG4: 22, 24, 25, 26, 28, 41, 46, 47, 48, 109, 111, 130, 131, 132, 133, 136, 137, 138, 139, 143, 144, 145, 154, 156, 157, 159 TG5: 22, 48, 51, 60, 61, 65, 73, 74, 77, 83, 109, 116, 156 TG6: 29, 39, 69, 73, 79, 80, 81, 82, 85, 102, 103, 104, 105, 107, 108, 109, 119, 123, 132, 147 TG7: 25, 31, 37, 71, 75, 81, 84, 120, 134, 144, 145, 147, 151, 159 TG8: 27, 31, 63, 68, 75, 80, 151, 153, 157 TG9: 28, 45, 81, 85, 103, 108, 110, 114, 115, 117, 120, 121, 151 Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)
9.2.2 Use the imagination to solve problems, use materials, role-play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).	TG1: 43, 46, 49, 69, 73, 75, 77, 83, 106, 111, 112 TG2: 25, 45, 81, 117, 138 TG3: 41, 62, 111, 112, 115, 121, 122, 123, 137, 153, 159 TG4: 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157 TG5: 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141 TG6: 59, 64, 76, 103, 131, 136, 148 TG7: 24, 43, 85, 87, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159 TG8: 25, 28, 30, 31, 32, 33, 34, 40, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 101, 103, 110, 116, 118, 133, 136, 137, 151, 156 TG9: 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157 Resources: Strategy Card U--Dramatic Expression, large Fanny Frog puppet for each teacher, Pretend and Learn Center Library and Listening Center

<p>9.2.3 Use multiple means of communications to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of a butterfly).</p>	<p><i>Children are encouraged to express imaginative and creative ideas, thoughts and feelings throughout the day.</i></p> <p>TG1: 20, 21, 27, 32, 43, 45, 56, 57, 73, 85, 92, 93, 103, 117, 120, 131, 156 TG2: 20, 21, 25, 33, 37, 39, 51, 56, 57, 61, 62, 63, 71, 79, 81, 85, 92, 93, 97, 128, 129, 133 TG3: 25, 26, 35, 38, 44, 47, 48, 49, 58, 61, 65, 71, 73, 97, 101, 107, 111, 116, 123, 131, 135, 137, 138, 141, 151 TG4: 25, 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157 TG5: 20, 39, 56, 57, 61, 64, 65, 73, 76, 79, 82, 114, 133 TG6: 35, 42, 43, 51, 56, 57, 59, 72, 92, 93, 102, 103, 105, 108, 111, 114, 115, 119, 128, 129, 132, 155 TG7: 25, 31, 49, 56, 57, 81, 82, 83, 84, 85, 87, 97, 109, 111, 115, 135, 137, 145, 146, 153 TG8: 20, 21, 25, 27, 49, 56, 79, 92, 93, 94, 104, 109, 121, 128, 129, 132, 138, 157 TG9: 20, 21, 25, 31, 37, 41, 42, 43, 51, 56, 57, 63, 73, 77, 81, 83, 92, 93, 108, 109, 111, 115, 118, 119, 128, 129</p>
<p>9.3 Children identify and solve problems.</p>	
<p>9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., “I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.”)</p>	<p><i>Throughout the <u>Frog Street Pre-K</u> program, children are encouraged to use flexible problem solving when alone or working with others. The <u>Character Education</u> trait in Theme 6 is <u>Cooperation</u>.</i></p> <p>TG1: 27, 31, 49, 132, 133, 136, 157 TG2: 62, 63, 69, 85, 87, 99, 111, 116 TG3: 71, 107, 136, 159 TG4: 22, 24, 25, 26, 27, 30, 31, 46, 67, 69, 110, 111, 132, 133, 137, 138, 139, 141, 143, 144, 145 TG5: 73, 76, 83, 84, 130 TG6: 39, 41, 69, 73, 80, 81, 85, 101, 102, 103, 104, 105, 107, 108, 109, 123, 132, 133, 135 TG7: 25, 71, 75, 84, 111, 145, 146, 147, 159 TG8: 27, 75, 149, 151, 153, 157 TG9: 41, 81, 85, 103, 108, 110, 114, 115, 119, 120, 121, 123, 151</p>
<p>9.3.2 Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).</p>	<p><i>Throughout the <u>Frog Street Pre-K</u> program, children are encouraged to use flexible problem solving. <u>Practice Activities</u> provide children with the opportunity to explore, seek and use multiple strategies to complete tasks and solve problems.</i></p> <p>TG1: 27, 100, 106, 123, 131, 132, 133, 137, 138, 142, 156, 157 TG2: 26, 27, 31, 38, 62, 94, 99, 100, 105, 113, 116, 144 TG3: 71, 106, 107, 111, 117, 153 TG4: 22, 24, 25, 26, 28, 41, 46, 47, 48, 109, 111, 130, 131, 132, 133, 136, 137, 138, 139, 143, 144, 145, 154, 156, 157, 159 TG5: 22, 48, 51, 60, 61, 65, 73, 74, 77, 83, 109, 116, 156 TG6: 29, 39, 69, 73, 79, 80, 81, 82, 85, 102, 103, 104, 105, 107, 108, 109, 119, 123, 132, 147 TG7: 25, 31, 37, 71, 75, 81, 84, 120, 134, 144, 145, 147, 151, 159 TG8: 27, 31, 63, 68, 75, 80, 151, 153, 157 TG9: 28, 45, 81, 85, 103, 108, 110, 114, 115, 117, 120, 121, 151</p> <p>Resources: Strategy Cards: P—Activate Prior Knowledge, T—Questioning Strategies</p>

<p>9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).</p>	<p>TG1: 29, 93, 101, 103 TG2: 23, 29, 42, 108, 111, 131 TG3: 23, 33, 42, 43, 62, 68, 80, 101 TG4: 29, 41, 59, 62, 65, 86, 141, 147, 153 TG5: 24, 27, 41, 45, 63, 67, 69, 80, 81, 108 TG6: 27, 47, 59, 65, 75, 77, 95, 107, 131 TG7: 115, 117, 131, 135, 146, 147 TG8: 23, 29, 39, 59, 147 TG9: 23, 39, 41, 42, 63, 71, 87, 117, 137</p> <p>Resources: Strategy Cards: O—Show What You Know, P—Activate Prior Knowledge, Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>9.3.4 Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).</p>	<p>TG1: 32, 33, 36, 38, 39, 42, 45, 50, 51, 61, 75, 80, 81, 96, 97, 98, 99, 103, 104, 105, 107, 109, 110, 111, 114, 116, 117, 120, 121, 122, 123, 132, 134, 135, 140, 141, 152, 153, 156, 157, 158, 159 TG2: 31, 39, 59, 62, 63, 75, 87, 98, 99, 103, 110, 111, 117, 119, 123, 134, 135, 140, 141, 151, 152, 153, 158, 159 TG3: 24, 25, 60, 61, 63, 68, 69, 73, 74, 75, 79, 80, 81, 103, 104, 114, 117, 141 TG4: 33, 44, 45, 59, 63, 86, 87, 105, 133, 137, 138, 139, 141, 147, 153 TG5: 25, 27, 32, 39, 44, 45, 62, 63, 67, 68, 69, 79, 81, 87, 117, 123, 153, 159 TG6: 27, 29, 33, 36, 39, 51, 60, 61, 62, 63, 65, 69, 72, 73, 75, 85, 86, 87, 102, 104, 108, 109, 111, 123, 137, 147 TG7: 45, 69, 101, 105, 115, 117, 135, 139, 141, 145, 147, 157 TG8: 32, 32, 38, 45, 59, 73, 75, 147, 153 TG9: 22, 26, 27, 31, 39, 42, 43, 63, 69, 73, 85, 87, 99, 117, 122, 123, 139</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>9.4 Children apply what they have learned to new situations.</p>	
<p>9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).</p>	<p><i>Frog Street Pre-K provides opportunities for children to recognize, understand, and analyze a problem and draw on knowledge or experience (apply prior knowledge) to find solutions.</i></p> <p>TG1: 27, 31, 49, 100, 106, 123, 131, 132, 133, 136, 137, 142, 156, 157 TG2: 26, 31, 38, 62, 63, 69, 85, 87, 99, 100, 105, 111, 113, 116, 144 TG3: 71, 106, 107, 111, 117, 136, 153, 159 TG4: 22, 24, 25, 26, 27, 28, 30, 31, 41, 46, 47, 48, 67, 69, 109, 110, 111, 132, 133, 136, 137, 138, 139, 141, 142, 144, 145, 154, 156, 157, 159 TG5: 22, 48, 51, 60, 61, 65, 73, 74, 76, 83, 84, 109, 116, 130 TG6: 29, 39, 41, 69, 73, 79, 80, 81, 82, 85, 101, 102, 103, 104, 105, 107, 108, 109, 119, 123, 132, 133, 135, 147 TG7: 25, 31, 37, 71, 75, 81, 84, 111, 120, 145, 146, 147, 151, 159 TG8: 27, 63, 75, 80, 149, 151, 153, 157 TG9: 28, 41, 45, 81, 85, 103, 108, 110, 114, 115, 117, 119, 120, 121, 123, 151.</p>

	<p>Resources: Strategy Cards: P—Activate Prior Knowledge, T—Questioning Strategies and Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).</p>	<p><i>Frog Street Pre-K</i> provides children with opportunities to make idea, concept, and subject connections. Children tell their own stories using the <i>Writer’s Corner</i> (interactive software program). Prompted by a picture, they can write a story, record it, and/or print it as a 4-page book. Art, dramatic play, creative writing, and conversation offer additional ways for children to demonstrate connections between ideas, concepts, subjects, events, or pieces of information.</p> <p>TG1: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG2: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 93, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG3: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 93, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG4: 23, 29, 35, 41, 47, 57, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG5: 21, 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG6: 23, 29, 35, 41, 47, 57, 59, 65, 71, 77, 83, 95, 102, 107, 113, 119, 131, 137, 143, 149, 155 TG7: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 129, 131, 137, 143, 149, 155 TG8: 23, 29, 35, 41, 47, 57, 59, 65, 71, 77, 83, 93, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG9: 23, 29, 35, 41, 47, 59, 65, 67, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155</p> <p>Resources: “Frog Street Pre-K” Interactive Software, Strategy Cards: K—Wordless Books, P—Activate Prior Knowledge Wordless Books Sequence Cards Story Props</p>
<p>9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters’ emotions).</p>	<p><i>Frog Street Pre-K</i> provides many opportunities for children to engage in dramatic play—and to assume different roles and characters. <i>Pretend and Learn</i> centers provide experiences that contribute to children’s ability to self-regulate, communicate effectively, engage in cooperative interaction with peers, and demonstrate understanding of thoughts/feelings of others.</p> <p>TG1: 43, 46, 49, 56, 69, 73, 75, 77, 83, 106, 111, 112, 130, 143 TG2: 25, 45, 81, 117, 138, 145 TG3: 41, 62, 95, 111, 112, 115, 121, 122, 123, 128, 133, 137, 153, 159 TG4: 25, 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157 TG5: 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141 TG6: 59, 60, 64, 76, 103, 131, 136, 148 TG7: 24, 36, 43, 49, 76, 79, 85, 87, 92, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159 TG8: 25, 28, 30, 31, 32, 33, 34, 40, 47, 56, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 98, 101, 103, 110, 116, 118, 130, 133, 135, 136, 137, 151, 156 TG9: 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157</p>

	Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression
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MATHEMATICS

Each day in *Frog Street Pre-K*, children participate in a math lesson and are offered two math practice activities to further explore what was learned. Brian Mowry, the author of *Frog Street Pre-K's* math instruction, focuses on the inquiry approach, carefully sequencing instruction of skills throughout the year.

The program provides purposeful, engaging mathematical investigations and activities that build upon children’s informal understanding of **patterns, number, measurement** and **shape**. The following outline summarizes the knowledge and skills that children will learn in relation to critical content domains specified and recommended by the National Council of Teachers of Mathematics (NCTM):

Number and Operations: understanding quantity and numerical relationships

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

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

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

COUNTING AND CARDINALITY	
4.1 Children begin to demonstrate an understanding of number and counting.	
Indicators	Frog Street Pre-K Teacher Guide Page References
4.1.1 Count to 20 by ones with minimal prompting.	<p><i>Frog Street Pre-K provides ongoing opportunities for children to count numbers in order to twenty with increasing accuracy.</i></p> <p>Teacher Guide – (TG) TG1: 63, 98, 104, 105, 117, 153 TG2: 27, 32, 38, 39, 40, 44, 46, 50, 51, 59, 60, 66, 134, 135, 140, 147, 152 TG3: 69, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 129, 158, 159 TG4: 32, 50, 51, 81, 98, 99, 110, 111, 116, 117, 118, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG5: 26, 27, 32, 33, 38, 39, 44, 45, 50, 68, 80, 87, 98, 99, 104, 110, 1211, 116, 117, 122, 134, 135, 140, 141, 146, 152, 153 TG6: 44, 50, 62, 63, 68, 74, 75, 80, 81, 86, 105, 110, 116, 117, 123, 129, 134, 135, 140, 141, 146, 146, 152, 153, 158, 159 TG7: 32, 33, 38, 39, 44, 45, 50, 62, 63, 68, 69, 74, 80, 81, 98, 110, 116, 122, 123, 153 TG8: 26, 27, 32, 33, 38, 44, 45, 50, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 104, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 158, 159 TG9: 38, 39, 98, 99, 104, 105, 109, 110, 111, 116, 117, 129, 134, 147, 152, 153, 158, 159</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>

<p>4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.</p>	<p><i>Frog Street Pre-K provides consistent opportunities for children to recognize and name numerals. Example—Theme 6 I Build, I Create, p.132 wherein children actively engage in identifying numerals through participation in the <u>Numeral Dance</u>. (Each numeral has its own movement.)</i></p> <p>TG1: 116, 117 TG2: 46, 47, 50, 51 TG3: 116, 158, 159 TG4: 32, 110, 111, 116, 117, 122, 152, 153 TG5: 68, 134, 135, 140, 141, 146, 152, 158, 159 TG6: 132, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG7: 32, 38, 39, 41, 44, 50, 62, 68, 69, 74, 80, 81 TG8: 32, 104, 117, 134, 135, 141 TG9: 98, 99, 104, 109, 116, 153</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
<p>4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.</p>	<p>TG1: 116, 117 TG2: 46, 47, 50, 51 TG3: 116, 158, 159 TG4: 32, 110, 111, 116, 117, 122, 152, 153 TG5: 68, 134, 135, 140, 141, 146, 152, 158, 159 TG6: 132, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG7: 32, 38, 39, 41, 44, 50, 62, 68, 69, 74, 80, 81 TG8: 32, 104, 117, 134, 135, 141 TG9: 98, 99, 104, 109, 116, 153</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
<p>4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”).</p>	<p>TG1: 63, 153 TG2: 26, 27, 38, 39, 68, 104, 105, 108, 13, 135 TG3: 32, 44, 98, 99, 104, 105, 110, 111, 122, 123 TG4: 98, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG5: 44, 81, 87, 97, 110, 111 TG6: 62, 68, 69, 80, 81, 86, 134, 135, 141, 146, 147, 152, 153, 158, 159 TG7: 32, 32, 38, 44, 45, 51, 116, 153 TG8: 26, 27, 32, 33, 38, 39, 44, 45, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 111, 116, 117, 119, 122, 123, 133, 140, 141, 147, 159 TG9: 27, 98, 99, 104, 105, 110, 111, 117, 135, 140, 141, 146, 147, 153</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
<p>4.1.4a. Accurately count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects in a scattered</p>	<p>TG1: 31, 34, 35, 61, 62, 63, 87, 153 TG2: 22, 24, 26, 27, 28, 29, 34, 38, 39, 40, 44, 45, 46, 60, 70, 81, 85, 99, 105, 109, 109, 112, 118, 135 TG3: 37, 42, 116, 117 TG4: 81, 97, 104, 123, 134, 140, 141, 146, 147, 158, 159 TG5: 38, 39, 61, 116, 117, 133 TG6: 30, 37, 42, 74, 102, 104, 105, 116, 117, 123, 134, 135, 140, 141,</p>

<p>configuration.</p>	<p>153 TG7: 32, 44, 45, 50, 51, 110, 116, 122, 123, 153 TG8: 109, 111, 134, 140 TG9: 38, 39, 105, 117, 132, 141, 147</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
<p>4.1.4b. Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).</p>	<p>TG1: 63, 153 TG2: 26, 27, 38, 39, 68, 104, 105, 108, 13, 135 TG3: 32, 44, 98, 99, 104, 105, 110, 111, 122, 123 TG4: 98, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG5: 44, 81, 87, 97, 110, 111 TG6: 62, 68, 69, 80, 81, 86, 134, 135, 141, 146, 147, 152, 153, 158, 159 TG7: 32, 32, 38, 44, 45, 51, 116, 153 TG8: 26, 27, 32, 33, 38, 39, 44, 45, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 111, 116, 117, 119, 122, 123, 133, 140, 141, 147, 159 TG9: 27, 98, 99, 104, 105, 110, 111, 117, 135, 140, 141, 146, 147, 153</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
<p>4.1.5 Use one-to-one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting, the number of cubes needed to fill the spaces in a muffin tin with one cube each).</p>	<p>TG1: 51, 67, 68, 105, 117, 132, 147, 158, 159 TG2: 108, 111 TG3: 33 65, 74, 75, 78, 80, 109, 110, 116, 122 TG4: 32, 50, 105, 111, 134, 135, 140, 146, 151, 153, 159, 192 TG5: 32, 45, 86, 87, 92, 98, 104, 110, 111, 116, 117 TG6: 27, 60, 62, 63, 68, 73, 81, 116, 117, 122, 134, 135, 153 TG7: 51, 66, 98, 110, 116, 117 TG8: 44, 45, 62, 63, 68, 74, 75, 80, 86, 98, 104, 110, 116, 122, 134, 146, 158, 159 TG9: 74, 75, 98, 104, 134, 152, 159</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
<p>4.1.6 Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).</p>	<p><i>Frog Street Pre-K provides consistent opportunity to compare sets of objects using vocabulary including “more,” “less,” “same,” “equal to,” “different.” Example—Theme 4, Choices p. 146 wherein children compare quantities of cups and straws.</i></p> <p>TG1: 51, 67, 68, 105, 117, 132, 147, 158, 159 TG2: 108, 111 TG3: 33 65, 74, 75, 78, 80, 109, 110, 116, 122 TG4: 32, 50, 105, 111, 134, 135, 140, 146, 151, 153, 159, 192 TG5: 32, 45, 86, 87, 92, 98, 104, 110, 111, 116, 117 TG6: 27, 60, 62, 63, 68, 73, 81, 116, 117, 122, 134, 135, 153 TG7: 51, 66, 98, 110, 116, 117 TG8: 44, 45, 62, 63, 68, 74, 75, 80, 86, 98, 104, 110, 116, 122, 134, 146, 158, 159 TG9: 74, 75, 98, 104, 134, 152, 159</p>

	Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software
4.2 Children demonstrate an initial understanding of numerical operations.	
Indicators	Frog Street Pre-K Teacher Guide Page References
4.2.1 Represent addition and subtraction by manipulating up to 5 objects: a. Putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”) b. Taking apart and taking from (“I have four carrot sticks. I am eating one. Now I have 3.”)	<i>Frog Street Pre-K provides ongoing opportunities for children to solve simple addition and subtraction problems using concrete objects.</i> TG4: 50, 51 TG 5: 86, 87, 98, 99, 110, 111, 122, 123 TG6: 112 TG7: 153 TG8: 26, 27, 33, 38, 39, 44, 45, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 104, 105, 110, 111, 116, 117, 122, 134, 135, 140, 141, 146, 152, 153, 158 TG9: 104, 105, 116, 129 Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software
4.2.2 Begin to represent simple word problem data in pictures and drawings.	TG4: 50, 51 TG5: 86, 87, 98, 99, 110, 111, 122, 123 TG6: 112 TG8: 26, 27, 33, 44, 45, 51, 62, 63, 69, 74, 75, 86, 87, 98, 104, 105, 110, 111, 116, 117, 122, 134, 135, 140, 141, 146, 152, 153, 158 G9: 105, 111, 117, 129, 134
4.3 Children begin to conceptualize measurable attributes of objects.	
Indicators	Frog Street Pre-K Teacher Guide Page References
4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).	<i>Frog Street Pre-K provides children with opportunities to demonstrate emerging knowledge of measurement, using both standard and nonstandard tools.</i> TG1: 32, 33, 35, 36, 38, 39, 44, 45, 63, 81, 109, 110, 111, 114, 115, 116, 122, 123, 135, 140, 141, 145, 146, 147, 159 TG2: 44, 51, 59, 63, 67, 71, 74, 97, 98, 99, 103, 104, 105, 108, 110, 111, 116, 122, 129, 134, 135, 140, 141, 146, 147, 151, 152, 153, 156, 158, 159 TG3: 22, 24, 25, 26, 27, 29, 31, 32, 33, 35, 44, 74, 75, 87, 109, 123 TG4: 27, 61, 62, 68, 77, 81, 83, 110, 111, 115, 134, 135, 139, 151, 153 TG5: 22, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37, 42, 45, 48, 49, 51, 65, 68, 69, 74, 75, 101, 103, 114, 120, 159 TG6: 26, 32, 33, 37, 50, 59, 60, 61, 69, 73, 74, 75, 98, 99, 104, 108, 110, 116, 117, 122, 123, 145, 147, 152 TG7: 39, 44, 45, 50, 99, 104, 105, 110, 111, 114, 116, 122, 123, 147, 151 TG8: 27, 33, 44, 63, 71, 96, 102, 103, 111, 134, 139, 147, 153 TG9: 31, 32, 39, 49, 72, 73, 87, 97, 99, 102, 103, 105, 108, 109, 110, 114, 123, 151, 159, 134, 140, 141, 155, 158

	<p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
<p>4.3.2 Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).</p>	<p><i>Frog Street Pre-K provides children with opportunities to explore and compare units of measurement, using both standard and nonstandard tools.</i></p> <p>Length, Height: TG1: 39, 79, 116, 134, 135, 140, 141, 146, 147, 152, 153 TG2: 43, 63, 75, 111 TG3: 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 37, 38, 42, 43, 44, 45, 47, 48, 65, 69, 78, 79, 80, 81, 87, 99, 103, 110, 111, 112, 135, 144, 147 TG4: 33, 73, 104, 115, 144, 145 TG5: 26, 32, 33, 62, 63, 69, 74, 75, 78, 81, 159 TG8: 39, 49, 57, 71, 74, 78, 79, 85, 105, 114, 134, 140, 141, 155, 158</p> <p>Weight: TG1: 152 TG3: 54, 62, 68, 69, 74, 75 TG5: 69 TG6: 74 TG8: 74, 78 TG9: 37, 133, 140</p> <p>Capacity: TG1: 141, 146, 147 TG2: 39 TG3: 27, 33, 38, 39, 44, 45, 80, 81, 116, 117 TG4: 86, 87, 138, 144, 145, 159 TG5: 32, 33, 81, 153 TG6: 62, 63 TG7: 157 TG8: 45, 71 TG9: 117, 140, 141</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish)</p>
<p>4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measureable attributes.)</p>	<p><i>Frog Street Pre-K provides children with opportunities to explore and compare units of measurement, using both standard and nonstandard tools.</i></p> <p>Length: TG1: 39, 79, 116, 134, 135, 140, 141, 146, 147, 152, 153 TG2: 43, 63, 75, 111 TG3: 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 37, 38, 42, 43, 44, 45, 47, 48, 65, 69, 78, 79, 80, 81, 87, 99, 103, 110, 111, 112, 135, 144, 147 TG4: 33, 73, 104, 115, 144, 145 TG5: 26, 32, 33, 62, 63, 69, 74, 75, 78, 81, 122, 129, 145, 158, 159 TG6: 38, 68, 69, 80, 81, 86, 87, 110 TG7: 93, 153, 159 TG8: 39, 49, 57, 71, 74, 78, 79, 85, 105, 114, 134, 140, 141, 155, 158 TG9: 44, 49, 87, 98, 133, 134, 135, 140, 147</p> <p>Capacity: TG1: 141, 146, 147 TG2: 39 TG3: 27, 33, 38, 39, 44, 45, 80, 81, 116, 117 TG4: 86, 87, 138, 144, 145, 159 TG5: 32, 33, 81, 153 TG6: 62, 63 TG7: 157 TG8: 45, 71 TG9: 117, 140, 141</p>

4.4 Children develop spatial and geometric sense.	
<p>4.4.1 Respond to and use positional words (e.g., in, under, between, down, behind)</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to identify positions of objects using appropriate terms.</p> <p>TG1: 34, 45, 58, 62, 63, 67, 68, 69, 74, 75, 76, 77, 80, 81, 122, 134, 141, 146 TG2: 21, 63, 74, 86, 87, 110, 111, 116 TG3: 38, 39, 86, 99, 102, 104, 110, 111, 134, 146 TG4: 38, 39, 44, 62, 80, 104, 117 TG5: 62, 68, 74, 75, 80, 105, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153 TG6: 26, 27, 39, 46, 47, 48, 49, 50, 51, 105, 154 TG7: 26, 32, 34, 35, 36, 58, 60, 61, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 105, 134, 135, 140, 141, 146, 147, 152, 158, 159 TG8: 105, 111, 117 TG9: 26, 39, 44, 50, 122, 123</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
<p>4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).</p>	<p>TG1: 38, 39, 50, 75, 80, 98, 116 TG2: 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 104, 105, 116, 129, 137, 139 TG3: 99, 102 TG4: 62, 63, 68, 69, 74, 80, 81, 86, 99 TG5: 65, 69, 105 TG6: 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 35, 38, 39, 40, 42, 43, 44, 45, 50, 98, 103, 104, 145, 152 TG7: 61, 62, 96, 99, 105, 147 TG8: 71, 105, 110, 153 TG9: 26, 27, 32, 33, 39, 44, 50, 51</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
<p>4.4.3 Manipulate, compare and discuss the attributes of:</p> <p>a. two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams construct shapes from materials such as straws match identical shapes sort shapes based on rules [something that makes them alike/different] describe shapes by sides/angles use pattern blocks to compose/decompose shapes when</p>	<p><i>Frog Street Pre-K</i> provides children with hands-on experiences with three-dimensional shapes during <i>Construction Center</i> activities throughout each Theme. <i>Theme 6: Week 1</i> focuses specifically on construction terms and <i>Theme 6: Week 3</i> on “<i>I Can Build.</i>”</p> <p>TG1: 38, 39, 50, 51, 69, 75, 80, 81, 98, 116 TG2: 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 116, 117, 122, 129, 137, 139 TG3: 26, 38, 39, 99, 102 TG4: 62, 63, 68, 69, 74, 75, 80, 81, 86, 99, 140 TG5: 65, 69, 105 TG6: 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 38, 39, 40, 41, 42, 43, 44, 45, 50, 51, 98, 99, 103, 104, 105, 145, 146, 147, 152 TG7: 61, 62, 96, 97, 99, 105, 109, 147 TG8: 71, 105, 110, 153 TG9: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>

<p>making and taking apart compositions of several shapes).</p> <p>b. three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).</p>	
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SCIENCE

Frog Street Pre-K provides opportunities to explore science concepts through a variety of venues. Included in the curriculum is a diverse collection of science books, tools, and manipulatives. All nine themes address key science process skills, such as asking questions, observing, describing, predicting, comparing, classifying, and evaluating. Science is also included within math lessons when appropriate—and is often the focus of **Content Connections**.

Steve Spangler, well known for his work in helping children become “turned on” to science, wrote **Science Content Connections** and lessons, and reviewed all science content for accuracy.

5.1 Children develop inquiry skills.	
Indicators	Frog Street Pre-K Teacher Guide Page References
5.1.1 Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what when, where, why and how questions during sensory explorations, experimentation, and focused inquiry).	<p>Teacher Guide – (TG) TG1: 33, 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 99, 102, 105, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159 TG2: 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143, 158, 159 TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 61, 62, 63, 64, 65, 66, 68, 69, 71, 72, 73, 74, 77, 78, 79, 80, 81, 118, 135, 143, 147, 149, 151 TG4: 59, 60, 82, 86, 87, 105, 147 TG5: 77, 99, 105, 135, 141, 143, 149, 150, 159 TG6: 42, 45, 71, 77, 80, 81 TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 137, 139, 141, 156, 157 TG8: 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159 TG9: 73, 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 117, 139</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
5.1.2 Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside, putting a toy car in water to determine whether it sinks).	<p>TG1: 20, 21, 32, 33, 42, 45, 57, 93, 99, 105, 109, 114, 141, 147 TG2: 21, 57, 63, 68, 93, 129, 141, 158, 159 TG3: 20, 60, 61, 62, 63, 64, 65, 66, 68, 69, 71, 72, 73, 74, 76, 77, 78, 79, 80, 81, 82, 106, 107, 111, 112, 115, 117, 118, 121, 122, 123, 137, 153 TG4: 22, 24, 25, 26, 28, 31, 34, 37, 40, 41, 43, 47, 48, 49, 66, 70, 86, 87, 109, 111, 115, 129, 132, 133, 136, 137, 138, 139, 144, 145, 147, 154, 156, 157, 159 TG5: 22, 34, 40, 41, 46, 48, 51, 60, 61, 64, 65, 67, 73, 74, 106, 109, 116, 118 TG6: 22, 28, 29, 39, 42, 45, 63, 64, 69, 70, 71, 73, 76, 77, 79, 80, 81, 82, 85, 94, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 119, 121, 123, 132, 136, 142, 147, 148 TG7: 31, 63, 69, 99, 101, 103, 137, 139, 141, 144, 147, 150, 155, 157 TG8:</p>

	33, 35, 39, 41, 79, 83, 97, 99, 111, 113, 114, 147 TG9: 21, 39, 56, 57, 63, 65, 69, 73, 83, 93, 96, 97, 99, 105, 117, 123 Resources: Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)
5.1.3 Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem] weather terms [breezing, mild, cloudy, hurricane, shower, temperature] vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane] words for states of matter (solid, liquid) names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).	<i>Throughout Frog Street Pre-K, children learn appropriate vocabulary including basic science terms, weather terms, topic-related terms, and vocabulary related to simple machines and basic tools.</i> TG1: 61, 63, 67, 99, 118, 103, 104, 122, 135, 141, 146, 152, 158, 159 TG2: 28, 42, 63, 69, 75, 87, 99, 111, 117, 140, 141, 152, 159 TG3: 20, 32, 44, 51, 57, 60, 61, 68, 69, 73, 74, 80, 81, 82, 83, 87, 93, 109, 117, 123, 135, 141, 147, 152 TG4: 45, 63, 74, 83, 86, 129, 145, 146, 147, 150, 153 TG5: 27, 39, 63, 67, 68, 69, 116, 117, 123, 151 TG6: 27, 39, 56, 57, 68, 70, 72, 74, 75, 80, 87, 105, 111, 123, 147 TG7: 30, 45, 69, 72, 73, 103, 115, 117, 128, 131, 132, 134, 133, 135, 140, 141, 146, 147, 151 TG8: 31, 39, 75, 92, 99, 140 TG9: 37, 39, 42, 43, 57, 61, 62, 63, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81, 82, 83, 84, 85, 86, 87, 117, 133, 140, 141
5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.	TG1: 27, 32, 33, 45, 61, 63, 67, 75, 87, 93, 99, 103, 104, 105, 109, 110, 111, 112, 113, 114, 115, 116, 117, 119, 120, 135, 140, 141, 159 TG2: 63, 69, 75, 87, 99, 141, 151 TG3: 20, 51, 57, 61, 68, 69, 73, 74, 79, 80, 81, 85, 93, 109, 123, 135, 141 TG4: 45, 60, 63, 86, 87, 129, 140, 141, 145, 146, 147, 153 TG5: 27, 39, 45, 62, 63, 67, 68, 69, 87, 105, 116, 117, 122, 123 TG6: 27, 56, 62, 75, 85, 87, 111, 123 TG7: 69, 103, 115, 117, 128, 133, 146, 151, 157 TG8: 39, 75, 92, 147, 153 TG9: 39, 42, 43, 63, 99, 117, 141
5.1.5 Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).	TG1: 135 TG3: 74, 135 TG4: 60, 147, 153, 167 TG5: 123 TG7: 147 TG8: 75, 147 TG9: 104, 140, 141 Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)
5.2 Children observe and investigate matter and energy.	
Indicators	Frog Street Pre-K Teacher Guide Page References
5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects	TG1: 32, 33, 35, 36, 38, 39, 44, 45, 63, 81, 109, 110, 111, 114, 115, 116, 122, 123, 135, 140, 141, 145, 146, 147, 159 TG2: 44, 51, 59, 63, 67, 71, 74, 97, 98, 99, 103, 104, 105, 108, 110, 111, 116, 122, 129, 134, 135, 140, 141, 146, 147, 151, 152, 153, 156, 158, 159 TG3: 22, 24, 25, 26, 27, 29, 31, 32, 33, 35, 44, 74, 75, 87, 109, 123 TG4: 27, 61, 62, 68, 77, 81, 83, 110, 111, 115, 134, 135, 139, 151, 153 TG5:

<p>made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.</p>	<p>22, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37, 42, 45, 48, 49, 51, 65, 68, 69, 74, 75, 101, 103, 114, 120, 159 TG6: 26, 32, 33, 37, 50, 59, 60, 61, 69, 73, 74, 75, 98, 99, 104, 108, 110, 116, 117 122, 123, 145, 147, 152 TG7: 39, 44, 45, 50, 99, 104, 105, 110, 111, 114, 116, 122, 123, 147, 151 TG8: 27, 33, 44, 63, 71, 96, 102, 103, 111, 134, 139, 147, 153 TG9: 31, 32, 39, 49, 72, 73, 87, 97, 99, 102, 103, 105, 108, 109, 110, 114, 123, 151, 159</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>5.2.2 Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water preparing gelatin mixing different colors of tempera paint and longer term investigations, such as the freezing and melting of water and other liquids).</p>	<p>TG1: 32, 33, 36, 38, 39, 42, 45, 50, 51, 61, 75, 80, 81, 96, 97, 98, 99, 103, 104, 105, 107, 109, 110, 111, 114, 116, 117, 120, 121, 122, 123, 132, 134, 135, 140, 141, 152, 153, 156, 157, 158, 159 TG2: 31, 39, 59, 62, 63, 75, 87, 98, 99, 103, 110, 111, 117, 119, 123, 134, 135, 140, 141, 151, 152, 153, 158, 159 TG3: 24, 25, 60, 61, 63, 68, 69, 73, 74, 75, 79, 80, 81, 103, 104, 114, 117, 141 TG4: 33, 44, 45, 59, 63, 86, 87, 105, 133, 137, 138, 139, 141, 147, 153 TG5: 25, 27, 32, 39, 44, 45, 62, 63, 67, 68, 69, 79, 81, 87, 117, 123, 153, 159 TG6: 27, 29, 33, 36, 39, 51, 60, 61, 62, 63, 65, 69, 72, 73, 75, 85, 86, 87, 102, 104, 108, 109, 111, 123, 137, 147 TG7: 45, 69, 101, 105, 115, 117, 135, 139, 141, 145, 147, 157 TG8: 32, 32, 38, 45, 59, 73, 75, 147, 153 TG9: 22, 26, 27, 31, 39, 42, 43, 63, 69, 73, 85, 87, 99, 117, 122, 123, 139</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>5.2.3 Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).</p>	<p>TG1: 32, 33, 103, 104, 105 TG3: 78, 79, 80, 81, 84, 101, 102, 103, 113, 123, 139 TG4: 51 TG5: 63, 81, 106 TG6: 87, 147 TG7: 105, 119, 123, 151 TG8: 39, 98, 113, 129, 145, 157, 159 TG9: 21, 63, 68, 83, 86, 87, 97, 104, 113, 114</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>5.2.4 Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or</p>	<p>TG1: 50, 51, 61, 62, 63, 67, 68, 69, 74, 75, 80, 81, 103, 105, 121, 122, 132, 133, 141, 158 TG2: 31, 62, 63, 75, 110, 111, 116, 122, 151 TG3: 61, 69, 73, 74, 78, 79, 80, 81, 114, 115, 117, 122, 134, 135, 152, 153 TG4: 63, 133, 147 TG5: 27, 45, 67, 68, 69, 123 TG6: 27, 50, 61, 65, 70, 71, 72, 73, 74, 75, 80, 87, 111 TG7: 26, 46,</p>

roll).	47, 62, 68, 69, 86, 87, 103, 104, 115, 117, 133, 134, 135, 136, 140, 141, 142, 143, 144, 145, 146, 147, 152, 159 TG8: 31, 38, 39, 153 TG9: 69, 73, 87 Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)
5.3 Children observe and investigate living things.	
Indicators	Frog Street Pre-K Teacher Guide Page References
5.3.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts observing and drawing different insects sorting leaves by shape comparing animals with fur to those with feathers).	TG1: 38, 39, 44, 45, 48, 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 101, 102, 107, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 143, 159 TG2: 41, 42, 44, 45, 61, 84, 87, 96, 97, 98, 99, 107, 110, 111, 136, 140, 141, 143, 156 TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151 TG4: 23, 59, 60, 82, 87, 105 TG5: 39, 77, 99, 105, 135, 141, 143, 149, 150, 159 TG6: 81 TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 95, 156, 157 TG8: 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159 TG9: 27, 66, 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139, 156 Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)
5.3.2 Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).	TG1: 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159 TG2: 23, 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143 TG3: 20, 23, 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 77, 95, 135, 141, 143, 147, 149, 151 TG4: 59, 60, 82, 87, 105 TG5: 71, 77, 99, 105, 135, 141, 143, 149, 150, 159 TG6: 81, 155 TG7: 23, 24, 25, 26, 27, 30, 42, 45, 47, 76, 78, 79, 81, 83, 137, 155, 156, 157 TG8: 23, 24, 25, 27, 29, 30, 33, 35, 36, 37, 41, 42, 45, 47, 48, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 76, 77, 78, 81, 82, 83, 85, 92, 95, 101, 102, 103, 105, 107, 113, 115, 117, 119, 123, 131, 133, 134, 135, 137, 138, 139, 143, 146, 147, 150, 152, 153, 156 TG9: 47, 49, 51, 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139 Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)

<p>5.3.3 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).</p>	<p><i>Frog Street Pre-K—Theme 2, My Family and Friends explores both human and animal families. Theme 8 concentrates specifically on Animals. A story that children read and re-enact during this theme is <u>Animal Habitats and Homes/Los hábitats y las casas de los animals.</u></i> TG1: 96, 102, 120, 135 TG2: 77, 78, 79, 81, 86 TG3: 23, 38, 39, 62, 65, 71, 72 TG4: 82, 87 TG5: 71, 135 TG6: 81 TG7: 155, 156, 157 TG8: 33, 35, 48, 60, 63, 66, 72, 77, 95, 100, 101, 107, 109, 114, 116, 117, 119, 141, 147, 150 TG9: 75, 101, 102, 103, 105</p>
<p>5.3.4 Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children’s baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).</p>	<p><i>Frog Street Pre-K provides children with opportunities to sequence photographs that show different life cycles (such as an insect as it moves through different stages). Children are taught the word metamorphosis. Literacy lessons reinforce life science terminology. Children also sing songs, such as <u>Life Cycle Chant</u>, reinforcing vocabulary such as ‘egg, larva, pupa, and adult.’</i> TG1: 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159 TG2: 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143 TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151 TG4: 59, 60, 82, 87, 105 TG5: 77, 99, 105, 135, 141, 143, 149, 150, 159 TG6: 81 TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157 TG8: 24, 25, 27, 29, 30, 33, 35, 36, 37, 41, 42, 47, 48, 49, 51, 57, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 117, 118, 119, 120, 123, 130, 131, 132, 133, 135, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159 TG9: 30, 40, 42, 46, 47, 48, 49, 50, 51, 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139, 153</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives), Sequence Cards, Photo Activity Cards</p>
5.4 Children observe and investigate the Earth.	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>5.4.1 Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind’s effect on playground objects).</p>	<p>TG1: 33, 99, 105 TG2: 141, 158, 159 TG3: 60, 61, 62, 63, 64, 65, 66, 68, 69, 71, 72, 73, 74, 77, 78, 79, 80, 81, 118 TG4: 86, 87, 147 TG6: 42, 45, 71, 77, 80 TG7: 137, 139, 141 TG9: 73, 96, 97, 99, 117</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>

<p>5.4.2 Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun’s light is blocked by objects).</p>	<p><i>Theme 9, Week 2 focuses on Earth Changes (objects in the sky).</i> TG1: 63, 118, 141, 173 TG2: 28, 173 TG3: 60, 61, 77, 78, 80, 81, 83, 84, 85, 86, 87 TG4: 150 TG5: 11, 38, 41, 131, 133, 151 TG6: 23, 45 TG7: 59, 72, 73, 130, 131, 132, 134, 135, 136, 137, 138, 139, 140, 141, 142, 148, 149, 150, 151, 152, 153, 156 TG8: 31 TG9: 57, 61, 62, 63, 64, 65, 68, 69, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 117</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).</p>	<p>TG1: 63, 118, 173 TG2: 28, 173 TG3: 60, 83, 87 TG4: 150 TG5: 11, 151 TG7: 72, 73, 132, 134, 135, 140 TG8: 31 TG9: 57, 61, 62, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81, 82, 83, 84, 85, 86, 87, 169</p>
<p>5.4.4 Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).</p>	<p>TG2: 147 TG3: 20 TG7: 137, 138, 13 TG9: 102, 106, 107, 108, 111, 112, 113, 114, 115, 117, 118, 119, 123</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
5.5 Children gain experience in using technology.	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).</p>	<p><i>Frog Street Pre-K Math and Science lessons provide opportunities for children to use basic tools and technology during explorations. Example—Theme 4, Choices on p. 129 wherein children move water from one container to another using basters, eye droppers, and sponges. They determine which tools are most efficient.</i> TG1: 61, 63, 67, 99, 141, 158, 159 TG2: 99, 117, 159 TG3: 20, 32, 44, 51, 57, 74, 82, 141, 147 TG4: 129 TG5: 69 TG6: 68, 80, 123 TG7: 30, 45, 69, 128, 134, 140 TG8: 92, 99, 140 TG9: 37, 133, 140, 141</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>

SOCIAL STUDIES, FAMILY, AND LIFE SKILLS

Children are curious about their world. They thrive on learning experiences that are meaningful and that connect to prior knowledge. A child’s family is central to their understanding of themselves and provides a foundational reference for their roles and relationships at school and within the larger community. As their perception grows, children further expand this scope to understand how systems work together.

Frog Street Pre-K supports children’s evolving understanding of **People, Past, and Present** (characteristic similarities and differences among people, different families, and life organization around events, time, and routines), **Economic Skills** (human needs, the meaning of “consumer,” and roles and responsibilities of community workers), **Geography Skills** (features of the immediate environment), and **Citizenship Skills** (similarities and differences among people like him/herself and classmates—and among him/herself and people from other cultures).

6.1 Children identify unique characteristics of themselves, their families, and others.	
Indicators	Frog Street Pre-K Teacher Guide Page References
6.1.1 Describe characteristics of oneself, one’s family, and others.	<p><i>Frog Street Pre-K Theme 2: My Family and Friends gives children many specific opportunities to talk about themselves, their family and others.</i></p> <p>Teacher Guide – (TG) TG1: 32, 33, 38, 39, 44, 45, 48, 58, 61, 64, 68, 82, 101, 107, 110, 114, 115, 143 TG2: 26, 29, 32, 35, 44, 61, 68, 84, 96, 98, 99, 144, 156 TG3: 28, 81, 95, 96, 101, 102, 103, 104, 105, 106, 107, 108, 109, 113, 119 TG4: 23, 49, 78, 104, 108, 109, 115 TG5: 39, 42, 47, 135 TG6: 45, 65, 75, 83, 95, 97, 101, 122 TG7: 66, 67, 95, 131, 137 TG8: 109, 122 TG9: 27, 33, 66, 141, 156</p>
6.1.2 Demonstrate an understanding of family roles and traditions.	<p><i>Theme 2, My Family and Friends and daily Family Connections ideas provide opportunities for children to share information about family roles, customs and traditions.</i></p> <p>TG1: 101 TG2: 23, 24, 27, 29, 30, 32, 33, 35, 37, 41, 42, 47, 48, 60, 65, 83, 84, 85, 87, 96, 99, 104, 106, 107, 143, 156, 159 TG3: 61, 117 TG4: 23, 27, 59, 71, 123 TG5: 47, 51 TG6: 61, 66, 67 TG7: 27, 45, 67, 71, 95 TG8: 119 TG9: 107</p> <p>Resources: “Family Connections” Resource Guide and CD-Rom</p>
6.1.3 Express individuality and cultural diversity (e.g., through dramatic play).	<p><i>Instruction in Frog Street Pre-K supports multicultural relevancy with materials and resources focusing on cultural sensitivity. Theme 2: Family and Friends focuses on culture, family, identity, home/native language, traditions, and practices. The program’s Literacy Library and Story Folders include diverse collections of multi-cultural titles—with many stories in both English and Spanish.</i></p> <p>TG1: 23, 28, 35, 38, 39, 42, 43, 44, 45, 47, 48, 49, 51, 58, 61, 64, 68, 82, 101, 107, 108, 109, 110, 114, 115, 121, 143 TG2: 23, 24, 26, 27, 29, 30, 32, 33, 35, 37, 38,</p>

	<p>41, 42, 44, 47, 48, 60, 61, 65, 76, 77, 83, 84, 85, 87, 96, 98, 99, 101, 104, 106, 107, 130, 131, 132, 133, 134, 135, 137, 138, 143, 144, 146, 147, 149, 153, 155, 156, 157, 158, 159 TG3: 23, 28, 35, 47, 61, 77, 83, 95, 115, 117, 118, 119, 120 TG4: 23, 24, 27, 30, 35, 40, 41, 59, 71, 75, 77, 78, 80, 101, 102, 103, 104, 108, 109, 113, 114, 115, 116, 123 TG5: 39, 42, 47, 51, 63, 72, 75, 103, 113, 119, 120, 121, 123, 157 TG6: 31, 38, 44, 61, 65, 66, 67, 82, 84, 85, 86, 97, 105, 137, 139 TG7: 27, 45, 67, 71, 73, 79, 95, 107, 121, 131, 133, 137, 149, 150, 152 TG8: 25, 26, 27, 33, 60, 87, 107, 108, 109, 119, 121, 122, 135, 157 TG9: 25, 27, 33, 59, 65, 66, 68, 72, 73, 80, 95, 96, 97, 102, 107, 108, 139, 147, 151, 156</p> <p>Resources: “From the Experts: Cultural Sensitivity” p. 13 in each Teacher Guide, Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy) Literacy Library (alphabet books, poetry books, wordless books, developmental storybook), Lilypad Theatre box (including 34 story folders in English and Spanish, “Storytellers” DVD, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book)</p>
<p>6.2 Children become contributing members of the classroom community.</p>	
<p>Indicators</p>	<p>Frog Street Pre-K Teacher Guide Page References</p>
<p>6.2.1 Demonstrate understanding of rules by following most classroom routines.</p>	<p>TG1: 25, 26, 41, 45, 154 TG2: 43, 49, 61 TG3: 106, 118 TG4: 30, 34, 42, 48, 51 TG5: 14, 58 TG6: 28, 34, 48 TG7: 28, 94, 100, 118, 142 TG8: 40, 64, 100, 106, 112 TG9: 46, 137, 144, 145</p>
<p>6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs.</p>	<p>TG1: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG2: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG3: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG4: 22, 28, 30, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG5: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG6: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG7: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG8: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG9: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154</p>

<p>6.2.3 Demonstrate appropriate behavior when collaborating with others.</p>	<p><i>Throughout <u>Frog Street Pre-K</u>, children learn to work together to complete simple tasks. Each new theme begins with a collaborative <u>Theme Project</u>. Example—Theme 4 involves the class collectively deciding upon a project that will involve ongoing <u>Choices</u>. Children then plan the project, track it, then report on associated outcomes.</i></p> <p>TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97 TG2: 28, 34, 46, 99, 105, 120, 123 TG3: 71, 76, 82, 112, 115, 118, 121, 122, 123, 137 TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157 TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118 TG6: 22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148 TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159 TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159 TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156</p>
<p>6.3 Children demonstrate knowledge of neighborhood and community.</p>	
<p>Indicators</p>	<p>Frog Street Pre-K Teacher Guide Page References</p>
<p>6.3.1 Develop an awareness of the physical features of the neighborhood/community.</p>	<p>TG1: 32, 33, 45 TG2: 32, 68 TG3: 81, 96, 101, 102, 103, 104, 105, 106, 107, 108, 109, 113, 119 TG4: 49 TG5: 135 TG6: 45, 65, 75, 83, 95, 97, 101, 122 TG7: 66, 67 TG9: 141, 156</p>
<p>6.3.2 Identify, discuss, and role-play the duties of a range of community workers.</p>	<p><i><u>Frog Street Pre-K</u> provides children with opportunities to show awareness of the roles people play in society. Theme 2: <u>My Family and Friends</u> encourages children to talk about their family and roles in the community. Theme 2, Week 4: <u>Community</u> focuses on our society, including the roles that people play in our lives. Children are encouraged to meet different school and community workers in <u>Frog Street Pre-K</u>. They use pretend play to demonstrate their various roles and services</i></p> <p>TG1: 23, 28, 35, 42, 43, 47, 48, 49, 51, 63, 158 TG2: 33, 130, 131, 132, 133, 134, 135, 137, 138, 146, 147, 149, 153, 155, 156, 157, 159 TG3: 117 TG4: 75, 77, 113, 114, 115, 116, 117 TG5: 51, 119, 120, 121, 123 TG6: 65, 67, 137 TG8: 33, 60 TG9: 27, 102, 108, 147</p> <p>Resources: Photo Activity Cards with the following themes: Theme 1: School Workers Theme 2: Community Workers: Police Officer, Fire Fighter, Nurse, Dentist, Doctor, Mail Carrier Theme 4: Health Workers Theme 6: Construction Workers, Architects, Engineers, Writers, Illustrators, Photographers</p>

	<p>Theme 7: Transportation Workers Theme 8: Jobs associated with animals, such as Entomologist, Zoologist, Farmer, Veterinarian Theme 9: Environmental Workers</p>
6.4 Children develop an awareness of the cultures within their classroom and their community.	
Indicators	Frog Street Pre-K Teacher Guide Page References
6.4.1 Learn about and respect other cultures within the classroom and community.	<p><i>Frog Street Pre-K depicts children of both genders, differing ethnic and cultural backgrounds, various disabilities, and diverse local communities. Each Teacher Guide includes guidelines such as, <u>From the Experts: Alma Flor Ada--Cultural Sensitivity.</u></i></p> <p>TG1: 32, 33, 38, 39, 44, 45, 49, 82, 108, 109, 110, 114, 115, 121 TG2: 24, 29, 32, 37, 41, 61, 68, 76, 77, 85, 99, 101, 106, 132, 133, 155, 158, 159 TG3: 23, 35, 47, 77, 81, 83, 96, 101, 102, 103, 104, 105, 106, 107, 108, 109, 113, 115, 118, 119, 120 TG4: 24, 30, 35, 40, 41, 49, 59, 80, 101, 102, 103, 114, 115 TG5: 63, 72, 75, 103, 113, 135, 157 TG6: 31, 38, 44, 45, 65, 75, 82, 83, 84, 85, 86, 95, 97, 101, 105, 122, 139 TG7: 66, 67, 73, 79, 107, 121, 133, 149, 150, 152 TG8: 25, 26, 27, 87, 107, 108, 119, 121, 135, 136, 149, 157 TG9: 25, 59, 65, 66, 68, 72, 73, 80, 95, 96, 97, 133, 135, 139, 141, 145, 149, 150, 151, 156</p> <p>Resources: Multicultural songs, rhymes, games, poems, and stories, including a “Cultural Rhymes Flip Book.” The flip book, photo activity cards, and literature titles reflect a diverse population of children and adults. “Frog Town Elementary” includes multicultural visuals and pictures with over 200 pocket photos and 130 photo activity cards.</p>

WORLD LANGUAGES

Frog Street Pre-K instruction supports multicultural relevancy for languages other than Spanish. Equality of materials and instruction in English and Spanish includes language sensitive adaptations and cultural sensitivity. Materials and resources include pronunciation keys for five languages, full color photographs, and strategies at point of use for whole group, small group and learning center activities.

7.1 Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own

Indicators	Frog Street Pre-K Teacher Guide Page References
<p>7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).</p>	<p><i>Frog Street Pre-K Vocabulary Cards</i> are provided in both English and Spanish. The back of each English vocabulary card gives the word and its pronunciation in five languages. <i>Special Needs Adaptations</i> boxes include words/phrases taught in sign language.</p> <p>Teacher Guide – (TG) TG1: 101 TG2: 23, 24, 27, 29, 30, 32, 33, 35, 37, 41, 42, 47, 48, 60, 65, 83, 84, 85, 87, 96, 99, 104, 106, 107, 143, 156, 159 TG3: 61, 117 TG4: 23, 27, 59, 71, 123 TG5: 47, 51 TG6: 61, 66, 67 TG7: 27, 45, 67, 71, 95 TG8: 119 TG9: 107</p> <p>Resources: Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English/Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy) Literacy Library (alphabet books, poetry books, wordless books, developmental storybook), Lilypad Theatre (34 story folders in English/Spanish, “Storytellers” DVD, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book), vocabulary cards in English and Spanish</p>
<p>7.1.2 Say simple greetings, words, and phrases in a language other than their own.</p>	<p>TG1: 101 TG2: 23, 24, 27, 29, 30, 32, 33, 35, 37, 41, 42, 47, 48, 60, 65, 83, 84, 85, 87, 96, 99, 104, 106, 107, 143, 156, 159 TG3: 61, 117 TG4: 23, 27, 59, 71, 123 TG5: 47, 51 TG6: 61, 66, 67 TG7: 27, 45, 67, 71, 95 TG8: 119 TG9: 107</p> <p>Resources: Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English/Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy) Literacy Library (alphabet books, poetry books, wordless books, developmental storybook), Lilypad Theatre (34 story folders in English/Spanish, “Storytellers” DVD, “Nursery</p>

	Rhymes” (flip chart), “Cultural Rhymes” (flip book), vocabulary cards in English and Spanish
7.1.3 Comprehend previously learned simple vocabulary in a language other than their own.	<p>TG1: 60 TG2: 25, 68, 79, 96 TG3: 50, 60, 62, 68, 96, 97, 98, 110, 133 TG4: 48, 85, 86, 96, 120, 156 TG5: 25, 31, 73, 74, 84, 103, 133, 145, 151 TG6: 67, 72, 79 TG7: 66, 72, 78, 79, 85, 86 TG8: 103, 108, 115, 133, 145 TG9: 49, 79, 84, 85, 133</p> <p>Resources: Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English/Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy) Literacy Library (alphabet books, poetry books, wordless books, developmental storybook), Lilypad Theatre (34 story folders in English/Spanish, “Storytellers” DVD, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book), vocabulary cards in English and Spanish</p>
7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.	<p><i>Sign Language instruction is included as part of the <u>English Language Learner adaptations at point-of-use during Literacy, Math and Science lessons and Practice Activities</u>. Suggestions of words and phrases are included for teachers to teach via sign language to children. Suggestions also often include use of gestures, pointing or facial expressions to augment oral language.</i></p> <p>TG1: 24, 26, 32, 37, 38, 42, 44, 49, 50, 60, 62, 67, 72, 74, 78, 80, 83, 84, 86, 96, 98, 101, 103, 109, 110, 114, 116, 120, 122, 132, 134, 138, 144, 146, 150, 156, 158; TG2: 23, 24, 27, 29, 30, 31, 32, 33, 35, 37, 38, 41, 42, 43, 47, 49, 50, 60, 62, 65, 66, 67, 68, 72, 74, 78, 80, 83, 84, 85, 86, 87, 96, 98, 102, 104, 106, 107, 108, 110, 113, 116, 119, 120, 122, 133, 134, 138, 140, 143, 146; TG3: 24, 26, 30, 32, 42, 61, 62, 68, 74, 80, 84, 86, 103, 104, 110, 116, 117, 120, 121, 122, 134, 139, 140, 146, 152, 157, 158; TG4: 23, 25, 26, 27, 32, 37, 38, 44, 48, 59, 60, 61, 62, 68, 71, 72, 80, 86, 96, 97, 102, 103, 109, 114, 116, 120, 122, 123, 132, 133, 134, 138, 140, 144, 146, 152, 156; TG5: 62, 42, 47, 51, 60, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 104, 108, 110, 114, 115, 116, 122, 132, 133, 134, 140, 144, 146, 150, 152, 157 ; TG6: 26, 32, 37, 42, 44, 48, 50, 60, 61, 62, 66, 68, 72, 74, 78, 79, 80, 82, 84, 85, 86, 96, 97, 98, 102, 104, 108, 110, 114, 122, 133, 138, 140, 144, 146, 150, 152, 158; TG7: 26, 27, 30, 32, 38, 44, 45, 50, 62, 66, 67, 68, 71, 72, 74, 78, 79, 80, 85, 86, 95, 98, 104, 116, 122, 132, 134, 138, 140, 144, 145, 146, 151, 152, 158 ; TG8: 24, 26, 38, 44, 50, 60, 62, 66, 67, 68, 73, 74, 78, 80, 84, 85, 86, 98, 104, 108, 110, 115, 119, 121, 133, 138, 140, 145, 146, 151, 156, 158; TG9: 31, 32, 36, 38, 42, 43, 44, 48, 49, 50, 61, 62, 66, 67, 72, 79, 85, 97, 98, 103, 104, 107, 109, 110, 115, 116, 133, 134, 145, 150, 152, 158</p>

	<p>Resources: Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English/Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy) Literacy Library (alphabet books, poetry books, wordless books, developmental storybook), Lilypad Theatre (34 story folders in English/Spanish, “Storytellers” DVD, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book), vocabulary cards in English and Spanish</p>
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TECHNOLOGY

Frog Street Pre-K provides innovative technology for students with *Frog Street Pre-K Interactive Software* which contains over 100 Spanish and English activities in **phonological awareness, alphabet knowledge, written expression, listening comprehension, vocabulary development** and **math skills and concepts**. Software activities align with weekly instruction for sustained practice of skills. Technology learning extends to the home with eBooks of all the literature titles in *Frog Street Pre-K*.

8.1 Navigate simple on screen menus	
Indicators	Frog Street Pre-K Teacher Guide Page References
8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).	<p><i>Frog Street Pre-K Interactive Software</i> is custom-designed software developed in conjunction with instructional program. <i>Fanny’s Computer Tutor</i> introduces children to the parts of the computer, navigation tools, and software icons. TG1: 57, 93, 129 TG2: 21, 57, 93, 129 TG3: 21, 57, 93, 129 TG4: 21, 57, 93, 129 TG5: 21, 57, 93, 129 TG6: 21, 57, 93, 129 TG7: 21, 57, 93, 129 TG8: 21, 57, 93, 129 TG9: 21, 57, 93, 129</p> <p>Resources: “Frog Street Pre-K” Interactive Software</p>
8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.	<p><i>Frog Street Pre-K Interactive Software</i> is custom-designed software developed in conjunction with instructional program. <i>Fanny’s Computer Tutor</i> introduces children to the parts of the computer, navigation tools, and software icons. TG1: 57, 93, 129 TG2: 21, 57, 93, 129 TG3: 21, 57, 93, 129 TG4: 21, 57, 93, 129 TG5: 21, 57, 93, 129 TG6: 21, 57, 93, 129 TG7: 21, 57, 93, 129 TG8: 21, 57, 93, 129 TG9: 21, 57, 93, 129</p> <p>Resources: “Frog Street Pre-K” Interactive Software</p>
8.2 Use electronic devices independently.	
Indicators	Frog Street Pre-K Teacher Guide Page References
8.2.1 Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.	<p><i>Frog Street Pre-K Interactive Software</i> is custom-designed software developed in conjunction with instructional program. <i>Fanny’s Computer Tutor</i> introduces children to the parts of the computer, navigation tools, and software icons. TG1: 57, 93, 129 TG2: 21, 57, 93, 129 TG3: 21, 57, 93, 129 TG4: 21, 57, 93, 129 TG5: 21, 57, 93, 129 TG6: 21, 57, 93, 129 TG7: 21, 57, 93, 129 TG8: 21, 57, 93, 129 TG9: 21, 57, 93, 129</p> <p>Resources: “Frog Street Pre-K” Interactive Software</p>

<p>8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, or other storage device and press “play” and “stop.”</p>	<p><i>Library and Listening Practice Activities provide opportunities for children to access materials via disk, cassette tape, and CD-ROM. Children learn to press “play” and “stop” to begin and end an activity.</i></p> <p>TG1: 21, 43, 73, 79, 157 TG2: 31, 37, 61, 93, 109, 139, 151 TG3: 31, 43, 67, 79, 115, 151 TG4: 25, 31, 37, 43, 79, 121, 133, 139, 157 TG5: 31, 37, 73, 97, 109, 115, 133 TG6: 25, 73, 97, 133, 151, 157 TG7: 25, 43, 61, 67, 73, 79, 109, 133, 139 TG8: 37, 43, 61, 85, 103, 139, 145, 157 TG9: 25, 37, 43, 49, 73, 103, 121, 139, 151</p>
<p>8.2.3 Turn smart toys on and/or off.</p>	<p><i>Not supported in Frog Street Pre-K.</i></p>
<p>8.2.4 Recognize that the number keys are in a row on the top of the keyboard.</p>	<p><i>Frog Street Pre-K Interactive Software is custom-designed software developed in conjunction with instructional program. <u>Fanny’s Computer Tutor</u> introduces children to the parts of the computer, navigation tools, and software icons.</i></p> <p>Resources: “Frog Street Pre-K” Interactive Software is included in curriculum.</p>
<p>8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.</p>	<p><i>Frog Street Pre-K Interactive Software is custom-designed software developed in conjunction with instructional program. Included in the software are interactive applications such as <u>The Name Game</u>, <u>Reading Buddy</u>, <u>Writer’s Corner</u>, <u>Words, Words, Words</u>, <u>ABC and XYZ</u>, <u>Sounds and Rhymes</u>, <u>Frog Street Math</u>, and <u>Tux Paint</u></i></p> <p>Resources: “Frog Street Pre-K” Interactive Software is included in curriculum.</p>
<p>8.2.6 Use a digital camera to take a picture.</p>	<p><i>Through classroom instruction in <u>Frog Street Pre-K</u>, teachers model use of digital cameras. Children are also invited to use a digital camera to take a picture. Example—Theme 9, p. 39 <u>Construction Center</u> invites children to take a picture of the front view of a block structure or tower.</i></p> <p>TG9: 39</p>
<p>8.3 Begin to use electronic devices to communicate.</p>	
<p>Indicators</p>	<p>Frog Street Pre-K Teacher Guide Page References</p>
<p>8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.</p>	<p><i><u>Writer’s Corner</u> provides children an opportunity to write or give dictation about photographs and illustrations or record and then listen to their own stories. <u>Tux Paint</u> invites children to create writing and drawings using software. <u>The Name Game</u> invites children to name and sequence the letters in their first and last names.</i></p> <p>Resources: “Frog Street Pre-K” Interactive Software</p>

8.4 Use common technology vocabulary.	
Indicators	Frog Street Pre-K Teacher Guide Page References
8.3.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).	<p><i>Frog Street's Interactive Software program is often used as part of Practice Activities. During these periods, children are always encouraged to communicate about their work and findings using accurate terminology.</i></p> <p>Resources: "Frog Street Pre-K" Interactive Software</p>
8.5 Begin to use electronic devices to gain information.	
Indicators	Frog Street Pre-K Teacher Guide Page References
8.5.1 Use the internet to explore and investigate questions with a teacher's support.	<p><i>The Frog Street Pre-K Technology Center offers children opportunities to explore and investigate questions. Appropriate Internet sites are identified as needed.</i></p> <p>TG4: 51 TG5: 21, 153 TG6: 81, 93 TG7: 57, 69, 72 TG8: 98, 129, 159 TG9: 21</p>