

Excel Pre-K Correlation to New Jersey Preschool Teaching and Learning Standards



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Indicators	Frog Street Excel Teacher Guide Page References
Social/Emotional Development	
0.1 Children demonstrate self-confidence	
01.1 Express individuality by making independent decisions about which materials to use.	TG1: 14, 15, 16, 18, 20, 36, 37, 40, 46, 58, 59, 60, 62, 64, 80, 81, 82, 85 TG2: 14, 15, 20, 22, 36, 37, 40, 46, 58, 59, 64, 66, 68, 80, 81, 87 TG3: 14, 15, 36, 37, 39, 41, 43, 46, 47, 58, 59, 62, 64, 66, 80, 81, 82 TG4: 14, 15, 17, 36, 37, 38, 40, 58, 59, 66, 68, 80, 81 TG5: 14, 15, 21, 36, 37, 42, 45, 58, 59, 64, 66, 68, 80, 81, 82 TG6: 14, 15, 22, 36, 37, 38, 42, 43, 44, 58, 59, 80, 81 TG7: 14, 15, 16, 18, 20, 24, 36, 37, 40, 42, 43, 44, 46, 58, 59, 61, 64, 66, 68, 80, 81, 84 TG8: 14, 15, 18, 24, 36, 37, 38, 40, 42, 44, 45, 58, 59, 61, 62, 80, 81, 86, 88 TG9: 14, 15, 16, 36, 37, 43, 58, 59, 61, 80, 81, 82, 86
01.2 Express ideas for activities and initiate discussions.	
01.3 Actively engage in activities and interactions with teachers and peers.	
01.4 Discuss their own actions and efforts.	
0.2 Children demonstrate self-direction	
0.2.1 Make independent choices and plans from a broad range of diverse interest centers.	<i>Children are encouraged to make independent choice and plans each day in the Weekly Practice Centers in Frog Street Excel.</i> TG1 – 9: 14, 15, 36, 37, 58, 59, 80, 81
0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).	Health and Hygiene: TG1: 17, 47 TG3: 47 TG4: 38, 52, 66, 68, 87 Nutrition, Exercise, Safety: TG1: 17, 47, 75 TG2: 74, 79, 84 TG3: 66 TG4: 20, 27, 30, 31, 33, 35, 37, 38, 39, 40, 42, 43, 44, 46, 48, 52, 56, 60, 66, 68, 87 TG5: 14, 19 TG8: 62 TG9: 9 Welcome Guide: 53

	<p>Resources: Rebus Posters for procedures such as brushing teeth, washing hands, etc.</p>
0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.	<p>TG1: 8, 26, 30, 48, 52, 70, 74, 92 TG2: 8, 26, 30, 48, 52, 70, 74, 92 TG3: 8, 26, 30, 48, 52, 70, 74, 92 TG4: 8, 26, 30, 48, 52, 70, 74, 92 TG5: 8, 26, 30, 48, 52, 70, 74, 92 TG6: 8, 26, 30, 48, 52, 70, 74, 92 TG7: 8, 26, 30, 48, 52, 70, 74, 92 TG8: 8, 26, 30, 48, 52, 70, 74, 92 TG9: 8, 26, 30, 48, 52, 70, 74, 92</p> <p>Welcome Guide: 56</p>
0.2.4 Attend to tasks for a period of time.	<p>Weekly Practice Centers provide children with opportunities to engage in and perform tasks independently or with peers over a period of time.</p> <p>TG1: 8, 26, 30, 35, 48, 52, 70, 74, 92 TG2: 8, 26, 30, 35, 48, 52, 70, 74, 92 TG3: 8, 26, 30, 35, 48, 52, 70, 74, 92 TG4: 8, 26, 30, 35, 48, 52, 70, 74, 92 TG5: 8, 26, 30, 35, 48, 52, 70, 74, 92 TG6: 8, 26, 30, 35, 48, 52, 70, 74, 92 TG7: 8, 26, 30, 35, 48, 52, 70, 74, 92 TG8: 8, 26, 30, 35, 48, 52, 70, 74, 92 TG9: 8, 26, 30, 35, 48, 52, 70, 74, 92</p>
0.3 Children identify and express feelings.	
0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.	<p><i>Each day's Greeting Circle and Closing Circle include activities and prompts that give children opportunities to recognize, name, and express their feelings.</i></p> <p>TG1: 26, 37, 49, 52, 74, 79, 86, 88, 90 TG2: 08, 30, 31, 66, 74, 91 TG3: 30, 46, 52, 68, 74 TG4: 20, 22, 52, 74 TG5: 30, 31, 48 TG6: 30, 52, 53, 74 TG7: 08, 30, 64, 68, 88 TG8: 14, 30, 52, 74 TG9: 20, 24, 30, 38, 74, 86</p> <p>Welcome Guide: 32</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>TG1: 9, 10, 31, 40, 52, 53, 54, 74, 79, 88, 92 TG2: 9, 10, 24, 31, 40, 52, 53, 56, 59, 62, 66, 75 TG3: 31, 46, 52, 53, 68, 70 TG4: 16, 18, 22, 52, 54, 59, 62, 82, 91 TG5: 26, 30, 31, 53, 75,</p>

	<p>TG6: 9, 31, 52, 53, 74, 76 TG7: 23, 30, 32, 52, 68, 75, 80 TG8: 9, 30, 31, 32, 53, 64, 74, 92 TG9: 10, 20, 26, 31, 39, 53, 74, 75, 86</p> <p>Welcome Guide: 24, 27, 29, 30, 32, 33, 34, 54</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>Conscious Discipline™ specifically guides children in being successful in their social and emotional endeavors during each day. Social skills, emotional intelligence skills and classroom management are practiced from the Greeting Circle to the Closing Circle. Children do not just participate in discussions about social skills, but also practice social skills.</p> <p>TG1: 8, 9, 10, 13, 14, 15, 17, 22, 30, 31, 32, 35, 36, 37, 39, 44, 46, 47, 52, 53, 54, 57, 58, 59, 64, 66, 74, 75, 76, 79, 80, 81, 84 TG2: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 36, 37, 52, 53, 54, 57, 58, 59, 69, 74, 75, 76, 79, 80, 81 TG3: 8, 9, 10, 13, 14, 18, 22, 30, 31, 32, 35, 36, 52, 53, 54, 57, 58, 69, 74, 75, 76, 79, 80, 81, 84 TG4: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 37, 52, 53, 54, 57, 58, 66, 68, 74, 75, 76, 79, 80 TG5: 8, 9, 10, 13, 14, 22, 25, 30, 31, 32, 35, 37, 40, 52, 53, 54, 57, 65, 66, 74, 75, 76, 79, 80, 86 TG6: 8, 9, 10, 13, 15, 30, 31, 32, 35, 36, 37, 38, 39, 44, 52, 53, 54, 57, 74, 75, 76, 79, 82, 86, 90 TG7: 8, 9, 10, 13, 14, 15, 18, 30, 31, 32, 35, 36, 37, 52, 53, 54, 58, 59, 66, 74, 75, 76, 79 TG8: 8, 9, 10, 13, 19, 30, 31, 32, 35, 36, 37, 39, 40, 43, 52, 53, 54, 57, 61, 63, 74, 75, 76, 79 TG9: 8, 9, 10, 13, 30, 31, 32, 35, 36, 37, 52, 53, 54, 57, 63, 74, 75, 76, 69, 90</p> <p>Welcome Guide: 31, 32, 56</p>
<p>0.4 Children exhibit positive interactions with other children and adults.</p>	
<p>0.4.1 Engage appropriately with peers and teachers in classroom activities.</p>	<p>Each morning the Greeting Circle begins with activities designed to unite everyone and develop a sense of belonging. In addition, Weekly Practice Centers engage children to interact/collaborate with others to accomplish/achieve a goal.</p>

	<p>TG1: 9, 10, 14, 15, 17, 31, 36, 37, 39, 40, 44, 46, 47, 52, 53, 54, 58, 59, 64, 66, 74, 79, 80, 81, 84, 88, 92 TG2: 9, 10, 14, 15, 24, 31, 36, 37, 40, 52, 53, 56, 58, 59, 62, 66, 69, 75, 80, 81 TG3: 14, 18, 22, 31, 36, 46, 52, 53, 58, 68, 69, 70, 80, 81, 84 TG4: 14, 15, 16, 18, 22, 37, 52, 54, 58, 59, 62, 66, 68, 80, 82, 91 TG5: 14, 22, 25, 26, 30, 31, 37, 40, 53, 65, 66, 75, 80, 86 TG6: 9, 15, 31, 36, 37, 38, 39, 44, 52, 53, 74, 76, 82, 86, 90 TG7: 14, 15, 18, 23, 30, 32, 36, 37, 52, 58, 59, 66, 68, 75, 80 TG8: 9, 19, 30, 31, 32, 36, 37, 39, 40, 43, 53, 61, 63, 64, 74, 92 TG9: 10, 20, 26, 31, 36, 37, 39, 53, 63, 74, 75, 86, 90</p> <p>Welcome Guide: 24, 27, 29, 30, 32, 33, 34, 54</p>
<p>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).</p>	<p>Conscious Discipline™ <i>specifically guides children in being successful in their social and emotional endeavors during each day. Social skills, emotional intelligence skills and classroom management are practiced from the Greeting Circle to the Closing Circle. Children do not just participate in discussions about social skills, but also practice social skills.</i></p> <p>Theme 4 <i>focuses on making thoughtful choices and problem solving. Problem solving opportunities occur throughout the year. Children experience the joy of successfully making decisions and solving conflicts that may arise.</i></p> <p>Social/Emotional Library <i>of books support ways to promote feelings of success and competence as children reflect on their own behaviors.</i></p> <p><i>Each day children make a Commitment—an individual goal they wish to achieve. In the Closing Circle, children celebrate their successes in achieving goals.</i></p> <p>TG1: 8, 26, 30, 48, 52, 70, 74, 92 TG2: 8, 26, 30, 48, 52, 70, 74, 92 TG3: 8, 26, 30, 48, 52, 70, 74, 92 TG4: 8, 26, 30, 48, 52, 70, 74, 92 TG5: 8, 26, 30, 48, 52, 70, 74, 92 TG6: 8, 26, 30, 48, 52,</p>

	70, 74, 92 TG7: 8, 26, 30, 48, 52, 70, 74, 92 TG8: 8, 26, 30, 48, 52, 70, 74, 92 TG9: 8, 26, 30, 48, 52, 70, 74, 92
0.4.3 Say “thank you,” “please,” and “excuse me.”	TG: 1 TG2: 8, 74, 87, 92 TG9: 81 Welcome Guide: 31, 47
0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).	<i>Children begin to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities) in Frog Street Excel.</i> TG1: 10, 46 TG2: 76, 88, 92 TG4: 8, 15, 43, 59, 64, 79 TG6: 47 TG7: 88
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!”).	TG1: 62, 74, 82, 84, 86, 90 TG2: 30, 38, 62, 64, 86 TG3: 53, 75, 81, 84 TG4: 8 TG5: 57, 84 TG6: 16, 64, 66, 84, 90 TG7: 68, 76 TG9: 14, 40, 55, 60, 68, 82, 86, 88
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).	TG1: 8, 26, 30, 48, 52, 70, 74, 92 TG2: 8, 26, 30, 48, 52, 70, 74, 92 TG3: 8, 26, 30, 48, 52, 70, 74, 92 TG4: 8, 26, 30, 48, 52, 70, 74, 92 TG5: 8, 26, 30, 48, 52, 70, 74, 92 TG6: 8, 26, 30, 48, 52, 70, 74, 92 TG7: 8, 26, 30, 48, 52, 70, 74, 92 TG8: 8, 26, 30, 48, 52, 70, 74, 92 TG9: 8, 26, 30, 48, 52, 70, 74, 92
0.5 Children exhibit pro-social behaviors	
0.5.1 Play independently and cooperatively in pairs and small groups.	<i>Each morning the Greeting Circle begins with activities designed to unite everyone and develop a sense of belonging. In addition, Weekly Practice Centers engage children work independently or to interact/collaborate with others to accomplish/achieve a goal.</i> TG1: 14, 15, 17, 36, 37, 39, 44, 46, 47, 58, 59, 64, 66, 80, 81, 84 TG2: 14, 15, 36, 37, 58, 59, 69, 80, 81 TG3: 14, 18, 22, 36, 58, 69, 80, 81, 84 TG4: 14, 15, 37, 58, 66, 68, 80 TG5: 14, 22, 25, 37, 40, 65, 66, 80, 86 TG6: 15, 36, 37, 38, 39, 44, 82, 86, 90

	TG7: 14, 15, 18, 36, 37, 58, 59, 66 TG8: 19, 36, 37, 39, 40, 43, 61, 63 TG9: 36, 37,63, 90
0.5.2 Engage in pretend play.	TG1: 8, 9, 10, 13, 14, 15, 17, 22, 30, 31, 32, 35, 36, 37, 39, 44, 46, 47, 52, 53, 54, 57, 58, 59, 64, 66, 74, 75, 76, 79, 80, 81, 84, 85 TG2: 8, 9, 10, 13, 14, 15, 23, 30, 31, 32, 35, 36, 37, 39, 52, 53, 54, 57, 58, 59, 61, 69, 74, 75, 76, 79, 80, 81 TG3: 8, 9, 10, 13, 14, 18, 22, 30, 31, 32, 35, 36, 37,41, 52, 53, 54, 57, 58, 59, 68, 69, 74, 75, 76, 79, 80, 81, 84, 90 TG4: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 36, 37, 45, 52, 53, 54, 57, 58, 59, 66, 68, 74, 75, 76, 79, 80, 81, 85, 86, 88, 89, 90 TG5: 8, 9, 10, 13, 14, 22, 25, 30, 31, 32, 35, 36, 37, 40, 52, 53, 54, 57, 58, 59, 62, 65, 66, 74, 75, 76, 79, 80, 81, 86 TG6: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 36, 37, 38, 39, 44, 52, 53, 54, 57, 58, 59, 62, 64, 74, 75, 76, 79, 80, 81, 82 84, 86, 90, 119 TG7: 8, 9, 10, 13, 14, 15, 18, 30, 31, 32, 35, 36, 37, 40, 52, 53, 54, 57, 58, 59, 62, 66, 74, 75, 76, 79, 80, 81 TG8: 8, 9, 10, 13, 14, 15, 19, 30, 31, 32, 35, 36, 37, 39, 40, 43, 46, 52, 53, 54, 57, 58, 59, 61, 63, 66, 74, 75, 76, 79, 80, 81 TG9: 8, 9, 10, 13, 30, 31, 32, 35, 36, 37, 52, 53, 54, 57, 58, 59, 63, 67, 74, 75, 76, 79, 80, 81, 90 Welcome Guide: 43, 44, 46
0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.	TG1: 14, 15, 36, 37, 58, 59, 80, 81 TG2: 14, 15, 36, 37, 58, 59, 80, 81 TG3: 14, 15, 36, 37, 58, 59, 80, 81 TG4: 14, 15, 36, 37, 58, 59, 80, 81 TG5: 14, 15, 36, 37, 58, 59, 80, 81 TG6: 14, 15, 36, 37, 58, 59, 80, 81 TG7: 14, 15, 36, 37, 58, 59, 80, 81 TG8: 14, 15, 36, 37, 58, 59, 80, 81 TG9: 14, 15, 36, 37, 58, 59, 80, 81
0.5.4 Take turns	
0.5.5 Demonstrate understanding the concept of sharing by attempting to share.	
VISUAL AND PERFORMING ARTS	
1.1 Children express themselves through and develop an appreciation of creative movement and dance.	
1.1.1 Move the body in a variety of ways, with and without music.	Music and Movement activities are included each day in Frog Street Toddler . Music is also included in many Literacy and Math & Science lessons.
1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.	
1.1.3 Participate in simple sequences of movements.	

	TG1: 8, 9, 13, 17, 23, 30, 31, 35, 39, 43, 45, 47, 52, 57, 61, 63, 74, 75, 76, 79, 87 TG2: 8, 13, 32, 35, 53, 54, 57, 61, 65, 75, 79, 85 TG3: 9, 13, 25, 32, 35, 53, 54, 57, 74, 79, 83 TG4: 9, 13, 30, 31, 35, 45, 52, 53, 57, 61, 69, 74, 83, 85, 87, 89, 91 TG5: 8, 10, 13, 23, 31, 32, 35, 52, 54, 65, 75, 78, 79 TG6: 8, 13, 19, 30, 31, 35, 39, 52, 54, 57, 61, 75, 79 TG7: 8, 13, 17, 19, 32, 35, 39, 41, 45, 46, 47, 54, 57, 61, 76, 79 TG8: 9, 13, 19, 31, 32, 35, 39, 41, 42, 47, 52, 54, 57, 61, 65, 67, 68, 69, 79, 87, 89, 91 TG9: 13, 19, 35, 43, 57, 61, 79
1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.	TG1: 25 TG3: 42, 65 TG4: 26 TG6: 19, 81 TG7: 41, 43, 69 TG9: 37
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.	TG1: 8, 9, 13, 17, 23, 30, 31, 35, 39, 43, 45, 47, 52, 57, 61, 63, 74, 75, 76, 79, 87 TG2: 8, 13, 32, 35, 53, 54, 57, 61, 65, 75, 79, 85 TG3: 9, 13, 25, 32, 35, 53, 54, 57, 74, 79, 83 TG4: 9, 13, 30, 31, 35, 45, 52, 53, 57, 61, 69, 74, 83, 85, 87, 89, 91 TG5: 8, 10, 13, 23, 31, 32, 35, 52, 54, 65, 75, 78, 79 TG6: 8, 13, 19, 30, 31, 35, 39, 52, 54, 57, 61, 75, 79 TG7: 8, 13, 17, 19, 32, 35, 39, 41, 45, 46, 47, 54, 57, 61, 76, 79 TG8: 9, 13, 19, 31, 32, 35, 39, 41, 42, 47, 52, 54, 57, 61, 65, 67, 68, 69, 79, 87, 89, 91 TG9: 13, 19, 35, 43, 57, 61, 79
1.1.6 Use movement/dance to convey meaning around a theme or to show feelings.	
1.1.7 Describe feelings and reactions in response to a creative movement/dance performance.	
1.1.8 Begin to demonstrate appropriate audience skills during creative movement and dance performances.	
1.2 Children express themselves through and develop an appreciation of music.	
1.2.1 Sing a variety of songs with expression, independently and with others.	Music and Movement <i>activities are included each day in Frog Street Toddler.</i> Children sing a variety of songs related to each theme. <i>Music is also included in many Literacy and Math & Science lessons.</i> Theme 5, Stories and Rhymes, Week 1, Nursery Rhymes and Week 4, Ballads, Folktales, and Fables <i>provide a variety of music from various cultures and times.</i>
1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.	
1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.	
1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs	
1.2.5 Participate in and listen to music from a variety of cultures and times.	
	TG1: 13, 17, 23, 24, 35, 38, 43, 45, 47, 57, 61, 63, 79, 87 TG2: 13, 35, 42, 57, 61, 65, 68, 79, 85 TG3: 13, 17, 23, 25, 35, 45,

1.2.6 Recognize and name a variety of music elements using appropriate music vocabulary.	57, 79, 83 TG4: 13, 35, 44, 45, 57, 69, 79, 83, 85, 87, 89, 91 TG5: 13, 23, 35, 57, 65, 79 TG6: 13, 19, 24, 35, 39, 57, 61, 66, 88, 90 TG7: 13, 17, 19, 35, 39, 41, 45, 46, 47, 57, 61, 67, 79, 91 TG8: 13, 17, 19, 23, 24, 35, 39, 41, 42, 47, 57, 61, 62, 65, 67, 68, 69, 79, 87, 89, 90, 91 TG9: 13, 23, 35, 39, 40, 43, 57, 61, 63, 65, 79, 91 Resources: Cultural Rhymes Flip Book, Body Talk in Rhyme, Can You Move with Me?, Dance!, Three Bears' Rap, The Numeral Dance, The Song of the Teeny Tiny Mosquito, Skidamarink
1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.	
1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.	
1.3 Children express themselves through and develop an appreciation of dramatic play and storytelling.	
1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).	TG1: 14, 15, 17, 36, 37, 39, 44, 46, 47, 58, 59, 64, 66, 80, 81, 84, 88, 90 TG2: 14, 15, 16, 18, 36, 37, 58, 59, 62, 66, 69, 80, 81, 91 TG3: 14, 18, 22, 36, 37, 46, 58, 69, 80, 81, 84 TG4: 14, 15, 37, 58, 64, 66, 68, 80 TG5: 14, 22, 25, 37, 40, 65, 66, 80, 86 TG6: 15, 36, 37, 38, 39, 44, 82, 86, 90 TG7: 14, 15, 18, 22, 36, 37, 40, 58, 59, 66, 68, 89 TG8: 19, 36, 37, 39, 40, 43, 58, 59, 61, 63, 64 TG9: 14, 15, 22, 36, 37, 40, 44, 47, 63, 82, 90
1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.	
1.3.3. Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.	
1.3.4 Differentiate between fantasy/pretend play and real events.	
1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).	
1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.	
1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.	
1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.	
1.4 Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).	
1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.	TG1: 16, 24, 37, 40, 58, 81, 86 TG2: 14, 15, 16, 18, 36, 37, 41, 42, 46, 47, 58, 59, 61, 69, 80 TG3: 14, 15, 17, 23, 34, 44, 46, 58, 59, 64, 68, 69, 80, 88 TG4: 14, 36, 37, 59, 60, 80, 81 TG5: 14, 18, 22, 36, 37, 38, 42, 58, 62, 80, 82, 84, 86, 90 TG6: 14,
1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	

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.	17, 20, 24, 37, 56, 58, 59, 60, 62, 68, 80, 84, 86 TG7: 12, 15, 17, 36, 37, 42, 58, 59, 60, 64, 80, 81, 82, 88 TG8: 14, 16, 22, 37, 38, 40, 42, 44, 58, 62, 80, 81, 82 TG9: 14, 15, 36, 37, 38, 42, 57, 59, 60, 68, 80, 81
1.4.4 Demonstrate a growing ability to represent experiences, thought, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.	
1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.	
1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.	
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.	
HEALTH, SAFETY, AND PHYSICAL EDUCATION	
2.1 Children develop self-help and personal hygiene skills	
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 the weather).	Theme 4, Choices, Week 3, Healthy Habits <i>focuses on daily health.</i>
2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).	TG1: 17, 47, 75 TG2: 84 TG3: 47, 66 TG4: 30, 31, 33, 37, 38, 39, 40, 42, 43, 44, 46, 48, 52, 56, 60, 66, 68, 87 Welcome Guide: 53
2.2 Children begin to develop the knowledge and skills necessary to make nutritious food choices.	
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).	Theme 4, Choices, Week 2, Healthy Choices and Week 3 Healthy Habits <i>focuses on nutrition and health.</i>
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 offerings).	TG1: 17, 47, 75 TG2: 74, 79, 84 TG4: 31, 33, 37, 38, 39, 40, 42, 43, 44, 46, 48, 60 TG5: 14, 19 TG8: 62 TG9: 90 Welcome Guide: 53
2.3 Children begin to develop an awareness of potential hazards in their environment.	

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).	TG1: 10, 14, 17, 32, 54, 76, 82 TG2: 10, 32, 40, 54, 74, 76, 79, 80, 82, 83, 84, 88, 90, 92 TG3: 10, 32, 54, 76 TG4: 8, 10, 12, 20, 32, 46, 54, 66, 76 TG5: 10, 14, 32, 54, 76 TG6: 10, 32, 54, 76 TG7: 10, 32, 54, 58, 76 TG8: 10, 32, 54, 76 TG9: 10, 32, 54, 76
2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	
2.3.3 Identify community helpers who assist in maintaining a safe environment.	Welcome Guide: 27, 33
2.3.4 Know how to dial 911 for help.	
2.4 Children develop competence and confidence in activities that require gross- and fine-motor skills.	
2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).	TG1: 8, 9, 10, 13, 30, 31, 32, 35, 36, 52, 53, 54, 57, 58, 74, 75, 76, 79, 80 TG2: 8, 9, 10, 13, 30, 31, 32, 35, 52, 53, 54, 57, 59, 74, 75, 76, 79, 80 TG3: 8, 9, 10, 13, 30, 31, 32, 35, 37, 52, 53, 54, 57, 59, 74, 75, 76, 79, 80 TG4: 8, 9, 10, 13, 15, 30, 31, 32, 35, 37, 52, 53, 54, 57, 58, 74, 75, 76, 79 TG5: 8, 9, 10, 13, 15, 30, 31, 32, 35, 52, 53, 54, 57, 59, 74, 75, 76, 79 TG6: 8, 9, 10, 13, 14, 30, 31, 32, 35, 52, 53, 54, 57, 74, 75, 76, 79, 81 TG7: 8, 9, 10, 13, 14, 30, 31, 32, 35, 36, 52, 53, 54, 57, 58, 74, 75, 76, 79 TG8: 8, 9, 10, 13, 15, 30, 31, 32, 35, 52, 53, 54, 57, 74, 75, 76, 79, 80 TG9: 8, 9, 10, 13, 30, 31, 32, 35, 52, 53, 54, 57, 58, 74, 75, 76, 79, 80
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: 14, 15, 36, 37, 41, 58, 59, 80, 81 TG2: 14, 15, 36, 37, 39, 41, 43, 45, 46, 47, 58, 59, 80, 81, 91 TG3: 14, 17, 19, 23, 41, 44, 45, 58, 59, 61, 63, 65, 80, 81, 91 TG4: 14, 15, 36, 37, 41, 43, 58, 59, 69, 80, 81, 83, 85 TG5: 14, 15, 36, 37, 45, 47, 58, 59, 63, 80, 81, 83, 85, 89 TG6: 14, 15, 17, 24, 25, 36, 37, 58, 59, 61, 80, 81, 83, 85 TG7: 14, 15, 23, 25, 36, 37, 58, 59, 61, 65, 66, 80, 81 TG8: 14, 15, 36, 37, 58, 59, 80, 81 TG9: 14, 15, 23, 25, 36, 37, 58, 59, 69, 80, 81
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).	<i>The Gross Motor and Fine Motor Weekly Practice Centers encourage the development of spatial and coordination skills such as throwing, catching, cutting with scissors, pouring or buttoning, zipping, lacing shoes, fastening tabs.</i>

	<p>TG1: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 36, 37, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81 TG2: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 36, 37, 39, 41, 43, 45, 46, 47, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81, 91 TG3: 8, 9, 10, 13, 17, 19, 23, 30, 31, 32, 35, 37, 41, 44, 45, 52, 53, 54, 57, 58, 59, 61, 63, 65, 74, 75, 76, 78, 79, 80, 81, 91 TG4: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 36, 37, 41, 43, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81, 83, 85 TG5: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 36, 37, 45, 47, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81, 83, 85 TG6: 8, 9, 10, 13, 14, 15, 17, 24, 30, 31, 32, 35, 36, 37, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81, 83, 85 TG7: 8, 9, 10, 13, 14, 15, 23, 25, 30, 31, 32, 35, 36, 37, 52, 53, 54, 57, 58, 59, 61, 65, 66, 74, 75, 76, 79, 80, 81 TG8: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 36, 37, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81 TG9: 8, 9, 10, 13, 14, 15, 23, 30, 31, 32, 35, 36, 37, 52, 53, 54, 57, 58, 59, 69, 74, 75, 76, 79, 80, 81</p>
English Language Arts	
Reading: Literature	
Key Ideas and Details	
<p>RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.</p>	<p>TG1: 16, 90 TG2: 64, 66, 68, 88 TG3: 16, 24, 42, 82 TG4: 20 TG5: 16, 34, 40, 44, 46, 60, 62, 66, 86 TG6: 56 TG7: 22, 24, 38, 46 TG8: 24, 42 TG9: 82, 86</p>
<p>RL.PK.2 With prompting and support, retell familiar stories or poems.</p>	<p>TG1: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG2: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG3: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG4: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 66, 68, 82, 84, 86, 88, 90 TG5: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG6: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG7: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG8: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68,</p>

	82, 84, 86, 88, 90 TG9: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90
RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.	TG1: 16, 90 TG2: 64, 66, 68, 88 TG3: 16, 24, 42, 82 TG4: 20 TG5: 16, 34, 40, 44, 46, 60, 62, 66, 86 TG6: 56 TG7: 22, 24, 38, 46 TG8: 24, 42 TG9: 82, 86
Craft and Structure	
RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	<i>Children will grow their vocabularies as they engage in conversations with peers and adults. Excel Pre-K encourages children to express themselves and ask for clarification when needed.</i> TG1: 13, 26, 35, 37, 39, 41, 43, 44, 45, 69, 80, 83, 87 TG2: 14, 21, 43, 47, 59, 65, 67 TG3: 21, 47, 63, 65, 59, 83, 87 TG4: 15, 21, 23, 39, 45, 63 TG5: 39, 41, 43, 45, 58, 67, 83, 80, 81, 85, 87, 89 TG6: 13, 14, 15, 17, 24, 25, 58, 79 TG7: 13, 14, 15, 17, 19, 35, 36, 37, 38, 39, 41, 43, 45, 61, 58, 80, 81, 83, 85, 87, 89, 91 TG8: 58, 59 TG9: 14, 15, 17, 23, 25, 58, 59, 69 Welcome Guide: 42, 43
RL.PK.5 Recognize common types of literature (storybooks and poetry books).	<i>Daily Read-Aloud lessons engage children in dialogue to recognize types of text, both literature and informational text, songs and rhymes. Daily Math and Science lessons also provide opportunities for children to react appropriately to different types of text.</i> TG1, TG2, TG3, TG4, TG5, TG6, TG7, TG8, TG9: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90
RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.	TG1: 16, 18, 22, 46, 60, 68, 82, 88 TG2: 38, 40, 62, 68, 90 TG3: 16, 22, 44, 60, 62, 66, 68, 88 TG4: 16, 18, 22, 62, 64, 78,

	84, 90 TG5: 22, 42, 56, 82 TG6: 16, 24, 46, 60, 82, 86 TG7: 20, 22, 64 TG8: 42, 60, 90 TG9: 16, 18, 84
Integration of Knowledge and ideas	
RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.	<i>Daily Read Aloud lessons engage children in conversations the use of printed materials, photos, illustrations, and how print provides information.</i> TG1 - 9: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90
RL.PK.8 (Not applicable to literature)	
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.	TG1: 16, 18, 20, 24, 42, 59, 66, 69, 81, 83, 84 TG2: 18, 34, 39, 44, 61, 67, 69, 81, 83, 85 TG3: 08, 33, 40 TG4: 34, 36, 42, 48, 59, 82, 90 TG5: 15, 16, 24, 26, 38, 39, 40, 41, 43, 46, 60, 62, 66, 68, 88, 91 TG6: 25, 59, 62, 82, 86, 87 TG7: 42, 46, 60, 62, 64, 84 TG8: 40, 44, 46, 48, 64, 68, 86, 88 TG9: 14, 30, 37, 81, 84 Welcome Guide: 40, 43
Range and Level of Complexity	
RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.	<i>Daily Read Aloud lessons engage children in experiences using literature that is age appropriate for both small and large groups.</i> TG1 – 9: 16, 38, 60, 82
Reading: Informational Text	
Key Ideas and Details	
RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.	<i>Daily Read-Aloud lessons engage children in dialogue for asking and answering questions related to literature and</i>
RI.PK.2 With prompting and support, recall important facts from a familiar text.	

<p>RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.</p>	<p><i>information text. Daily Math and Science lessons also provide opportunities for children to react appropriately to information.</i></p> <p>TG1: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG2: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG3: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG4: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 66, 68, 82, 84, 86, 88, 90 TG5: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG6: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG7: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG8: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG9: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90</p> <p>Resources: Strategy Card T – Questioning Strategies</p>
<p>Craft and Structure</p>	
<p>RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.</p>	<p><i>Children will grow their vocabularies as they engage in conversations with peers and adults. Excel Pre-K encourages children to express themselves and ask for clarification when needed.</i></p> <p>TG1: 13, 26, 35, 37, 39, 41, 43, 44, 45, 69, 80, 83, 87 TG2: 14, 21, 43, 47, 59, 65, 67 TG3: 21, 47, 63, 65, 59, 83, 87 TG4: 15, 21, 23, 39, 45, 63 TG5: 39, 41, 43, 45, 58, 67, 83, 80, 81, 85, 87, 89 TG6: 13, 14, 15, 17, 24, 25, 58, 79 TG7: 13, 14, 15, 17, 19, 35, 36, 37, 38, 39, 41, 43, 45, 61, 58, 80, 81, 83, 85, 87, 89, 91 TG8: 58, 59 TG9: 14, 15, 17, 23, 25, 58, 59, 69</p> <p>Welcome Guide: 42, 43</p>

<p>RI.PK.5 Identify the front and back cover of a book.</p>	<p>TG1: 16, 44, 60, 62, 66, 82, 84, 86, 88 TG2: 24, 40, 60, 62, 64, 82, 86 TG3: 38, 46, 60, 62, 66, 68, 88, 90 TG4: 18, 20, 24, 38, 40, 60, 62, 64, 84 TG5: 22, 44, 60, 62, 66, 82- TG6: 16, 20, 22, 24, 42, 44, 46, 60, 68, 82, 86, 88 TG7: 16, 20, 22, 64, 82, 84 TG8: 16, 18, 20, 22, 24, 38, 40, 42, 44, 60, 62, 82, 88, 90 TG9: 16, 18, 20, 22, 24, 62</p>
<p>RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.</p>	<p>TG1: 16, 18, 22, 46, 60, 68, 82, 88 TG2: 38, 40, 62, 68, 90 TG3: 16, 22, 44, 60, 62, 66, 68, 88 TG4: 16, 18, 22, 62, 64, 78, 84, 90 TG5: 22, 42, 56, 82 TG6: 16, 24, 46, 60, 82, 86 TG7: 20, 22, 64 TG8: 42, 60, 90 TG9: 16, 18, 84</p>
<p>Integration of Knowledge and Ideas</p>	
<p>RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.</p>	<p><i>Daily Read Aloud lessons engage children in conversations the use of printed materials, photos, illustrations, and how print provides information.</i></p> <p>TG1 - 9: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90</p>
<p>RI.PK.8 (Begins in kindergarten)</p>	
<p>Range and Level of Complexity</p>	
<p>RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.</p>	<p><i>Daily Read Aloud lessons engage children in experiences using literature that is age appropriate for both small and large groups.</i></p> <p>TG1 – 9: 16, 38, 60, 82</p>
<p>Reading: Foundational Skills</p>	
<p>Print Concepts</p>	
<p>RF.PK.1,a,b,c,d Begin to demonstrate understanding of basic features of print.</p> <p>a) Follow words from left to right, top to bottom, page by page.</p> <p>b) Recognize that spoken words can be written and read.</p>	<p><i>Daily Read Aloud lessons engage children in conversations the use of printed materials, photos, illustrations, and how print provides information.</i></p>

<p>c) Recognize that words are separated by spaces. d) Recognize and name many upper and lower case letters of the alphabet.</p>	<p>TG1: 11, 12, 14, 15, 20, 26, 33, 34, 36, 37, 44, 46, 55, 56, 59, 68, 77, 78, 79, 80, 84, 86, 90 TG2: 11, 12, 14, 16, 18, 20, 33, 34, 35, 36, 38, 42, 44, 55, 56, 64, 68, 77, 88 TG3: 11, 12, 14, 18, 22, 33, 34, 36, 38, 55, 56, 62, 64, 77, 78, 80, 84, 86 TG4: 11, 14, 18, 33, 37, 42, 46, 55, 59, 60, 62, 64, 75, 77, 81, 84, 90 TG5: 11, 12, 15, 33, 34, 36, 38, 45, 55, 56, 59, 62, 68, 77, 78, 80, 82, 87, 90 TG6: 11, 14, 16, 18, 24, 33, 37, 55, 56, 59, 64, 66, 68, 77, 78, 81 TG7: 11, 12, 15, 16, 33, 34, 36, 44, 55, 56, 59, 60, 66, 77, 80, 82, 84, 90 TG8: 11, 12, 14, 15, 20, 22, 24, 33, 34, 40, 44, 46, 55, 56, 58, 62, 77, 78, 81, 82, 86, 90 TG9: 11, 12, 14, 16, 18, 33, 34, 42, 46, 55, 56, 59, 60, 68, 77, 78, 81, 82, 90</p> <p>Resources: Strategy Card A – Segment Sentences</p>
Phonological Awareness	
<p>RF.PK.2,a,b,c,d,e Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).</p> <p>a. Recognize and produce simple rhyming words. b. Segment syllables in spoken words by clapping out the number of syllables. c) Identify many initial sounds of familiar words. d) (Begins in kindergarten) e) (Begins in kindergarten)</p>	<p>TG2: 56 TG3: 12, 33, 77 TG4: 11, 12, 24, 33, 55, 77 TG5: 11, 20, 24, 33, 55, 77 TG6: 11, 18, 33, 55, 77, 88 TG7: 11, 33, 34, 46, 55 TG8: 11, 20, 22, 33, 46, 55, 77, 84 TG9: 11, 33, 46</p> <p>Resources: Strategy Card C – Syllables, Strategy Card F – Onset, rime</p>
Phonics and Word Recognition	
<p>RF.PK.3,a,b,c,d Demonstrate an understanding of beginning phonics and word skills.</p> <p>a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sound. b) (Begins in kindergarten) c) Recognize their name in print as well as others familiar print in the environment. d) (Begins in kindergarten)</p>	<p>TG1: 9, 12, 14, 15, 26, 36, 37, 44, 56, 59, 77, 79, 80, 90 TG2: 33, 34, 36, 44, 55, 77, 88 TG3: 11, 12, 33, 55, 59, 75, 77 TG4: 11, 12, 18, 33, 42, 55, 62, 64, 77, 81 TG5: 11, 12, 15, 20, 24, 33, 36, 55, 77, 80, 90 TG6: 11, 18, 33, 37, 55, 77, 88 TG7: 11, 16, 33, 34, 36, 46, 55, 59, 77 TG8: 11, 15, 16, 20, 22, 24, 26, 33, 44, 46, 48, 55, 58, 62, 77, 78, 81, 82, 90 TG9: 11, 14, 33, 46, 55, 68, 77</p> <p>Welcome Guide: 36</p>

Fluency	
RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.	<p><i>Daily Read-Aloud lessons engage children in dialogue to identify elements related to literature and information text.</i></p> <p>TG1 - 9: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90</p> <p>Resources: Strategy Card P – Activate Prior Knowledge; Strategy Card S: Read Aloud Time</p>
Writing	
Text Types and Purposes	
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: 15, 37, 59, 80 TG2: 14, 36, 58, 80 TG3: 14, 36, 37, 38, 59, 80, 81 TG4: 14, 37, 59, 81 TG5: 14, 37, 60, 80 TG6: 14, 37, 59, 81 TG7: 15, 36, 59, 80 TG8: 11, 33, 55, 58, 77, 81 TG9: 11, 14, 33, 36, 55, 59, 77, 81</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.	
W.PK.3 (Begins in kindergarten)	
Production and Distribution of Writing	
W.PK.4 (Begins in grade 3)	
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>Morning Message occurs daily in Frog Street Excel.</p> <p>TG1 – 9: 11, 33, 55, 77</p> <p>Welcome Guide: 47, 50</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>TG1: 15, 37, 59, 81 TG2: 15, 37, 59, 81 TG3: 15, 37, 59, 81 TG4: 15, 37, 59, 81 TG5: 15, 37, 59, 81 TG6: 15, 37, 59, 81 TG7: 15, 37, 59, 81 TG8: 15, 37, 59, 81 TG9: 15, 37, 59, 81</p>
Research to Build Knowledge	
W.PK.7 With guidance and support, participate in shared research and shared writing projects.	<p>TG1: 11, 33, 55, 65, 77 TG2: 11, 33, 55, 63, 77 TG3: 11, 33, 55, 77 TG4: 11, 17, 33, 43, 55, 77, 85 TG5: 11, 33, 45, 55, 63,</p>

	77 TG6: 11, 33, 47, 55, 77, 91 TG7: 11, 33, 55, 77 TG8: 11, 33, 55, 69, 77 TG9: 11, 33, 55, 77
W.PK.8 With guidance and support, recall information from experience of familiar topic.	TG1: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG2: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG3: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG4: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 66, 68, 82, 84, 86, 88, 90 TG5: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG6: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG7: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG8: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG9: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90
W.PK.9 (Begins in grade 4)	
Speaking and Listening	
Comprehension and Collaboration	
SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions. b) Continue a conversation through several back and forth exchanges.	Daily Brain Smart® activities in the Greeting Circle, Closing Circle, Read Aloud and Math and Science lessons provide opportunities to engage in reciprocal conversations using appropriate rules. TG1: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG2: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG3: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG4: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 66, 68, 82, 84, 86, 88, 90 TG5: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG6: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG7: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG8: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68,

	82, 84, 86, 88, 90 TG9: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 Welcome Guide: 42, 43
SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.	<i>Daily Read-Aloud lessons engage children in dialogue for asking and answering questions related to literature and information text. Daily Math and Science lessons also provide opportunities for children to react appropriately to information.</i> TG1, TG2, TG3, TG4, TG5, TG6, TG7, TG8, TG9: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 Resources: Strategy Card T – Questioning Strategies
SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.	
Presentation of Knowledge and Ideas	
SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.	TG1: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG2: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG3: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG4: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 66, 68, 82, 84, 86, 88, 90 TG5: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG6: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG7: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG8: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG9: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90
SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.	TG6: 45 TG7: 58, 67, 69 TG8: 21 TG9: 61, 63, 65, 67, 69, 87
SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.	TG1: 16, 18, 24, 40, 46, 60, 62 TG2: 14, 20, 22, 36, 46, 64, 66, 68, 86 TG3: 14, 42, 44, 46, 60, 62, 64, 66, 82, 90 TG4: 16, 18, 40, 62, 68, 90 TG5: 38, 42, 46, 58, 60, 66, 68, 88 TG6: 15, 60,

	64, 68, 84 TG7: 18, 24, 36, 37, 60, 64, 66, 84, 86, 88 TG8: 38, 42, 46 TG9: 40, 46, 66
Language	
Conventions of Standard English	
L.PK.1,a,b,c,d,e,f Begin to understand the conventions of standard English grammar when speaking during interactions and activities. a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d) Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences. g) Understands and can follow simple multi-step directions.	TG1: 11, 14, 15, 16, 17, 18, 22, 33, 37, 38, 40, 42, 47, 55, 64, 59, 60, 62, 64, 77, 79, 80, 82, 84, 88 TG2: 11, 14, 16, 18, 20, 22, 24, 33, 34, 35, 36, 40, 44, 46, 50, 58, 60, 62, 64, 77, 78, 79, 80, 84, 90 TG3: 11, 14, 16, 18, 24, 25, 33, 36, 37, 38, 40, 44, 47, 55, 59, 60, 62, 64, 76, 77, 80, 81, 82, 83, 86 TG4: 11, 14, 16, 18, 20, 22, 33, 36, 37, 40, 46, 55, 59, 77, 81, 82, 84, 90 TG5: 11, 13, 14, 16, 18, 22, 33, 35, 37, 38, 42, 44, 55, 60, 76, 77, 80, 82, 84, 90 TG6: 11, 13, 14, 16, 20, 22, 33, 37, 38, 40, 44, 55, 59, 60, 62, 64, 75, 77, 81, 84 TG7: 8, 9, 11, 15, 17, 18, 20, 22, 24, 33, 36, 40, 44, 55, 59, 60, 64, 77, 80, 82, 90 TG8: 11, 13, 20, 24, 33, 35, 40, 53, 55, 58, 60, 62, 64, 77, 79, 81, 90 TG9: 11, 14, 18, 20, 24, 33, 36, 38, 40, 42, 44, 55, 59, 60, 62, 64, 77, 81, 90
L.PK.2,a,b,c,d Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day. a) (Begins in kindergarten) b) (Begins in kindergarten) c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day. d) (Begins in kindergarten)	TG1: 11, 15, 16, 18, 22, 33, 37, 38, 40, 42, 55, 59, 60, 62, 64, 77, 80, 82, 84, 88 TG2: 11, 14, 16, 18, 20, 22, 24, 33, 36, 40, 44, 46, 50, 58, 60, 64, 77, 80, 84, 90 TG3: 11, 14, 16, 18, 24, 33, 36, 37, 38, 42, 44, 55, 59, 60, 62, 64, 77, 80, 81, 82, 86 TG4: 11, 14, 16, 18, 20, 22, 33, 37, 40, 46, 55, 59, 77, 81, 82, 84, 90 TG5: 11, 14, 16, 18, 22, 33, 37, 38, 42, 44, 55, 60, 77, 80, 82, 84, 90 TG6: 11, 14, 16, 20, 22, 33, 37, 38, 40, 44, 55, 59, 60, 62, 64, 77, 81, 84, 88, 90 TG7: 11, 15, 18, 20, 22, 24, 33, 36, 40, 44, 55, 59, 60, 64, 77, 81, 82 TG8: 11, 20, 24, 33, 40, 42, 44, 55, 58, 60, 62, 77, 81, 82, 90 TG9: 11, 14, 18, 20, 24, 33, 36, 38, 40, 42, 44, 55, 59, 60, 62, 64, 77, 81, 90
L.PK.3 (Begins in grade 2)	
Vocabulary Acquisition and Use	
L.PK.4,a,b Begin to determine the meaning of new words and phrases introduced through preschool reading and content.	TG1: 15 TG2: 63, 65, 67, 69, 81, 83, 85, 87, 89, 91 TG3: 15, 17, 36, 37, 43, 81 TG4: 58, 65, 81 TG5: 15, 17, 43, 59, 81 TG6:

<p>a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). b) (Begins in kindergarten)</p>	<p>43, 61, 63, 65, 67, 69, TG7: 58, 63 TG8: 14, 59 TG9: 14, 36, 59, 81</p> <p>Resources: Strategy Card H – Vocabulary</p>
<p>L.PK.5,a,b,c,d With guidance and support, explore word relationships. a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears). b) Begin to understand opposites of simple and familiar words. c) 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.”). d) (Begins in kindergarten)</p>	<p>TG1: 16, 18, 24, 40, 46, 60, 62 TG2: 14, 20, 22,36, 46, 64, 66, 68, 86 TG3: 14, 42, 44, 46, 60, 62, 64, 66, 82, 90 TG4: 16, 18, 40, 62, 68, 90 TG5: 38, 42, 46, 58, 60, 66, 68, 88 TG6: 15, 60, 64, 68, 84 TG7: 18, 24, 36, 37, 60, 64, 66, 84, 86, 88 TG8: 38, 42, 46 TG9: 40, 46, 66</p> <p>Resources: Strategy Card H – Vocabulary</p>
<p>L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.</p>	<p>TG1: 13, 26, 35, 37, 39, 41, 43, 44, 45, 69, 80, 83, 87 TG2: 14, 21, 43, 47, 59, 65, 67 TG3: 21, 47, 63, 65, 59, 83, 87 TG4: 15, 21, 23, 39, 45, 63 TG5: 39, 41, 43, 45, 58, 67, 83, 80, 81, 85, 87, 89 TG6: 13, 14, 15, 17, 24, 25, 58, 79 TG7: 13, 14, 15, 17, 19, 35, 36, 37, 38, 39, 41, 43, 45, 61, 58, 80, 81, 83, 85, 87, 89, 91 TG8: 58, 59 TG9: 14, 15, 17, 23, 25, 58, 59, 69</p> <p>Resources: Strategy Card H – Vocabulary</p>
APPROACHES TO LEARNING	
Standard 9.1 Children demonstrate initiative, engagement, and persistence.	
<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>TG1: 8, 9, 10, 13, 14, 15, 22, 30, 31, 32, 35, 36, 37, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81, 85 TG2: 8, 9, 10, 13, 14, 15, 23, 30, 31, 32, 35, 36, 37, 39, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81 TG3: 8, 9, 10, 13, 30, 31, 32, 35, 36, 37,41, 52, 53, 54, 57, 58, 59, 68, 74, 75, 76, 79, 80, 81, 90 TG4: 8, 9, 10, 13, 30, 31, 32, 35, 36, 37, 45, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81, 85, 86, 88, 89, 90 TG5: 8, 9, 10, 13, 22, 30, 31, 32, 35, 36, 37, 40, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81 TG6: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 52, 53, 54, 57, 58, 59, 62, 64,</p>

	<p>74, 75, 76, 79, 80, 81, 84 TG7: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 36, 37, 40, 52, 53, 54, 57, 58, 59, 62, 74, 75, 76, 79, 80, 81 TG8: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 36, 37, 40, 46, 52, 53, 54, 57, 58, 59, 66, 74, 75, 76, 79, 80, 81 TG9: 8, 9, 10, 13, 30, 31, 32, 35, 36, 37, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81</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>Weekly Practice Center activities give children many opportunities to complete projects and tasks, concentrate despite distractions, and solve problems through trial-and-error experimentation.</p> <p>TG1: 8, 9, 10, 13, 14, 15, 22, 30, 31, 32, 35, 36, 37, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81, 85 TG2: 8, 9, 10, 13, 14, 15, 23, 30, 31, 32, 35, 36, 37, 39, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81 TG3: 8, 9, 10, 13, 30, 31, 32, 35, 36, 37, 41, 52, 53, 54, 57, 58, 59, 68, 74, 75, 76, 79, 80, 81, 90 TG4: 8, 9, 10, 13, 30, 31, 32, 35, 36, 37, 45, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81, 85, 86, 88, 89, 90 TG5: 8, 9, 10, 13, 22, 30, 31, 32, 35, 36, 37, 40, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81 TG6: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 52, 53, 54, 57, 58, 59, 62, 64, 74, 75, 76, 79, 80, 81, 84 TG7: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 36, 37, 40, 52, 53, 54, 57, 58, 59, 62, 74, 75, 76, 79, 80, 81 TG8: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 36, 37, 40, 46, 52, 53, 54, 57, 58, 59, 66, 74, 75, 76, 79, 80, 81 TG9: 8, 9, 10, 13, 30, 31, 32, 35, 36, 37, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81</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>TG1: 8, 35, 52, 74 TG2: 8, 35, 52, 74 TG3: 8, 35, 52, 74 TG4: 8, 35, 52, 74 TG5: 8, 35, 52, 74 TG6: 8, 35, 52, 74 TG7: 8, 35, 52, 74 TG8: 8, 35, 52, 74 TG9: 8, 35, 52, 74</p> <p>Welcome Guide: 25, 80</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>TG1: 8, 9, 10, 13, 14, 15, 22, 30, 31, 32, 35, 36, 37, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81, 85 TG2: 8, 9, 10, 13, 14, 15, 23, 30, 31, 32, 35, 36, 37, 39, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81 TG3: 8, 9, 10, 13, 30, 31, 32, 35, 36, 37, 41, 52, 53,</p>

	54, 57, 58, 59, 68, 74, 75, 76, 79, 80, 81, 90 TG4: 8, 9, 10, 13, 30, 31, 32, 35, 36, 37, 45, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81, 85, 86, 88, 89, 90 TG5: 8, 9, 10, 13, 22, 30, 31, 32, 35, 36, 37, 40, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81 TG6: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 52, 53, 54, 57, 58, 59, 62, 64, 74, 75, 76, 79, 80, 81, 84 TG7: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 36, 37, 40, 52, 53, 54, 57, 58, 59, 62, 74, 75, 76, 79, 80, 81 TG8: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 36, 37, 40, 46, 52, 53, 54, 57, 58, 59, 66, 74, 75, 76, 79, 80, 81 TG9: 8, 9, 10, 13, 30, 31, 32, 35, 36, 37, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81
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: 8, 35, 52, 74 TG2: 8, 35, 52, 74 TG3: 8, 35, 52, 74, 84 TG4: 8, 35, 52, 72, 74, 88, 89, 92 TG5: 8, 35, 52, 74, 82 TG6: 8, 34, 35, 52, 74 TG7: 8, 26, 35, 38, 52, 70, 74, 92 TG8: 8, 35, 52, 74 79, 88 TG9: 8, 35, 52, 74 Welcome Guide: 25, 80
Standard 9.2: Children show creativity and imagination.	
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).	TG1: 8, 26, 30, 48, 52, 70, 74, 92 TG2: 8, 26, 30, 48, 52, 70, 74, 92 TG3: 8, 26, 30, 48, 52, 70, 74, 92 TG4: 8, 26, 30, 48, 52, 70, 74, 92 TG5: 8, 26, 30, 48, 52, 70, 74, 92 TG6: 8, 26, 30, 48, 52, 70, 74, 92 TG7: 8, 26, 30, 48, 52, 70, 74, 92 TG8: 8, 26, 30, 48, 52, 70, 74, 92 TG9: 8, 26, 30, 48, 52, 70, 74, 92 Welcome Guide: 24
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).	<i>Children are encouraged to express imaginative and creative ideas throughout the day. They might be asked to use their imagination to create a new ending to a story, a new action for a song, or a new use for a familiar object.</i>
9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).	TG1: 8, 9, 10, 13, 14, 15, 22, 30, 31, 32, 35, 36, 37, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81, 85 TG2: 8, 9, 10, 13, 14, 15, 23, 30, 31, 32, 35, 36, 37, 39, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81 TG3: 8, 9, 10, 13, 30, 31, 32, 35, 36, 37, 41, 52, 53,

	54, 57, 58, 59, 68, 74, 75, 76, 79, 80, 81, 90 TG4: 8, 9, 10, 13, 30, 31, 32, 35, 36, 37, 45, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81, 85, 86, 88, 89, 90 TG5: 8, 9, 10, 13, 22, 30, 31, 32, 35, 36, 37, 40, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81 TG6: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 52, 53, 54, 57, 58, 59, 62, 64, 74, 75, 76, 79, 80, 81, 84 TG7: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 36, 37, 40, 52, 53, 54, 57, 58, 59, 62, 74, 75, 76, 79, 80, 81 TG8: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 36, 37, 40, 46, 52, 53, 54, 57, 58, 59, 66, 74, 75, 76, 79, 80, 81 TG9: 8, 9, 10, 13, 30, 31, 32, 35, 36, 37, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81
Standard 9.3: Children identify and solve problems.	
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.”)	TG1: 8, 26, 30, 48, 52, 70, 74, 92 TG2: 8, 26, 30, 48, 52, 70, 74, 92 TG3: 8, 26, 30, 48, 52, 70, 74, 92 TG4: 8, 26, 30, 48, 52, 70, 74, 92 TG5: 8, 26, 30, 48, 52, 70, 74, 92 TG6: 8, 26, 30, 48, 52, 70, 74, 92 TG7: 8, 26, 30, 48, 52, 70, 74, 92 TG8: 8, 26, 30, 48, 52, 70, 74, 92 TG9: 8, 26, 30, 48, 52, 70, 74, 92
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).	Welcome Guide: 24
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).	TG1: 15, 59 TG3: 34, 36, 86, 92 TG4: 23, 36, 47, 80 TG5: 14, 39, 41, 59, 81 TG6: 15, 36, 37, 58, 59, 81 TG7: 37, 59, 63, 80, 81, 87 TG8: 14, 18, 20, 36, 44, 60, 62, 64, 84, 86 TG9: 14, 36, 21, 42, 44, 45, 47, 58, 59, 62
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).	TG6: 45 TG7: 58, 67, 69 TG8: 21 TG9: 61, 63, 65, 67, 69, 87
Standard 9.4: Children apply what they have learned to new situations.	
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).	TG3: 86 TG4: 23, 38, 47 TG5: 19, 39, 41 TG6: 14, 36, 37, 42, 66, 81 TG7: 16, 46, 59, 63, 84, 87, 90 TG8: 18, 20, 44, 60, 62, 64, 84, 86 TG9: 41, 42, 44, 45, 47, 59, 62

	Resources: Strategy Card P – Activate Prior Knowledge
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).	TG1: 16, 18, 24, 40, 42, 44, 60, 62, 64, 66, 68, 82, 84, 86, 88 TG2: 16, 18, 20, 40, 42, 46, 60, 64, 68, 84, 86, 88 TG3: 38, 42, 44, 64, 68 TG4: 16, 20, 22, 38, 40, 60, 64, 66, 68, 82 TG5: 16, 44, 64, 66, 68 TG6: 16, 18, 20, 38, 40, 44, 46, 60, 64, 82, 84, 90 TG7: 16, 20, 22, 38, 40, 60, 62, 64, 88 TG8: 18, 20, 44, 46, 60, 62, 64, 84, 88 TG9: 16, 20, 22, 38, 40, 42, 46, 62, 64, 66, 82, 84, 88, 90
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).	TG1: 16, 90 TG2: 64, 66, 68, 88 TG3: 16, 24, 42, 82 TG4: 20 TG5: 16, 34, 40, 44, 46, 60, 62, 66, 86 TG6: 56 TG7: 22, 24, 38, 46 TG8: 24, 42 TG9: 82, 86
MATHEMATICS	
Standard 4.1: Children begin to demonstrate an understanding of number and counting.	
4.1.1 Count to 20 by ones with minimal prompting.	TG1: 63 TG2: 17, 21, 25 TG3: 63, 67 TG4: 19, 69, 89 TG5: 67 TG7: 21, 41 TG8: 25, TG9: 89, 91 Welcome Guide: 63
4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.	TG1: 11, 58, 70 TG2: 15, 19, 21, 23, 25, 39, 41, 47, 63, 69, 85 TG3: 21, 22, 61, 63, 65, 67, 69 TG4: 19, 25, 58, 61, 65, 67, 80, 81, 83, 85, 87, 88, 91 TG5: 17, 19, 21, 23, 25, 45, 58, 59, 61, 63, 65, 69, 83 TG6: 23, 25, 39, 43, 45, 63, 65, 67, 81, 83, 85, 91 TG7: 23, 65, 67, 69 TG8: 17, 19, 21, 47, 59, 65, 69, 83, 85, 87, 89, 91 TG9: 21
4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.	TG1: 58, 63, 67 TG2: 11, 17, 18, 21, 23, 24, 25, 69, 83 TG3: 19, 61, 63, 67, 69, 91 TG4: 19, 58, 65, 67, 69, 85, 87, 89, 91 TG5: 25, 61, 65, 67, 83, 85, 87, 89, 91 TG6: 23, 25, 39, 41, 45, 81, 83, 85, 87, 89, 91 TG7: 19, 21, 23, 25, 39, 41, 43, 45, 67 TG8: 17, 19, 21, 25, 36, 37, 41, 43, 45, 61, 63, 65, 67, 69, 80, 81, 83, 89, 91 TG9: 21, 59, 61, 63, 65, 67, 69, 83, 87

<p>4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):</p> <p>(a) Accurately count quantities of objects up to 10, using one-to-one-correspondence, and accurately count as many as 5 objects in a scattered configuration.</p> <p>(b) 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>(c) Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).</p>	<p>TG1: 61, 62 TG2: 14, 17, 19, 21, 23, 37, 69, 85 TG3: 67, 69, 85 TG4: 25, 63, 85, 87, 91 TG5: 21, 23, 25, 45, 58, 61, 63, 65, 67, 69, 83 TG6: 43, 63, 65, 67, 83, 85 TG7: 19, 23, 25, 45, 61, 65, 67, 69 TG8: 21, 23, 39, 41, 43, 45, 47, 83, 85, 87 TG9: 21</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: 11, 58, 70 TG2: 15, 19, 21, 23, 25, 39, 41, 47, 63, 69, 85 TG3: 21, 22, 61, 63, 65, 67, 69 TG4: 19, 25, 58, 61, 65, 67, 80, 81, 83, 85, 87, 88, 91 TG5: 17, 19, 21, 23, 25, 45, 58, 59, 61, 63, 65, 69, 83 TG6: 23, 25, 39, 43, 45, 63, 65, 67, 81, 83, 85, 91 TG7: 23, 65, 67, 69 TG8: 17, 19, 21, 47, 59, 65, 69, 83, 85, 87, 89, 91 TG9: 21</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>TG2: 21, 66, 87 TG4: 25, 83, 85, 87 TG5: 33, 45, 63, 65, 83 TG6: 67, 116, TG7: 61, 63, 65, 67, 69 TG8: 47, 59, 69, 83, 85, 87, 91 TG9: 61, 63, 67, 87</p>
<p>Standard 4.2: Children demonstrate an initial understanding of numerical operations.</p>	
<p>4.2.1 Represent addition and subtraction by manipulating up to 5 objects:</p> <p>(a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and</p> <p>(b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).</p>	<p>TG4: 25 TG5: 61 TG8: 36, 41, 45, 83, 85, 91</p>
<p>4.2.2 Begin to represent simple word problem data in pictures and drawings.</p>	
<p>Standard 4.3: Children begin to conceptualize measurable attributes of objects.</p>	

<p>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).</p>	<p>TG1: 36, 58, 67, 69 TG2: 15, 25, 37, 43, 58, 61, 67 TG3: 14, 15, 19, 25, 47, 58, 83, 85, 87, 89, 91 TG4: 15, 17, 19, 21, 23, 25, 41, 45, 58, 61, 85, 91 TG5: 17, 25, 43, 45, 47, 59, 69 TG6: 21, 23, 25, 83, 87, 89, 91 TG7: 15, 17, 19, 21, 23, 25, 39, 41, 47, 91 TG8: 19, 21, 25, 41, 43, 45, 47, 63, 69 TG9: 15, 17, 19, 21, 23, 25, 37, 39, 41, 43, 45, 47, 65, 69, 83, 91</p> <p>Welcome Guide: 51</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>Describes, compares and measures lengths and heights: TG1: 80, 83, 85, 87, 91 TG3: 12, 14, 15, 17, 18, 19, 21, 23, 25, 36, 37, 39, 41, 58, 81 TG4: 63, 65, 67, 69 TG5: 37, 91 TG6: 41, 45, 47 TG8: 43 TG9: 85</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 measurable attributes.</p>	<p>Describes, compares and measures volumes: TG1: 83, 85 TG3: 15, 19, 23 TG4: 63 TG5: 37, 43, 91 TG6: 37, 41, 45, 47 TG8: 37, 42, 85 TG9: 90, 81, 85</p> <p>Describes, compares and measures weight: TG1: 80, 83, 85, 87, 91 TG3: 12, 14, 15, 17, 18, 19, 21, 23, 25, 36, 37, 39, 41, 58, 81 TG4: 63, 65, 67, 69 TG5: 37, 91 TG6: 41, 45, 47 TG8: 43 TG9: 85</p> <p>Welcome Guide: 51</p>
<p>Standard 4.4: Children develop spatial and geometric sense.</p>	
<p>4.4.1 Respond to and use positional words (e.g., in, under, between, down, behind).</p>	<p>TG1: 37, 39, 41, 43, 44, 45 TG2: 39, 43, 65, 67, 69 TG3: 16, 63, 83, 89 TG4: 39, 45 TG5: 83, 85, 89 TG6: 8, 24, 25, 26, 36, 43 TG7: 10, 13, 17, 23, 35, 38, 39, 41, 43, 47, 61, 63, 83, 85, 89, 91 TG8: 63 TG9: 39</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: 15, 45, 61, 67, 87 TG2: 17, 39, 41, 43, 45, 47, 61, 63, 65, 67, 83, 87, 89, 91 TG3: 15, 17, 21, 36, 37, 81 TG4: 14, 39, 41, 43, 45, 47, 58, 61, 63, 81, 85 TG5: 15, 23, 25, 39, 43, 45, 47, 59, 63, 67, 81, 85, 87 TG6: 17, 19, 21, 23, 25, 45, 47, 61, 63, 65, 87 TG7: 43, 47, 58, 69, 89, 91 TG8: 14, 19, 21, 39, 45, 59,</p>

	65, 67, 85, 91 TG9: 14, 17, 19, 21, 23, 25, 36, 39, 41, 59, 63, 65, 81, 83
<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 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>	<p>TG1: 45, 61, 67, 87 TG2: 17, 39, 41, 43, 45, 47, 58, 61, 63, 65, 67, 83, 87, 89, 91 TG3: 15, 17, 21 TG4: 15, 39, 41, 43, 45, 47, 61, 63, 67, 85, 87 TG5: 23, 25, 39, 43, 45, 47, 63, 67, 85, 87 TG6: 15, 17, 19, 21, 23, 25, 45, 47, 61, 63, 65, 87 TG7: 43, 47, 69, 89, 91 TG8: 19, 21, 39, 45, 65, 67, 80, 87, 91 TG9: 15, 17, 19, 21, 23, 25, 30, 37, 41, 63, 65, 83</p>
SCIENCE	
Standard 5.1: Children develop inquiry skills.	
<p>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>	<p>TG1: 65, 66, 70 TG2: 30, 35, 36, 37, 44, 48 TG3: 21, 39, 42 TG5: 58, 68 TG6: 47, 58, 66 TG7: 59 TG8: 22, 23, 24, 42, 44, 60, 78, 82, 83 TG9: 9, 13, 14, 15, 20, 24, 25</p> <p>Welcome Guide: 43, 53, 68</p>
<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>	<p>TG1: 65 TG2: 63 TG3: 86 TG4: 17, 23, 38, 43, 47, 85 TG5: 19, 39, 41, 45, 63 TG6: 14, 36, 37, 42, 47, 58, 66, 81, 91 TG7: 16, 46, 59, 63, 84, 87, 90 TG8: 18, 20, 44, 60, 62, 64, 69, 84, 86 TG9: 41, 42, 44, 45, 47, 59, 62</p> <p>Welcome Guide: 53</p>
<p>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,</p>	

<p>stem]; weather terms [breezy, 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]).</p>	
<p>5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.</p>	
<p>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).</p>	<p>TG6: 45 TG7: 58, 67, 69 TG8: 21 TG9: 61, 63, 65, 67, 69, 87 Welcome Guide: 51</p>
<p>Standard 5.2: Children observe and investigate matter and energy</p>	
<p>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 made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.</p>	<p>Theme 9: Week 2, Earth Changes <i>encourages children to use their senses to study day and night, seasons, and weather.</i></p> <p>TG1: 15, 59 TG3: 34, 35, 36, 37, 41, 43, 44, 46, 47, 48, 86, 92 TG4: 23, 36, 47, 58, 61, 68, 70, 80 TG5: 14, 39, 41, 59, 81 TG6: 15, 31, 35, 36, 37, 40, 42, 58, 59, 81 TG7: 37, 59, 63, 80, 81, 84, 87, 88, 89 TG8: 14, 18, 20, 36, 44, 60, 62, 64, 84, 86 TG9: 14, 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 42, 44, 45, 47, 48, 58, 59, 62, 66</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>Welcome Guide: 51, 53</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>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 roll).</p>	
<p>Standard 5.3: Children observe and investigate living things.</p>	
<p>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).</p>	<p>Describes animals and plants and their basic needs: TG1: 65, 70 TG2: 30, 35, 36, 44, 48 TG3: 21, 39, 42 TG5: 58 TG6: 66 TG8: 22, 23, 24, 42, 44, 60, 78 TG9: 24, 62</p> <p>Welcome Guide: 53, 63</p>
<p>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).</p>	<p>Theme 8 <i>focuses entirely on animals.</i></p> <p>TG4: 34 TG5: 42, 68 TG8: 22, 44</p>
<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>TG2: 30, 44, 48 TG6: 66 TG9: 62</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>TG1: 66 TG2: TG3: TG4: TG5: TG6: TG7: TG8: 78 TG9: 9, 13, 15, 20, 24, 25</p> <p>Welcome Guide: 53, 63</p>
<p>Standard 5.4: Children observe and investigate the Earth.</p>	
<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>TG3: 35, 36, 37, 41, 43, 44, 48 TG4: 47 TG7: 84 TG9: 59</p> <p>Welcome Guide: 51</p>

<p>5.4.2 Explore the effects of sunlight on living and non-living things (e.g., growing plants with or without sunlight, investigating shadows that occur when the sun's light is blocked by objects.)</p>	<p>TG3: 35, 36, 37, 43, 44, 48 TG7: 84 TG9: TG9: 30, 34, 35, 36, 37, 39, 40, 41, 42, 44, 45, 46, 47, 48, 59</p> <p>Welcome Guide: 51</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>Theme 9: Week 2, Earth Changes <i>encourages children to use their senses to study day and night, seasons, and weather.</i></p> <p>TG1: 90 TG3: 34, 46, 47, 48 TG4: 58, 61, 68, 70 TG7: 88, 89, 92 TG9: 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 44, 48, 66</p> <p>Welcome Guide: 53</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>TG9: 57, 59, 68, 70</p>
<p>Standard 5.5: Children gain experience in using technology.</p>	
<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>TG1: 15, 19, 37, 39, 41, 59, 61, 63, 65, 69, 81, 83, 91 TG2: 15, 37, 59, 61, 67, 69, 81, 83, 85, 89 TG3: 15, 37, 43, 45, 48, 59, 81, 83, 89 TG4: 15, 23, 37, 59, 80, 81, 84 TG5: 15, 37, 48, 59, 81 TG6: 15, 30, 37, 38, 42, 43, 44, 46, 47, 48, 59, 60, 81 TG7: 15, 37, 39, 41, 47, 59, 63, 81, 83, 85, 87 TG8: 15, 37, 59, 75, 78, 81 TG9: 15, 37, 41, 59, 66, 81, 85</p> <p>Welcome Guide: 25, 53</p>
<p>SOCIAL STUDIES, FAMILY, AND LIFE SKILLS</p>	
<p>Standard 6.1: Children identify unique characteristics of themselves, their families, and others.</p>	
<p>6.1.1 Describe characteristics of oneself, one's family, and others.</p>	<p>TG1: 8, 30, 52, 74 TG2: 8, 14, 18, 20, 24, 30, 52, 61, 63, 74 TG3: 8, 30, 52, 74 TG4: 8, 30, 52, 74 TG5: 8, 30, 52, 74 TG6: 8, 30, 46, 52, 74 TG7: 8, 30, 52, 74 TG8: 8, 30, 52, 74 TG9: 8, 30, 52, 74, 88</p>

6.1.2 Demonstrate an understanding of family roles and traditions.	<p>TG1: 8, 30, 52, 74 TG2: 8, 18, 20, 23, 30, 52, 56, 74 TG3: 8, 9, 30, 52, 60, 74 TG4: 8, 30, 52, 74 TG5: 8, 30, 52, 74 TG6: 8, 30, 52, 74 TG7: 8, 30, 52, 74, 84 TG8: 8, 30, 52, 74 TG9: 8, 30, 52, 74</p> <p>Welcome Guide: 81</p>
6.1.3 Express individuality and cultural diversity (e.g., through dramatic play).	<p>TG2: 18, 20, 23, 36, 38, 40, 56 TG3: 9, 60 TG5: 5, 8 TG7: 84</p> <p>Welcome Guide: 81</p>
Standard 6.2: Children become contributing members of the classroom community.	
6.2.1 Demonstrate understanding of rules by following most classroom routines.	<p>TG1: 8, 10, 18, 22, 26, 27, 30, 32, 48, 52, 54, 70, 74, 76, 78, 92 TG2: 8, 10, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 30, 32, 38, 39, 40, 41, 42, 43, 44, 45, 46, 48, 52, 54, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 74, 76, 82, 83, 84, 85, 86, 87, 88, 92 TG3: 8, 10, 26, 30, 32, 48, 52, 54, 70, 74, 76, 92 TG4: 8, 10, 26, 30, 32, 48, 52, 54, 70, 74, 76, 79, 92 TG5: 8, 10, 26, 30, 32, 48, 52, 54, 70, 74, 76, 92 TG6: 8, 10, 24, 30, 32, 48, 52, 54, 70, 74, 76, 92 TG7: 8, 10, 24, 30, 32, 48, 52, 54, 70, 74, 76, 92 TG8: 8, 10, 24, 30, 32, 48, 52, 54, 70, 74, 76, 92 TG9: 8, 10, 24, 30, 32, 48, 52, 54, 70, 74, 76, 92</p> <p>Welcome Guide: 33, 56</p>
6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs.	<p>TG1: 10, 22, 32, 36, 54 TG2: 10, 17, 32, 41, 54, 59, 65, 67, 76, 89 TG3: 10, 32, 52, 74, 75 TG4: 9, 10, 15, 31, 32, 52, 74, 79 TG5: 10, 15, 31, 32, 52, 74 TG6: 10, 32, 52, 57, 74 TG7: 10, 32, 52, 74 TG8: 10, 32, 52, 74 TG9: 10, 32, 52, 74</p>
6.2.3 Demonstrate appropriate behavior when collaborating with others.	<p>TG1: 8, 9, 10, 13, 14, 15, 22, 30, 31, 32, 35, 36, 37, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81, 85 TG2: 8, 9, 10, 13, 14, 15, 23, 30, 31, 32, 35, 36, 37, 39, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81 TG3: 8, 9, 10, 13, 30, 31, 32, 35, 36, 37, 41, 52, 53,</p>

	54, 57, 58, 59, 68, 74, 75, 76, 79, 80, 81, 90 TG4: 8, 9, 10, 13, 30, 31, 32, 35, 36, 37, 45, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81, 85, 86, 88, 89, 90 TG5: 8, 9, 10, 13, 22, 30, 31, 32, 35, 36, 37, 40, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81 TG6: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 52, 53, 54, 57, 58, 59, 62, 64, 74, 75, 76, 79, 80, 81, 84 TG7: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 36, 37, 40, 52, 53, 54, 57, 58, 59, 62, 74, 75, 76, 79, 80, 81 TG8: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 36, 37, 40, 46, 52, 53, 54, 57, 58, 59, 66, 74, 75, 76, 79, 80, 81 TG9: 8, 9, 10, 13, 30, 31, 32, 35, 36, 37, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81
Standard 6.3: Children demonstrate knowledge of neighborhood and community.	
6.3.1 Develop an awareness of the physical features of the neighborhood/community.	TG2: 19, 44, TG3: 38, 44, 46, 62, 64, TG5: 30 TG7: 37, 85 TG9: 54, 56, 57
6.3.2 Identify, discuss, and role-play the duties of a range of community workers.	TG1: 8, 22, 28, 50 TG2: 5, 28, 74, 80, 81, 82, 83, 84, 86, 88 TG3: 6, 28, 50 TG4: 64, 74, 90 TG9: 52
Standard 6.4: Children develop an awareness of the cultures within their classroom and their community.	
6.4.1 Learn about and respect other cultures within the classroom and community.	TG2: 18, 20, 23, 36, 38, 40, 56 TG3: 9, 60 TG5: 5, 8 TG7: 84 Welcome Guide: 81
WORLD LANGUAGES	
Standard 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.	
7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).	TG: 5, 12, 13, 14, 24 TG6: 8, 20 TG7: 44, 82 TG9: 30, 38
7.1.2 Say simple greetings, words, and phrases in a language other than their own.	<i>Daily lessons in Frog Street Excel encourage children to use age-appropriate grammar in story-telling, conversations and increasingly complex phrases and sentences.</i> TG1: 77 TG2: 11, 33, 40 TG3: 78, 80 TG4: 11, 18, 22, 84, 86 TG5: 34, 79, 82 TG6: 11, 16, 20, 55, 60 TG7: 77 TG8: 26, 38, 55 TG9: 60, 64, 70

<p>7.1.3 Comprehend previously learned simple vocabulary in a language other than their own.</p>	<p>TG1: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG2: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG3: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG4: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 66, 68, 82, 84, 86, 88, 90 TG5: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG6: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG7: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG8: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG9: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90</p>
<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>	<p>TG1: 13, 26, 35, 37, 39, 41, 43, 44, 45, 69, 80, 83, 87 TG2: 14, 21, 43, 47, 59, 65, 67 TG3: 21, 47, 63, 65, 59, 83, 87 TG4: 15, 21, 23, 39, 45, 63 TG5: 39, 41, 43, 45, 58, 67, 83, 80, 81, 85, 87, 89 TG6: 13, 14, 15, 17, 24, 25, 58, 79 TG7: 13, 14, 15, 17, 19, 35, 36, 37, 38, 39, 41, 43, 45, 61, 58, 80, 81, 83, 85, 87, 89, 91 TG8: 58, 59 TG9: 14, 15, 17, 23, 25, 58, 59, 69</p>
TECHNOLOGY	
Standard 8.1: Navigate simple on screen menus.	
<p>8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).</p>	<p>TG1: 15, 37, 59, 81 TG2: 15, 37, 59, 81 TG3: 15, 37, 59, 81 TG4: 15, 37, 59, 81 TG5: 15, 37, 59, 81 TG6: 15, 37, 59, 81</p>
<p>8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.</p>	<p>TG7: 15, 37, 59, 81 TG8: 15, 37, 59, 81 TG9: 15, 37, 59, 81</p>
Standard 8.2: Use electronic devices independently.	
<p>8.2.1 Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.</p>	<p>TG1: 15, 37, 59, 81 TG2: 15, 37, 59, 81 TG3: 15, 37, 59, 81 TG4: 15, 37, 59, 81 TG5: 15, 37, 59, 81 TG6: 15, 37, 59, 81 TG7: 15, 37, 59, 81 TG8: 15, 37, 59, 81 TG9: 15, 37, 59, 81</p>
<p>8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”</p>	<p>TG1: 15, 37, 59, 81 TG2: 15, 37, 59, 81 TG3: 15, 37, 59, 81 TG4: 15, 37, 59, 81 TG5: 15, 37, 59, 81 TG6: 15, 37, 59, 81 TG7: 15, 37, 59, 81 TG8: 15, 37, 59, 81 TG9: 15, 37, 59, 81</p>

8.2.3 Turn smart toys on and/or off.	TG1: 15, 37, 59, 81 TG2: 15, 37, 59, 81 TG3: 15, 37, 59, 81 TG4: 15, 37, 59, 81 TG5: 15, 37, 59, 81 TG6: 15, 37, 59, 81 TG7: 15, 37, 59, 81 TG8: 15, 37, 59, 81 TG9: 15, 37, 59, 81
8.2.4 Recognize that the number keys are in a row on the top of the keyboard.	TG1: 15, 37, 59, 81 TG2: 15, 37, 59, 81 TG3: 15, 37, 59, 81 TG4: 15, 37, 59, 81 TG5: 15, 37, 59, 81 TG6: 15, 37, 59, 81 TG7: 15, 37, 59, 81 TG8: 15, 37, 59, 81 TG9: 15, 37, 59, 81
8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.	TG1: 15, 37, 59, 81 TG2: 15, 37, 59, 81 TG3: 15, 37, 59, 81 TG4: 15, 37, 59, 81 TG5: 15, 37, 59, 81 TG6: 15, 37, 59, 81 TG7: 15, 37, 59, 81 TG8: 15, 37, 59, 81 TG9: 15, 37, 59, 81
8.2.6 Use a digital camera to take a picture	TG1: 15, 37, 59, 81 TG2: 15, 37, 59, 81 TG3: 15, 37, 59, 81 TG4: 15, 37, 59, 81 TG5: 15, 37, 59, 81 TG6: 15, 37, 59, 81 TG7: 15, 37, 59, 81 TG8: 15, 37, 59, 81 TG9: 15, 37, 59, 81
Standard 8.3: Begin to use electronic devices to communicate.	
Standard 8.3: Begin to use electronic devices to communicate.	TG1: 15, 37, 59, 81 TG2: 15, 37, 59, 81 TG3: 15, 37, 59, 81 TG4: 15, 37, 59, 81 TG5: 15, 37, 59, 81 TG6: 15, 37, 59, 81 TG7: 15, 37, 59, 81 TG8: 15, 37, 59, 81 TG9: 15, 37, 59, 81
Standard 8.4: Use common technology vocabulary	
8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).	TG1: 15, 37, 59, 81 TG2: 15, 37, 59, 81 TG3: 15, 37, 59, 81 TG4: 15, 37, 59, 81 TG5: 15, 37, 59, 81 TG6: 15, 37, 59, 81 TG7: 15, 37, 59, 81 TG8: 15, 37, 59, 81 TG9: 15, 37, 59, 81
Standard 8.5: Begin to use electronic devices to gain information.	
8.5.1 Use the Internet to explore and investigate questions with a teacher's support.	TG1: 15, 37, 59, 81 TG2: 15, 37, 59, 81 TG3: 15, 37, 59, 81 TG4: 15, 37, 59, 81 TG5: 15, 37, 59, 81 TG6: 15, 37, 59, 81 TG7: 15, 37, 59, 81 TG8: 15, 37, 59, 81 TG9: 15, 37, 59, 81