

Utah Early Learning Guidelines Correlation to Frog Street Pre-K



Utah Core State Standards for Early Learning Correlation to Frog Street Pre-K

Utah Core State Standards for Early Learning	Frog Street Pre-K Teacher Guide Page References
English Language Arts	
Strand 1: Academic and Social Language: Speaking and Listening	
ELA 4 yr.1.1 Speak in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and feelings.	TG1: 21, 46, 71, 75, 97 TG2: 21, 47, 98, 99 TG3: 20, 46, 72, 73, 99 TG4: 20, 46, 68, 88 TG5: 20, 46, 47 TG6: 19, 21, 42, 43, 45, 69, 71, 94 TG7: 99 TG9: 21, 86, 98
ELA 4 yr.1.2 Use nouns, verbs, prepositions, pronouns, and adjectives when speaking with others.	TG1: 47, 48, 75, 97 TG2: 15, 48, 93, 99 TG3: 52, 86 TG4: 38 TG5: 35, 38, 52, 89 TG6: 9, 95 TG7: 12, 35 TG8: 18, 64, 90 TG9: 17 Resources: Photo Cards
ELA 4 yr.1.3 Begin to ask and answer complex questions (for example, who, what, where, when, why, how)	TG1: 10, 41, 50, 76, 102 TG2: 9, 11, 24, 47, 50-51, 63, 76, 102-103 TG3: 22-23, 50-51, 76-77, 87, 89, 102-103 TG4: 11, 24-25, 35, 37, 47, 50-51, 62, 63, 76-77, 102-103 TG5: 18, 24-25, 35, 42-43, 50-51, 63, 76-77, 102-103 TG6: 11, 24-25, 37, 50-51, 63, 76-77, 89, 102-103 TG7: 11, 24-25, 36, 50-51, 63, 76-77, 89, 91, 102-103 TG8: 11, 24-25, 37, 50-51, 63, 102-103 TG9: 11, 24-25, 42-43, 50-51, 63, 76-77, 101, 102-103
ELA 4 yr.1.4 Describe attributes of familiar people, places, things, and events.	<i>A Word of the Week is introduced in the Greeting Circle. Theme and concept vocabulary are introduced in Read-Alouds and Literacy Small Groups. Math and content vocabulary are taught in the context of the appropriate lessons.</i> TG1: 17, 19, 24, 35, 42, 43, 44, 45, 47, 48, 49, 61, 69, 70, 71, 72, 73, 90, 95, 97, 98, 99 TG2: 9, 19, 20, 22, 42, 43, 45, 46, 47, 60, 70, 95, 96, 98 TG3: 8, 10, 17, 18, 19, 20, 45, 46, 60, 68, 69, 71, 72, 74, 95, 97, 98 TG4: 20, 23, 46, 47, 48, 49, 60, 72, 73, 87, 89, 95, 96, 98, 99, 101 TG5: 8, 10, 11, 16, 18, 19, 20, 34, 46, 47, 71, 74, 89 TG6: 8, 9, 11, 17, 24, 42, 70, 71, 72, 73, 95, 98 TG7: 18, 20, 34, 38, 45, 60, 89, 94, 98 TG8: 9, 11, 20, 34, 46, 72, 73, 98, 99 TG9: 14, 17, 20, 40, 43, 46, 47, 60, 69, 72, 99 Resources: Vocabulary Cards, Photo Cards

<p>ELA 4 yr.1.5 Use and talk about new vocabulary through rich texts, projects, guided conversation, and play.</p>	<p>TG1: 13, 19, 46, 48, 69, 72, 96, 98 TG2: 16, 20, 73, 99 TG3: 17, 44, 70, 73, 96 TG4: 72, 98 TG5: 72, 98 TG6: 46, 69, 72, 98 TG7: 14, 20, 72, 73 TG8: 42, 98 TG9: 10, 17, 20, 26, 52, 64</p> <p>Resources: Vocabulary Cards, Photo Cards</p>
<p>ELA 4 yr.1.6 Discuss how objects can be sorted into categories (for example, shapes, foods) based on commonalities and differences.</p>	<p>TG1: 17, 21, 23, 62, 74, 75, 88, 89, 100 TG2: 9, 22 TG3: 61, 62, 69, 74, 75 TG4: 10, 11, 23, 36, 48, 49, 61, 74, 100, 101 TG7: 36 TG8: 63 TG9: 49</p> <p>Resources: Strategy Card – Classification</p>
<p>ELA 4 yr.1.7 Identify and name opposites (antonyms) (for example, happy/sad, up/down, big/little).</p>	<p><i>Day 1 of each Read Aloud lesson and Literacy Small Group lesson focuses on the vocabulary used throughout the week with activities to understand meaning, classify and compare, and use word-meaning relationships including opposites, positions, and comparisons.</i></p> <p>Additional citations: TG1:12, 18, 19, 20, 43, 44 TG2: 19 TG3:17 TG4: 81, 86, 87, 88, 89, 90, 91, 93, 94, 95, 96, 97, 98, 104 TG 6: 42 TG7: 98</p>
<p>ELA 4 yr.1.8 Engage in conversations with peers and adults by talking about activities, personal stories, pictures, topics, and text.</p>	<p>TG1: 26, 43, 62, 96, 103 TG2: 20, 21, 26, 52, 78, 104 TG3: 26, 52, 78, 97, 104 TG4: 18, 26, 44, 45, 52, 70, 71, 78, 96, 97, 104 TG5: 16, 17, 26, 45, 52, 70, 71, 78, 88, 96, 97, 104 TG6: 17, 26, 44, 45, 52, 71, 78, 89, 96, 97, 104 TG7: 19, 26, 42, 43, 45, 52, 68, 69, 71, 78, 94, 95, 97, 104 TG8: 16, 17, 18, 19, 26, 42, 43, 44, 45, 52, 68, 69, 71, 78, 94, 95, 96, 97, 104 TG9: 16, 17, 18, 19, 26, 43, 45, 52, 68, 69, 70, 71, 78, 94, 95, 96, 97, 104</p>
<p>ELA 4 yr.1.9 Follow agreed upon rules for conversation (for example, listening to others, staying on topic, and taking turns speaking).</p>	<p>TG2: 26, 52, 78, 103 TG3: 26, 52, 78, 104 TG4: 26, 45, 52, 78, 104 TG6: 26, 52, 78, 104 TG7: 26, 42, 52, 68, 69, 78, 94, 95, 104 TG8: 16, 17, 26, 52, 78, 104 TG9: 14, 26, 52, 78, 104</p>
<p>ELA 4 yr.1.10 Follow two-step directions to complete a task or routine (for example, “Please find your coat and wait for me at the door.” “Time to wash your hands and find a seat at the table to get ready for a snack.”).</p>	<p>TG1: 12, 24, 40, 46, 66, 72, 92, 98 TG2: 14, 15, 36, 40, 62, 66, 67, 99 TG3: 15, 19, 25, 37, 47, 47, 74, 94 TG4: 9,16, 37, 46, 67, 76, 88 TG5: 72 TG6: 11, 20, 35, 38, 61, 63, 72, 75 TG7: 63 TG8: 9, 21, 46, 61, 72, 98 TG9: 72</p>

Strand 2: READING	
Sub-strand: CONCEPTS OF PRINT	
ELA 4 yr.2.1 Correctly hold a book.	TG1: 47, 60, 86, 95 TG2: 8, 34, 89 TG4: 8, 35, 61 TG5: 43, 86 TG6: 21, 34, 99 TG7: 8, 16, 60 TG8: 8, 60 TG9: 8
ELA 4 yr.2.2 Discuss that print conveys meaning and how the illustrations/ photographs relate to the text.	<i>In Frog Street Pre-K, children are provided opportunities to interact with print daily during Step 2 (Write the Sentence) of the Morning Message Routine (See pages 14, 40, 66 and 92 of each Teacher Guide beginning in Week 2 of Theme 1)</i> TG1: 40, 43, 47, 73, 95 TG2: 8, 89 TG3: 73, 89 TG4: 45, 95 TG5: 8, 21, 47, 60, 70, 73, 96-97, 99 TG6: 8, 21, 34, 47, 60, 73, 86, 98, 99 TG7: 8, 20, 34, 47, 60, 73, 99 TG8: 21, 47, 60, 68, 73, 99 TG9: 8, 21, 44, 47, 86, 99
ELA 4 yr.2.3 Identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.	TG1: 40, 66, 92, 99 TG2: 14, 34, 40, 47, 66, 92, 99 TG3: 14, 40, 66, 92 TG4: 14, 21, 34, 40, 47, 66, 92, 99 TG5: 14, 21, 40, 66, 73, 92, 96 TG6: 14, 40, 66, 92 TG7: 14, 40, 66, 92, 99 TG8: 8, 14, 40, 66, 92 TG9: 14, 21, 40, 66, 92
ELA 4 yr.2.4 With prompting and support, demonstrate that print is read from top to bottom, left to right, and from front to back.	TG1: 9, 19, 40, 66, 92, 99 TG2: 14, 21, 60, 66, 92 TG3: 23 TG4: 21, 73 TG5: 14, 47, 73, 92 TG6: 14, 40 TG7: 14, 47, 99 TG8: 14, 47, 73, 92 TG9: 8, 14, 40, 66, 92
ELA 4 yr.2.5 Demonstrate that spoken words are represented in written language (for example, point to written words while reciting a known nursery rhyme or reading a recipe together during a cooking activity).	<i>Frog Street Pre-K provides opportunities to demonstrate understanding of the organization and features of print during Step 2 (Write the Sentence) of the Morning Message Routine (pages 14, 40, 66 and 92 of each Teacher Guide, beginning in Theme 1, Week 2.)</i> TG1: 9, 47, 73 TG2: 60, 89 TG4: 21 TG5: 47, 73, 99 TG6: 14, 21, 40, 47, 60, 66, 73, 99 TG7: 47, 73, 99 TG8: 21, 47, 68, 73, 99 TG9: 8, 14, 21, 40, 47, 66, 92, 99
ELA 4 yr.2.6 With prompting and support, begin to recognize that letters are grouped to form words.	<i>In Frog Street Pre-K, children are provided opportunities to interact with print daily during Step 2 (Write the Sentence) of the Morning Message Routine (See pages 14, 40, 66 and 92 of each Teacher Guide beginning in Week 2 of Theme 1).</i> TG1: 40, 43, 47, 73, 95 TG2: 8, 89 TG3: 73, 89 TG4: 45, 95 TG5: 8, 21, 47, 60, 70, 73, 96-97, 99 TG6: 8, 21, 34, 47, 60, 73,

	86, 98, 99 TG7: 8, 20, 34, 47, 60, 73, 99 TG8: 21, 47, 60, 68, 73, 99 TG9: 8, 21, 44, 47, 86, 99
ELA 4 yr.2.7 With prompting and support, discuss the role of the author and illustrator/photographer in presenting the ideas or information in a text.	TG1: 16, 18, 43, 96-97 TG2: 18, 68-69, 71, 94, 96 TG3: 18, 42-43, 96 TG4: 16, 42-43, 44-45, 94 TG5: 68-69, 70-71, 94-95, 96-97 TG6: 19, 96-97 TG7: 45 TG8: 18, 70-71, 96 TG9: 45, 92 Resources: Strategy Card - Read Aloud
Sub-strand: PHONOLOGICAL AWARENESS	
ELA 4 yr.2.8 Identify and discriminate between sounds (phonemes) in spoken language (for example, point to a picture that begins with the same sound as dog).	TG5: 14, 20, 40, 46, 66, 72, 92, 98 TG9: 92, 96, 98, 104 Welcome Guide: 50 Resources: Strategy Card – Alliteration
ELA 4 yr.2.9 Recognize rhyming words in familiar songs/books (for example, provide rhyming words, show a thumbs up if the words rhyme or thumbs down if the words do not rhyme).	TG3: 95 TG4: 14, 20, 40, 46, 66, 72, 92, 98 TG5: 98 TG6: 17, 43, 72 TG8: 71, 92 TG9: 14, 20, 97 Resources: Strategy Card – Rhyming Words
ELA 4 yr.2.10 With prompting and support, count syllables as words are being spoken (for example, clap, stomp, jump, use hand signals).	TG2: 72 TG3: 14, 40, 46, 66, 72, 92, 98, 104 TG5: 3 TG7: 24 TG8: 40, 46, 66, 72, 98
ELA 4 yr.2.11 With prompting and support, blend (put together), and segment (take apart) single-syllable words into individual phonemes auditorily (for example, segment: bat= /b/ /a/ /t/, blend: /b/ /a/ /t/ = bat).	TG3: 14, 35, 40, 46, 66, 72, 89, 92, 98, 104 TG8: 40, 46, 66, 72, 78 Resources: Strategy Card – Syllables
ELA 4 yr.2.12 Begin to recognize the beginning sounds of words and progress towards recognizing ending sounds of words.	TG6: 14, 20, 40, 46, 66, 92, 98 TG7: 14, 20, 40, 46, 66, 72 TG9: 40, 46, 66, 72 Resources: Strategy Card - Onset-Rime
Sub-strand: WORD RECOGNITION	
ELA 4 yr.2.13 With prompting and support, recognize that written words are made up of letters and sounds.	<i>In Frog Street Pre-K, children are provided opportunities to interact with print daily during Step 2 (Write the Sentence) of the Morning Message Routine (See pages 14, 40, 66 and 92 of each Teacher Guide beginning in Week 2 of Theme 1).</i> TG1: 40, 43, 47, 73, 95 TG2: 8, 89 TG3: 73, 89 TG4: 45, 95 TG5: 8, 21, 47, 60, 70, 73, 96-97, 99 TG6: 8, 21, 34, 47, 60, 73,

	86, 98, 99 TG7: 8, 20, 34, 47, 60, 73, 99 TG8: 21, 47, 60, 68, 73, 99 TG9: 8, 21, 44, 47, 86, 99
ELA 4 yr.2.14 Identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.	<p><i>Upper-case and lower-case letters of the alphabet are addressed daily during Step 3 (Identify Letters) of the Morning Message Routine (pages 14, 40, 66 and 92 of each Teacher Guide beginning in Theme 1, Week 2.)</i></p> <p>TG4: 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 66, 73, 92, 99 TG6: 20, 46, 98 TG7: 17, 20 TG8: 21, 47, 73 TG9: 21, 40, 46, 47, 66, 86, 92</p> <p>Welcome Guide: 53</p> <p>Resources: Letter Wall Card Set, Sound Card Set</p>
ELA 4 yr.2.15 Begin to recognize some printed words that are seen frequently (for example, their own name, the names of classmates, labels in the classroom environment).	TG1: 9, 14, 21, 47, 73 TG2: 15, 21, 46, 67 TG3: 15, 21 TG4: 17, 21, 47, 74, 99 TG5: 47, 60, 73, 99 TG7: 47, 73, 86, 99 TG8: 47, 99 TG9: 21, 47, 99
Sub-strand: RECALL INFORMATION	
ELA 4 yr.2.16 With prompting and support, rapidly recall the names of a series of objects or pictures (for example, dog, cat, horse, mouse, fish, monkey, lion).	TG1: 44, 45, 70, 71, 97 TG2: 16, 17, 21, 68, 69, 94, 95 TG3: 16, 17, 43, 69 TG4: 17, 42, 69, 95 TG5: 19, 43 TG6: 19, 43, 70 TG7: 17, 42, 43, 69, 95 TG8: 16, 17, 21
Sub-strand: COMPREHENSION	
ELA 4 yr.2.17 With prompting and support, listen attentively to and retell simple texts, including event sequence and characters, through conversation, art, movement, or drama.	TG1: 97 TG2: 18, 43, 71, 72, 89 TG3: 45, 71, 99 TG4: 11, 17, 19, 41, 43, 44, 61, 67, 69, 70-71, 97 TG5: 11, 25, 45, 68 TG6: 25, 69 TG7: 9, 21, 22-23, 25, 26, 48-49, 69, 74, 97, 100-101 TG8: 22-23, 36, 43, 51, 62 TG9: 70, 95
ELA 4 yr.2.18 With prompting and support, ask and answer questions and make connections about text, media, or information presented orally.	TG2: 73 TG3: 46, 60, 72 TG4: 60, 72 TG5: 16-17, 72, 73, 98 TG6: 34, 47, 63, 70-71, 73, 98, 99, 100-101 TG7: 9, 20-21, 46, 72, 89, 99 TG8: 20-21, 72-73 TG9: 46-47, 72
Strand 3: WRITING	
ELA 4 yr.3.1 Represent ideas visually (for example, scribble with letter-like formations, simple drawings).	TG1: 8, 21, 86, 99 TG2: 21, 34 TG3: 86, 99 TG4: 21, 86 TG5: 8 TG6: 21, 34, 86 TG7: 23, 49 TG8: 34, 86 <p>Resources: Strategy Card - Expressive Writing</p>
ELA 4 yr.3.2 Represent spoken words with written language using letter-like marks and scribbles.	TG1: 8, 21, 34, 47, 60, 86 TG2: 8, 21, 34, 46, 47, 73, 86 TG3: 8, 21, 34, 47, 49, 60, 86 TG4: 21, 47, 60, 73, 86, 99 TG5: 8, 21,

	34, 47, 73, 86, 99 TG6: 8, 21, 34, 47, 73, 86, 99 TG7: 8, 20, 21, 23, 34, 43, 47, 60, 73, 86, 99 TG8: 21, 34, 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 99 Resources: Strategy Card – Expressive Writing
ELA 4 yr.3.3 Print some letters of the alphabet, including those in their own name.	TG1: 21, 34, 60, 73 TG2: 8, 21, 34, 46, 47 TG3: 21, 47, 86 TG5: 86, 99 TG6: 60, 86, 99 TG7: 34, 47 TG8: 99 TG9: 21, 73 Welcome Guide: 55 Resources: Strategy Card – Expressive Writing
Fine Arts	
Strand 1: DRAMA	
FA 4 yr.1.1 Identify and express ideas, information, and feelings through dramatic art (for example, telling stories and playing make-believe).	TG1: 70, 91 TG2: 10, 11, 25, 36, 37, 50-51, 63, 69, 77 TG3: 9, 10, 11, 41, 45, 48, 51, 61, 62, 63, 77, 87, 94 TG4: 9, 11, 17, 19, 35, 41, 43, 50-51, 61, 63, 69, 89, 97, 103 TG5: 9, 11, 38, 62, 63, 67, 69, 88, 97 TG6: 11, 35, 37, 61, 63, 87, 89 TG7: 9, 22, 74, 88, 89, 97 TG8: 9, 10, 11, 93 TG9: 15, 36, 61, 89
FA 4 yr.1.2: Use dialogue, actions, and objects to tell a story.	
FA 4 yr.1.3: Assume the roles of characters in dramatic play situations, or stories through drama, props, and language.	
FA 4 yr.1.4 With prompting and support, work independently and cooperatively in dramatic play.	TG1: 11, 95 TG2: 10, 37, 62, 87, 95, 101 TG3: 10, 11 TG4: 37, 41, 61 TG5: 9, 11, 19, 24-25, 38, 63 TG6: 35, 87 TG7: 8, 9, 61, 88 TG8: 9, 10, 87 TG9: 51, 89 Welcome Guide: 83
FA 4 yr.1.5 With prompting and support, attend to and show appreciation for the dramatization of others.	TG1: 97 TG2: 10, 36, 37, 62, 63, 74 TG3: 9, 10, 22, 48, 61, 67, 87 TG4: 11, 17, 19, 43, 69, 97 TG5: 41, 67, 69, 88 TG6: 16, 17 TG7: 22, 71, 89, 97 TG8: 93 TG9: 15, 36
FA 4 yr.1.6 With prompting and support, act out a story with a beginning, middle, and an end.	TG1: 97 TG2: 10, 36, 37, 62, 63, 74 TG3: 9, 10, 22, 48, 61, 67, 87 TG4: 11, 17, 19, 43, 69, 97 TG5: 41, 67, 69, 88 TG6: 16, 17 TG7: 22, 71, 89, 97 TG8: 93 TG9: 15, 36
Strand 2: DANCE	
FA 4 yr.2.1 Move to different patterns of beat and rhythm in music.	TG1: 14, 15, 41, 65, 67, 87, 90, 93 TG3: 12, 15, 38, 41, 64, 67, 90, 93 TG4: 12, 15, 38, 41, 64, 67, 93 TG5: 15, 41, 64, 67, 89, 93, 96-97, 98 TG6: 10, 12, 15, 37, 38, 41, 64, 67, 90, 93 TG7: 12, 15, 41, 67, 72, 93, 95 TG8: 15, 38, 41, 64, 67, 93 TG9: 12, 15, 38, 41, 64, 67, 93

FA 4 yr.2.2 Use creative movement to demonstrate feelings, ideas, concepts, and tell stories.	TG1: 15, 38, 41, 48, 64, 93 TG2: 15, 41, 67, 93 TG3: 12, 15, 38, 41, 67, 93 TG4: 15, 41, 67, 93 TG5: 15, 38, 41, 64, 67, 89, 93 TG6: 12, 15, 37, 41, 64, 67, 90, 93 TG7: 41, 67, 93, 95 TG8: 15, 67, 93 TG9: 15, 41, 67, 93
FA 4 yr.2.3 With prompting and support, start, stop, and respond to musical cues.	Music and Movement engages children daily, using various types of music, movement and instruments. Additional activities are included in the Practice Centers so that children can repeat or create additional dance or movement to those learned in the Music and Movement portion of the day, being respectful of others' space while maintaining body control.
FA 4 yr.2.4 With prompting and support, find different ways to move the body, arms, and legs, and begin to move body parts one at a time.	Music and Movement engages children daily, using various types of music, movement and instruments. Additional activities are included in the Practice Centers so that children can repeat or create additional dance or movement to those learned in the Music and Movement portion of the day, being respectful of others' space while maintaining body control.
FA 4 yr.2.5 With prompting and support, dance for and with others while respecting space and maintaining body control.	<p>TG1: 12, 14, 15, 22, 37, 41, 47, 48, 49, 67, 72, 90, 101, 102, 103 TG2: 15, 41, 64, 67, 75, 93 TG3: 12, 15, 38, 41, 64, 67, 90, 93 TG4: 12, 15, 38, 41, 64, 67, 93 TG5: 15, 21, 38, 41, 47, 64, 67, 89, 90, 93, 97 TG6: 12, 15, 38, 41, 64, 67, 90, 93, 99 TG7: 12, 15, 41, 90, 93 TG8: 12, 15, 18, 64, 67, 93 TG9: 12, 15, 24, 38, 41, 64, 67, 90, 93</p> <p>Resources: Photo Cards</p>
Strand 3: MUSIC	
FA 4 yr.3.1 Participate in musical activities by listening to, singing, and creating music.	<p>Music and Movement engages children daily, using various types of music, movement and instruments. Additional activities are included in the Practice Centers so that children can repeat or create additional dance or movement to those learned in the Music and Movement portion of the day.</p> <p>TG1: 12, 14, 15, 22, 37, 41, 47, 48, 49, 67, 72, 90, 101, 102, 103 TG2: 15, 41, 64, 67, 75, 93 TG3: 12, 15, 38, 41, 64, 67, 90, 93 TG4: 12, 15, 38, 41, 64, 67, 93 TG5: 15, 21, 38, 41, 47, 64, 67, 89, 90, 93, 97 TG6: 12, 15, 38, 41, 64, 67, 90, 93, 99 TG7: 12, 15, 41, 90, 93 TG8: 12, 15, 18, 64, 67, 93 TG9: 12, 15, 24, 38, 41, 64, 67, 90, 93</p> <p>Resources: Photo Cards</p>

<p>FA 4 yr.3.2 Show increasing recognition of the various components of music in terms of dynamics (loud/soft), pitch (high/low), and duration (long/short, fast/slow).</p>	<p>TG1: 14, 15, 41, 65, 67, 87, 90, 93 TG3: 12, 15, 38, 41, 64, 67, 90, 93 TG4: 12, 15, 38, 41, 64, 67, 93 TG5: 15, 41, 64, 67, 89, 93, 96-97, 98 TG6: 10, 12, 15, 37, 38, 41, 64, 67, 90, 93 TG7: 12, 15, 41, 67, 72, 93, 95 TG8: 15, 38, 41, 64, 67, 93 TG9: 12, 15, 38, 41, 64, 67, 93</p>
<p>FA 4 yr.3.3 Demonstrate elements of music by bouncing or clapping out the rhythm and discussing how it makes them feel.</p>	<p>Music and Movement engages children daily, using various types of music, movement and instruments. Additional activities are included in the Practice Centers so that children can repeat or create additional dance or movement to those learned in the Music and Movement portion of the day.</p>
<p>FA 4 yr.3.4 Express thoughts, feelings, and energy through music.</p>	
<p>FA 4 yr.3.5 With prompting and support, begin to sing songs from various cultures.</p>	
<p>FA 4 yr.3.6 With prompting and support, share a favorite song.</p>	<p>TG1: 12, 14, 15, 22, 37, 41, 47, 48, 49, 67, 72, 90, 101, 102, 103 TG2: 15, 41, 64, 67, 75, 93 TG3: 12, 15, 38, 41, 64, 67, 90, 93 TG4: 12, 15, 38, 41, 64, 67, 93 TG5: 15, 21, 38, 41, 47, 64, 67, 89, 90, 93, 97 TG6: 12, 15, 38, 41, 64, 67, 90, 93, 99 TG7: 12, 15, 41, 90, 93 TG8: 12, 15, 18, 64, 67, 93 TG9: 12, 15, 24, 38, 41, 64, 67, 90, 93</p> <p>Resources: Photo Cards</p>
<p>Strand 4: VISUAL ARTS</p>	
<p>FA 4 yr.4.1 Create works of art that reflect experiences using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).</p>	<p>TG1: 9, 35, 37, 50, 51, 63, 76, 77, 87 TG2: 9, 35, 61, 87, 102 TG3: 9, 62, 63, 89 TG4: 35, 36, 62, 88 TG5: 10, 36, 61, 87, 89, 96 TG6: 10, 36, 62, 88 TG7: 10, 61, 87, 89 TG8: 9, 35, 61, 63, 87, 102 TG9: 9, 35, 63</p>
<p>FA 4 yr.4.2 Recognize and name colors (for example, red, yellow, blue, purple, orange, green, black, white, brown, pink, and gray).</p>	<p><i>Day 1 of each Literacy Small Group lesson focuses on age-appropriate vocabulary used throughout the week with activities to understand meaning and use word-meaning relationships including recognizing and naming colors. (Teaching Guide, pages 20, 46, 72, and 98)</i></p> <p>Resources: Strategy Card - Read Aloud, Strategy Card – Vocabulary</p>
<p>FA 4 yr.4.3 Explore, identify, and describe the physical characteristics of the environment including colors, textures, and light.</p>	<p>TG1: 63 TG2: 11 TG5: 11 TG6: 24, 44, 63, 71, 87 TG7: 89 TG8: 89</p> <p>Resources: Photo Cards</p>

FA 4 yr.4.4 Talk with peers and/or adults about their art and their creative process.	TG1: 37, 50, 62, 87 TG2: 9, 35, 61, 69, 87, 103 TG3: 9, 63, 77 TG4: 35, 36, 62, 88 TG5: 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 98 TG6: 10, 36, 62, 76-77 TG7: 8, 10, 61, 87 TG8: 9, 61, 63, 87, 102-103 TG9: 9, 24-25, 34, 63, 89, 102-103
FA 4 yr.4.5 With prompting and support, show appreciation by selecting art objects to display, including paintings, photos of block design, sculptures, etc., and begin to explain the reasons for selecting the preferred artwork.	TG1: 51, 87 TG2: 87, 102, 103 TG3: 34 TG5: 61, 85, 86 TG7: 8, 61 TG8: 63 TG9: 89
Health Education	
Strand 1: HUMAN DEVELOPMENT	
HE 4 yr.1.1 Show independence in personal hygiene and care.	TG1: 44, 69 TG3: 11, 12, 17 TG9: 42 Resources: Photo Cards, Rebus Posters
HE 4 yr.1.2 With prompting and support, distinguish between appropriate and inappropriate touch.	<i>Throughout Frog Street Pre-K, children are engaged in activities that address personal safety. Theme 3, Healthy Me focuses on safety and health including personal safety.</i> TG1: 39, 49, 69, 89 TG2: 11 TG3: 17, 19, 23 TG4: 60, 97 TG6: 19 TG7: 95 TG9: 36, 41, 42, 88 Resources: Photo Cards
Strand 2: HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF A HEALTHY SELF	
HE 4 yr.2.1 With prompting and support, identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.	<i>Throughout Frog Street Pre-K, children are engaged in activities that address personal safety, including knowing adults that they can trust. Theme 3, Healthy Me focuses on safety and health.</i> TG1: 39, 49, 69, 89 TG2: 11 TG3: 17, 19, 23 TG4: 60, 97 TG6: 19 TG7: 95 TG9: 36, 41, 42, 88 Resources: Photo Cards
HE 4 yr.2.2 Identify and practice how to make friends and be a good friend by developing and using friendship skills with peers and participating in cooperative play.	TG1: 11, 12, 36, 38, 39, 46, 89 TG2: 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 102, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 TG6: 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87,

	87, 89, 103 TG7: 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103
HE 4 yr.2.3 With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.	<p>Conscious Discipline® strategies are addressed daily during the UNITE portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher's Guide) as well as the CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide) to provide guidance to children to develop problem-solving strategies and cooperative interactions with peers and adults.</p> <p>TG1: 24, 91, 95 TG2: 11, 99 TG3: 43, 75 TG4: 43 TG9: 95, 102-103</p> <p>Conscious Discipline® Manual: 113-115</p> <p>Welcome Guide: 46</p>
HE 4 yr.2.4 With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).	<p>Daily Brain Smart® activities in the Greeting Circle, Closing Circle, Read Aloud and Math and STEAM lessons provide opportunities to engage in reciprocal conversations.</p> <p>TG1: 13, 51 TG2: 26, 52, 78, 104 TG3: 26, 52, 78, 104 TG4: 26, 45, 52, 78, 104 TG5: 26, 34, 78, 104 TG6: 26, 52, 78, 104 TG7: 26, 42, 52, 68, 69, 78, 94, 95, 104 TG8: 16, 17, 26, 52, 78, 104 TG9: 14, 26, 52, 104</p>
Strand 3: MENTAL AND EMOTIONAL HEALTH	
HE 4 yr.3.1 Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).	<p>TG1: 12, 38, 64, 90, 91, 95, 97 TG2: 10, 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 36, 39, 64, 65, 91 TG4: 12, 13, 26, 39, 65, 91 TG5: 12, 13, 39, 65, 91 TG6: 12, 13, 38, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 12, 13, 38, 39, 65, 91 TG9: 13, 39, 65, 91</p>
HE 4 yr.3.2 With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).	<p>TG1: 26, 38, 64, 90, 95 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 39, 64, 65, 91 TG4: 12, 13, 26, 39, 65, 91 TG5: 12, 13, 39, 65, 91 TG6: 12, 13, 38, 39, 65, 91 TG7: 13, 39, 64, 65, 91 TG8: 12, 13, 38, 39, 65, 91 TG9: 13, 39, 65, 91, 95</p>

	<p>Welcome Guide: 40</p> <p>Resources: Strategy Card – Conscious Discipline®</p>
<p>HE 4 yr.3.3 With prompting and support, develop and practice self-control by regulating one’s own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.</p>	<p>Conscious Discipline® strategies are addressed daily during the UNITE portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher’s Guide) as well as the CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher’s Guide) to provide guidance to children to develop healthy relationships and interactions with peers and adults while regulating one’s own impulses and feeling.</p> <p>TG1: 12, 13, 38, 64, 90 TG2: 9, 10, 11, 12, 21, 24, 35, 35, 37, 38, 44, 47, 62, 64, 76, 90 TG3: 9, 10, 12, 16, 35, 36, 39, 45, 64, 68, 71, 88, 91, 95, 97 TG4: 8, 12, 16, 19, 39, 44, 45, 65, 71, 91, 97 TG5: 12, 17, 23, 24, 39, 40, 44, 50 65, 76, 91, 97, 99 TG6: 12, 15, 17, 24, 38, 39, 40, 46, 60, 65, 66, 76, 91, 92, 96 TG7: 9, 13, 24, 39, 45, 64, 76, 86, 91, 102 TG8: 12, 18, 19, 24, 38, 44, 45, 63, 70, 71, 76, 96 TG9: 13, 18, 19, 24, 50, 65, 70, 71, 91, 94, 95, 97, 102</p>
Strand 4: NUTRITION	
HE 4 yr.4.1 Identify a variety of healthy foods.	TG1: 11, 16 TG3: 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 TG8: 44
HE 4 yr.4.2 Identify why eating healthy food is important and begin to categorize into food groups.	
HE 4 yr.4.3 With prompting and support, try new foods from a variety of food groups.	
LIFELONG LEARNING PRACTICES - APPROACHES TO LEARNING	
Strand 1: SELF-REGULATION AND EXECUTIVE FUNCTIONING	
<p>LLP 4 yr.1.1 With prompting and support, display increasing ability to self-regulate external behaviors (for example, follow simple directions, wait for turns, and transition between activities).</p>	<p>TG1: 12, 13, 38, 64, 90 TG2: 9, 10, 11, 12, 21, 24, 35, 35, 37, 38, 44, 47, 62, 64, 76, 90 TG3: 9, 10, 12, 16, 35, 36, 39, 45, 64, 68, 71, 88, 91, 95, 97 TG4: 8, 12, 16, 19, 39, 44, 45, 65, 71, 91, 97 TG5: 12, 17, 23, 24, 39, 40, 44, 50 65, 76, 91, 97, 99 TG6: 12, 15, 17, 24, 38, 39, 40, 46, 60, 65, 66, 76, 91, 92, 96 TG7: 9, 13, 24, 39, 45, 64, 76, 86, 91, 102 TG8: 12, 18, 19, 24, 38, 44, 45, 63, 70, 71, 76, 96 TG9: 13, 18, 19, 24, 50, 65, 70, 71, 91, 94, 95, 97, 102</p>

<p>LLP 4 yr.1.2 With prompting and support, display increasing ability to focus attention on key, meaningful components of an object or task (Attention focusing, for example, sort and classify objects into categories and provide on-topic responses).</p>	<p>TG1: 13, 14, 16, 18, 40, 55, 68, 70, 92, 94, 102 TG2: 18, 23, 44, 47, 94 TG3: 16, 35, 45, 68, 71, 91, 97, 103 TG4: 16, 19, 44, 45, 71, 97 TG5: 17, 40, 44, 97 TG6: 15, 17, 40, 43, 46, 66, 92, 96 TG7: 23, 44, 45, 71, 97 TG8: 18, 19, 42, 44, 45, 70, 76, 96 TG9: 18, 19, 44, 45, 70, 71, 94, 95, 97</p> <p>Welcome Guide: 21</p>
<p>LLP 4 yr.1.3 With prompting and support, develop increasingly effective strategies to connect and remember information (Working memory and information processing, for example, use self-talk, tell others the events of the day).</p>	<p><i>Throughout Frog Street Pre-K, many opportunities are provided for children to draw on memory or experience (apply prior knowledge) including Greeting Circle, Practice Centers, and during the daily Closing Circle for a variety of purposes. In addition, weekly Practice Centers extend learning to allow children to recreate ideas, events, etc., using their own adaptations.</i></p> <p>TG1: 16 TG2: 43, 45, 46, 47 TG3: 19, 43, 44 TG4: 16-17, 42-43, 45, 68, 70 TG5: 97, 99 TG6: 17, 73, 99, 100-101 TG7: 47, 73, 94, 99 TG8: 21, 47, 68, 73, 99 TG9: 45, 47, 73, 97</p>
<p>LLP 4 yr.1.4 With prompting and support, develop the ability to recognize and show awareness of thinking processes (Reflection, for example, the child explains what strategies are used to build in blocks).</p>	<p>TG1: 36, 51, 75, 77, 87, 101, 103 TG2: 22-23, 25, 35, 37, 48-49, 50-51, 74-75, 77, 87, 94-95, 99, 100-101, 103 TG3: 24-25, 36, 37, 51, 75, 77, 103 TG4: 25, 37, 43, 50-51, 74-75, 77, 89, 100-101, 103 TG5: 24-25, 35, 42-43, 50-51, 62, 74-75, 76-77, 100-101, 102-103 TG6: 22-23, 25, 50-51, 61, 76-77, 87, 89, 102-103 TG7: 25, 35, 50-51, 75, 76-77, 100-101, 103 TG8: 22-23, 24-25, 48-49, 50-51, 76-77, 102-103 TG9: 25, 51, 74-75, 76-77, 100, 103</p>
Strand 2: LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)	
Sub-strand: INITIATIVE	
<p>LLP 4 yr.2.1 With prompting and support, plan out the multiple steps needed and identify strategies to use to accomplish a goal or to guide play.</p>	<p>TG1: 11, 95 TG2: 10, 37, 62, 87, 95, 101 TG3: 10, 11 TG4: 37, 41, 61 TG5: 9, 11, 19, 24-25, 38, 63 TG6: 35, 87 TG7: 8, 9, 61, 88 TG8: 9, 10, 87 TG9: 51, 89</p> <p>Welcome Guide: 83</p>
<p>LLP 4 yr.2.2 Display an increasing ability to investigate their immediate environment by using a variety of tools, questions, and strategies to better understand their interests and</p>	<p>TG1: 11, 23, 36, 51, 77, 87, 103 TG2: 10, 11, 25, 35, 37, 63, 77, 89, 103 TG3: 10, 11, 25, 35, 37, 63, 77, 89, 103 TG4: 24, 25, 35, 50-51, 61, 62, 63, 77, 89, 102-103 TG5: 9, 11, 25, 35,</p>

experiences (for example, discover why worms come out of the ground after it rains).	49, 50-51, 62, 63, 76-77, 87, 89 TG6: 25, 35, 37, 50-51, 61, 76-77, 87, 89 TG7: 11, 24-25, 50-51, 76-77, 89, 91, 103 TG8: 9, 24-25, 50-51, 63, 102-103 TG9: 11, 24-25, 50-51, 61, 63, 76-77, 89, 102-103
LLP 4 yr.2.3 Develop an increasing ability to connect new information or experiences with previous knowledge through interactions with teachers, peers, and the environment (for example, help develop classroom rules using the previous experience with rules in the classroom or home).	TG1: 11 TG2: 10, 36, 69 TG3: 61 TG4: 35 TG6: 63, 89 TG9: 36
Sub-strand: PERSISTENCE	
LLP 4 yr.2.4 Develop an increasing ability and willingness to continue with a task through challenges or difficulties (for example, continue to build in the block area even when the child has difficulty finding a piece they need).	TG1: 9, 102-103 TG2: 9, 11, 21, 24, 35, 37, 61, 62, 76 TG3: 9, 10, 35, 36, 88 TG4: 8, 9, 10, 11, 37 TG5: 24, 35, 50, 76, 99, 101 TG6: 24, 50-51, 60, 76 TG7: 8, 9, 23, 24, 76, 86, 102 TG8: 24, 63, 89, 102-103 TG9: 24, 50, 102
LLP 4 yr.2.5 Develop the ability to sustain engagement in active learning small- and large- group activities, working alone or cooperatively.	TG1: 13, 14, 16, 18, 40, 55, 68, 70, 92, 94, 102 TG2: 18, 23, 44, 47, 94 TG3: 16, 35, 45, 68, 71, 91, 97, 103 TG4: 16, 19, 44, 45, 71, 97 TG5: 17, 40, 44, 97 TG6: 15, 17, 40, 43, 46, 66, 92, 96 TG7: 23, 44, 45, 71, 97 TG8: 18, 19, 42, 44, 45, 70, 76, 96 TG9: 18, 19, 44, 45, 70, 71, 94, 95, 97
Strand 3: CREATIVITY AND CURIOSITY	
LLP 4 yr.3.1 Ask and answer questions to seek additional information about materials, challenges, and activities they experience in their immediate environment to expand their knowledge and skills.	TG1: 36, 51, 75, 77, 87, 101, 103 TG2: 22-23, 25, 35, 37, 48-49, 50-51, 74-75, 77, 87, 94-95, 99, 100-101, 103 TG3: 24-25, 36, 37, 51, 75, 77, 103 TG4: 25, 37, 43, 50-51, 74-75, 77, 89, 100-101, 103 TG5: 24-25, 35, 42-43, 50-51, 62, 74-75, 76-77, 100-101, 102-103 TG6: 22-23, 25, 50-51, 61, 76-77, 87, 89, 102-103 TG7: 25, 35, 50-51, 75, 76-77, 100-101, 103 TG8: 22-23, 24-25, 48-49, 50-51, 76-77, 102-103 TG9: 25, 51, 74-75, 76-77, 100, 103
LLP 4 yr.3.2 With prompting and support, display an increasing ability to engage in a variety of problem-solving strategies (for example, recognize cause and effect, use trial and error, make predictions, and identify steps for problem solving).	TG1: 25, 51, 77, 88, 91, 101, 103 TG2: 24-25, 37, 50-51, 76-77, 102-103 TG3: 11, 24-25, 36, 37, 48, 51, 63, 76-77, 102-103 TG4: 17, 24-25, 37, 45, 50-51, 62, 76-77, 87, 89, 100-101, 102-103 TG5: 9, 11, 17, 24-25, 35, 37, 49, 51, 68-69, 74-75, 76-77, 102-103 TG6: 11, 24-25, 37, 48-49, 50-51, 62, 63, 68, 76-77, 94, 102-103 TG7: 22-23, 24-25, 35, 48-49, 50-51, 76-77, 88,

	100-101, 102-103 TG8: 22-23, 36, 48-49, 50-51, 63, 76-77, 89, 102-103 TG9: 18, 24-25, 42-43, 48-49, 50-51, 76-77, 87, 102-103
LLP 4 yr.3.3 Explore and use materials during play and exploration in new and different ways (for example, a cardboard box becomes a spaceship, racecar, or a cave).	TG1: 70, 91 TG2: 10, 11, 25, 36, 37, 50-51, 63, 69, 77 TG3: 9, 10, 11, 41, 45, 48, 51, 61, 62, 63, 77, 87, 94 TG4: 9, 11, 17, 19, 35, 41, 43, 50-51, 61, 63, 69, 89, 97, 103 TG5: 9, 11, 38, 62, 63, 67, 69, 88, 97 TG6: 11, 35, 37, 61, 63, 87, 89 TG7: 9, 22, 74, 88, 89, 97 TG8: 9, 10, 11, 93 TG9: 15, 36, 61, 89
LLP 4 yr.3.4 Show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).	TG1: 11, 23, 36, 51, 77, 87, 103 TG2: 10, 11, 25, 35, 37, 63, 77, 89, 103 TG3: 10, 11, 25, 35, 37, 63, 77, 89, 103 TG4: 24, 25, 35, 50-51, 61, 62, 63, 77, 89, 102-103 TG5: 9, 11, 25, 35, 49, 50-51, 62, 63, 76-77, 87, 89 TG6: 25, 35, 37, 50-51, 61, 76-77, 87, 89 TG7: 11, 24-25, 50-51, 76-77, 89, 91, 103 TG8: 9, 24-25, 50-51, 63, 102-103 TG9: 11, 24-25, 50-51, 61, 63, 76-77, 89, 102-103
LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT	
Strand 4: SELF-AWARENESS	
LLP 4 yr.4.1 Demonstrate awareness of one’s own identity, including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes) and participate in respectful discussions about similarities and differences with others.	TG1: 86, 87, 88, 89, 95 TG2: 13, 39, 65, 91 TG3: 13, 21, 39, 41, 65, 91 TG5: 13, 39, 65, 91, 95 TG6: 13, 39, 41, 63, 65, 89, 91 TG7: 13, 39, 65, 88, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91
LLP 4 yr.4.2 Participate in self-selected or organized activities by exploring learning materials including outdoor equipment (for example, a child chooses paint or markers for artwork).	TG1: 11, 25, 36, 38, 44, 45, 47, 62, 69, 74, 77, 102-103 TG2: 24-25, 72, 76-77 TG3: 11, 24-25, 37, 50-51, 61, 63, 68-69, 76-77, 87, 102-103 TG4: 9, 11, 18-19, 24-25, 37, 63, 76-77, 87, 89, 96-97, 102-103 TG5: 11, 16-17, 18-19, 24-25, 35, 37, 42-43, 49, 50-51, 63, 89 TG6: 11, 19, 24-25, 37, 50-51, 69, 76-77, 89 TG7: 9, 11, 16-17, 18-19, 24-25, 35, 36, 37, 42-43, 46, 61, 62, 63, 68-69, 70-71, 88, 94-95, 96-97, 102-103 TG8: 9, 11, 16-17, 19, 35, 37, 42-43, 44-45, 50-51, 61, 63, 68-69, 70-71, 89, 94-95, 96-97, 98-99, 100-101, 102-103 TG9: 9, 11, 24-25, 37, 42-43, 44-45, 50-51, 68-69, 70-71, 76-77, 97, 102-103
LLP 4 yr.4.3 Begin to maintain personal boundaries while participating in movement or daily classroom activities.	TG1: 35, 49, 65, 72, 91 TG2: 50, 61, 63, 88 TG3: 24, 35, 37, 49, 87 TG4: 12, 50 TG5: 102 TG6: 9, 12, 16, 17, 18, 20, 37, 89 TG7: 35, 37, 62, 89 TG8: 10, 36, 37, 41, 62, 88 TG9: 37, 89, 95

	Welcome Guide: 43
LLP 4 yr.4.4 Communicate wants and needs including thoughts and feelings with actions or words.	TG1: 86, 87, 88, 89, 95 TG2: 13, 39, 65, 91 TG3: 13, 21, 39, 41, 65, 91 TG5: 13, 39, 65, 91, 95 TG6: 13, 39, 41, 63, 65, 89, 91 TG7: 13, 39, 65, 88, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91
LLP 4 yr.4.5 Begin to contribute and take pride in the classroom community (for example, volunteer to help others).	TG1: 9, 50, 52 TG2: 9, 10, 36, 65, 87, 88, 91 TG3: 8, 13 TG5: 24, 50, 76, 90, 97, 99, 101 TG6: 24, 73, 76 TG7: 9, 24, 76, 86, 102 TG8: 24, 63, 89 TG9: 17, 21, 24, 50, 86, 89, 94, 98, 102 Conscious Discipline® Manual: 111-112 Welcome Guide: 45-47
Strand 5: EMOTIONS	
LLP 4 yr.5.1 Separate and reunite with parents or caregivers without stress.	Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors with trusted adults during each day. The CALM portion of the Greeting Circle focuses on developing positive relationships daily. TG1: 39, 78, 91, 97 TG2: 10, 11, 25, 37, 50-51 62, 63, 77, 87, 89, 102- 103 TG3: 10, 37, 51, 61, 77, 103 TG4: 25, 35, 37, 61, 77, 103 TG5: 25, 51, 62, 65, 77, 102-103 TG6: 25, 63, 77, 89, 103 TG7: 25, 39, 50- 51, 77, 103 TG8: 25, 51, 103 TG9: 25, 36, 39, 51, 77, 89, 95, 103
LLP 4 yr.5.2 Recognize that feelings can change and different feelings are experienced throughout the day.	TG1: 65, 90, 91, 93, 94, 95, 99 TG2: 13, 39, 65, 71, 87, 90, 91, 95, 102, TG3: 13, 34, 39, 42, 43, 44, 46, 50, 65, 91, TG4: 13, 39, 65, 90, 91 TG5: 13, 39, 65, 70, 91, 94, 95, TG6: 13, 39, 65, 90, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 12, 13, 16, 39, 64, 65, 91, 95
HE 4 yr.3.1 Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).	TG1: 65, 91, 94 TG2: 13, 39, 65, 71, 87, 91, 102 TG3: 13, 34, 39, 43, 50, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 12, 13, 39, 64, 65, 91, 95
HE 4 yr.3.2 With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).	TG1: 26, 38, 64, 90, 95 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 39, 64, 65, 91 TG4: 12, 13, 26, 39, 65, 91 TG5: 12,

	<p>13, 39, 65, 91 TG6: 12, 13, 38, 39, 65, 91 TG7: 13, 39, 64, 65, 91 TG8: 12, 13, 38, 39, 65, 91 TG9: 13, 39, 65, 91, 95</p> <p>Welcome Guide: 40</p> <p>Resources: Strategy Card – Conscious Discipline®</p>
<p>HE 4 yr.3.3 With prompting and support, develop and practice self-control by regulating one’s own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.</p>	<p>Conscious Discipline® strategies are addressed daily during the UNITE portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher’s Guide) as well as the CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher’s Guide) to provide guidance to children to develop healthy relationships and interactions with peers and adults.</p> <p>TG1: 11, 12, 36, 38, 39, 46, 89 TG2: 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 102, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 TG6: 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 TG7: 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103</p>
Strand 6: RELATIONSHIPS	
Sub-strand: COMMUNICATION	
<p>LLP 4 yr.6.1 With prompting and support, respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.</p>	<p>TG1: 13, 51, 65 TG2: 26, 52, 78, 97, 104 TG3: 26, 52, 78, 91, 104 TG4: 26, 45, 52, 78, 104 TG5: 26, 34, 78, 104 TG6: 26, 52, 78, 104 TG7: 26, 42, 52, 68, 69, 78, 91, 94, 95, 104 TG8: 16, 17, 26, 52, 78, 104 TG9: 14, 26, 52, 104</p>
<p>LLP 4 yr.6.2 With prompting and support, communicate with others by attending to and responding to peers and adults individually or in a group (for example, taking turns in conversation).</p>	<p>TG1: 13, 51 TG2: 26, 52, 78, 104 TG3: 26, 52, 78, 104 TG4: 26, 45, 52, 78, 104 TG5: 26, 34, 78, 104 TG6: 26, 52, 78, 104 TG7: 26, 42, 52, 68, 69, 78, 94, 95, 104 TG8: 10, 16, 17, 26, 35, 52, 78, 104 TG9: 14, 26, 52, 95, 104</p> <p>Welcome Guide: 43</p>
<p>HE 4 yr.2.2 Identify and practice how to make friends and be a good friend by developing friendships with peers and participating in cooperative play.</p>	<p>TG1: 12, 36, 38, 39, 65, 91 TG2: 15, 38, 67, 87, 89, 93, 102, 104 TG3: 15, 35, 62, 90 TG5: 12, 62, 69 TG6: 41, 63, 89 TG7: 12, 38, 88 TG8: 41, 67, 90 TG9: 38, 93</p>

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Sub-strand: SOCIAL ENGAGEMENT	
LLP 4 yr.6.3 Show interest in peers by getting their attention in appropriate ways (for example, call a child by name or tap him/her on the shoulder).	TG2: 13, 39, 65, 68, 90, 91 TG3: 13, 34, 39, 42, 43, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 70, 91, 95 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91, 95
LLP 4 yr.6.4 Maintain awareness of and respect others' personal space.	TG1: 35, 49, 65, 72, 91 TG2: 50, 61, 63, 88 TG3: 24, 35, 37, 49, 87 TG4: 12, 50 TG5: 102 TG6: 9, 12, 16, 17, 18, 20, 37, 89 TG7: 35, 37, 62, 89 TG8: 10, 36, 37, 41, 62, 88 TG9: 37, 89, 95 Welcome Guide: 43
LLP 4 yr.6.5 Begin to maintain self-control during play with others.	TG1: 86, 87, 88, 89, 95 TG2: 13, 39, 65, 91 TG3: 13, 21, 39, 65, 91 TG4: 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91, 95
HE 4 yr.2.3 With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.	Conscious Discipline® strategies are addressed daily during the UNITE portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher's Guide) as well as the CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide) to provide guidance to children to develop healthy relationships and interactions with peers and adults. TG1: 11, 12, 36, 38, 39, 46, 89 TG2: 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 102, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 TG6: 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 TG7: 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103
HE 4 yr.2.4 With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).	
Sub-strand: CONFLICT RESOLUTION / PROBLEM SOLVING	
LLP 4 yr.6.6 Use appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult).	Conscious Discipline® strategies are addressed daily during the UNITE portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher's Guide) as well as the CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's

	<p>Guide) to provide guidance to children to develop problem-solving strategies and interactions with peers and adults.</p> <p>TG1: 24, 91, 95 TG2: 11, 99 TG3: 43, 75 TG4: 43 TG9: 95, 102-103</p> <p>Conscious Discipline® Manual: 113-115</p> <p>Welcome Guide: 46</p>
MATHEMATICS	
Strand 1: COUNTING AND CARDINALITY	
Math 4 yr.1.1 Count to 20 by ones.	<p>TG1: 23 TG2: 74-75, 100 TG5: 49, 101, 102-103 TG6: 10, 22-23, 36, 49, 100-101, 102-103 TG8: 48-49, 74-75 TG9: 23, 48, 62, 76-77</p> <p>Resources: Strategy Card - Counting, Strategy Card - Math Routines</p>
Math 4 yr.1.2 In the sequence of 1–10, identify numbers that come before or after one another.	<p>TG1: 73 TG3: 10, 36, 48-49 TG5: 36, 48-49, 88, 100- 101 TG6: 36, 75, 88, 100-101 TG7: 22-23, 48-49, 50-51, 62, 74-75 TG8: 10, 22-23, 48-49, 74-75, 88, 100-101 TG9: 74-75, 88, 100-101</p>
Math 4 yr.1.3 Count a number of objects from 0–10 and begin to associate them with a written numeral.	<p>TG3: 10, 22, 23, 36, 49, 88 TG6: 8, 10, 22, 75 TG8: 23, 49, 76 TG9: 23, 87, 101</p>
Math 4 yr.1.4 Name written numerals 0–10.	
Math 4 yr.1.5 Use one-to-one correspondence when counting objects to ten.	<p>TG1: 18, 19, 22, 23, 62, 92 TG2: 14, 16, 40, 48, 62, 74, 75, 78, 88, 101 TG3: 9, 36, 37, 48, 74 TG4: 50 TG5: 102 TG7: 102 TG8: 62, 65, 100, 102 TG9: 10, 101</p>
Math 4 yr.1.6 When counting objects to ten, understand that the last number counted in a set tells how many.	<p>TG1: 22, 23 TG2: 40, 74, 75, 101 TG3: 48, 49, 74, 76 TG5: 48, 49, 88, 100, 101 TG6: 23, 62, 100 TG7: 22, 48, 74, 77 TG8: 48, 49, 74, 75, 88 TG9: 75, 87</p> <p>Resources: Strategy Card – Counting, Photo Cards</p>
Math 4 yr.1.7 Count two sets of objects up to 10 to determine which has more.	<p>TG1: 23 TG2: 40, 48, 62, 75, 88, 100-101 TG3: 48-49, 62, 74-75 TG5: 9, 48-49 TG6: 100-101, 102-103 TG7: 18, 50-51, 88 TG8: 17, 100-101, 102-103 TG9: 10, 22-23, 36, 48, 62, 77, 100-101</p>

	Resources: Strategy Card - Measurement
Strand 2: OPERATIONS AND ALGEBRAIC THINKING	
Math 4 yr.2.1 Understand and represent addition up to five (adding to or putting together) and subtraction (taking from or taking apart) with concrete objects, fingers, movement, and simple drawings.	TG7: 10, 22, 23, 36, 50, 62, 74, 75, 100, 101 TG8: 10, 23, 36 TG9: 88
Math 4 yr.2.2 With prompting and support, solve addition and subtraction word problems created by the teacher using up to five concrete objects to represent the problem (for example, “Bring me three blocks, now bring me two more. How many blocks do we have?”).	Resources: Strategy Card – Number Operations
Math 4 yr.2.3 Take apart numbers less than or equal to five by using objects with different attributes (for example, 5 can be taken apart into sets of 2 blue and 3 yellow or 1 square and 4 circles).	TG1: 23 TG2: 94 TG8: 48 TG9: 62, 74, 75
Math 4 yr.2.4 Use concrete objects to make sums of 5 using quantities from 0–5. (for example, 0 and 5 make a set of 5, 2 and 3 make a set of 5.)	TG7: 10, 22, 23, 36, 50, 62, 74, 75, 100, 101 TG8: 10, 23, 36 TG9: 88
Math 4 yr.2.5 Duplicate, extend, and create simple patterns (for example, ababab).	TG3: 88, 100, 101 TG5: 50 TG6: 36, 49, 62 TG8: 22, 23, 36, 49 TG9: 36, 48, 49, 62
Strand 3: MEASUREMENT AND DATA	
Math 4 yr.3.1 Describe objects using vocabulary specific to measurable attributes (for example, length [long/short], weight [heavy/light], size [big/small], and distance [near/far]).	TG2: 10, 11, 22, 23, 24, 48, 76, 101 TG4: 62, 74, 75, 88 TG5: 24, 36, 48, 49, 76 TG6: 19, 24, 45, 50, 76, 101 TG7: 24, 37, 76, 87, 101 TG8: 24, 101 TG9: 19, 22, 50, 102
Math 4 yr.3.2 Directly compare two objects using measurable attributes (for example, length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).	TG1: 23 TG2: 40, 48, 62, 75, 88, 100-101 TG3: 48-49, 62, 74-75 TG5: 9, 48-49 TG6: 100-101, 102-103 TG7: 18, 50-51, 88 TG8: 17, 100-101, 102-103 TG9: 10, 22-23, 36, 48, 62, 77, 100-101
Math 4 yr.3.3 Classify/sort objects into given categories (for example, color, size, shape) by specified attributes.	Resources: Strategy Card - Measurement TG1: 101 TG2: 24-25, 76-77 TG3: 76-77 TG4: 36, 48-49, 52, 62, 102-103 TG5: 9, 25, 62 TG6: 50-51, 76-77

	Resources: Strategy Card - Geometry
Math 4 yr.3.4 Compare the number of objects in each category to identify which groups contain more or less, or are the same.	TG1: 23 TG2: 40, 48, 62, 75, 88, 100-101 TG3: 48-49, 62, 74-75 TG5: 9, 48-49 TG6: 100-101, 102-103 TG7: 18, 50-51, 88 TG8: 17, 100-101, 102-103 TG9: 10, 22-23, 36, 48, 62, 77, 100-101
	Resources: Strategy Card - Measurement
Strand 4: GEOMETRY	
Math 4 yr.4.1 Describe objects in the environment by using names of shapes and identify the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	TG1: 36, 48, 49 TG2: 23, 37, 61 TG3: 22, 23 TG4: 74, 75 TG5: 75 TG6: 48, 62, 74, 75 TG9: 49, 75
Math 4 yr.4.2 Identify and name basic shapes regardless of their size and/or orientation (the way the object is turned or flipped).	TG1: 21, 23, 40, 47, 60, 66, 73, 88, 92, 99, 100-101 TG2: 21, 66, 92 TG3: 21, 40, 47, 66, 75, 99 TG4: 8, 10, 22-23, 48-49 TG5: 10, 15, 22-23, 50-51, 62, 74-75, 102-103 TG6: 36 TG7: 76-77 TG8: 37, 74 TG9: 87, 88, 100-101
	Welcome Guide: 70
Math 4 yr.4.3 Begin to explore that shapes can be two-dimensional (flat) or three-dimensional (solid).	TG1: 23, 101 TG3: 75, 76 TG4: 22, 23, 36, 48, 49, 62, 88, 101 TG5: 15, 22, 23, 62, 74, 75 TG9: 75
Math 4 yr.4.4 Describe attributes of basic two-dimensional shapes including size, number of sides, number of corners, etc.	TG1: 9, 21, 37, 40, 47, 61, 66, 73, 76, 92, 99, 100 TG2: 21, 66, 92 TG3: 21, 47, 99 TG4: 22, 23, 36, 48, 49, 101 TG5: 22, 23 TG8: 37 TG9: 100
Math 4 yr.4.5 Create basic shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).	TG2: 11, 37, 63 TG3: 87 TG4: 48, 102-103 TG5: 10, 11, 36, 62 TG6: 63, 89 TG7: 35. TG8: 9, 35 TG9: 61, 87
Math 4 yr.4.6 Explore combining basic shapes to create new shapes (for example, two triangles make a rhombus).	TG1: 23, 101 TG3: 75, 76 TG4: 22, 23, 36, 48, 49, 62, 88, 101 TG5: 15, 22, 23, 62, 74, 75 TG9: 75
PHYSICAL EDUCATION	
Strand 1: MOTOR SKILLS AND MOVEMENT	
Sub-strand: GROSS MOTOR	
PE 4 yr.1.1 Demonstrate control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects).	TG1: 35, 61, 93 TG2: 27, 63, 88 TG3: 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 TG4: 10, 37, 63, 75, 90 TG5: 41, 62, 67, 69, 87 TG6: 9, 11, 38, 89 TG7: 35, 37, 39, 46, 63, 67, 89 TG8: 11, 35, 37, 93 TG9: 11, 61, 62, 88, 89

PE 4 yr.1.2 Demonstrate coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation).	TG1: 35, 37, 61, 93 TG2: 37, 63, 88 TG3: 11, 63, 64, 87, 88, 89, 93 TG4: 10, 37, 63 TG5: 41, 62, 69, 87 TG6: 9, 11, 38, 89 TG7: 35, 37, 89 TG8: 11, 35, 37, 88, 93 TG9: 61, 62, 88, 89
PE 4 yr.1.3 Demonstrate control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys).	TG1: 35, 37, 61, 93 TG2: 37, 63, 88 TG3: 11, 63, 64, 87, 88, 89, 93 TG4: 10, 37, 63 TG5: 41, 62, 69, 87 TG6: 9, 38, 89 TG7: 35, 37, 89 TG8: 35, 37 TG9: 61, 62, 89
Sub-strand: FINE MOTOR	
PE 4 yr.1.4 Demonstrate wrist, hand, and finger control (for example, screw on and off lids, button, zip, push an object, use scissors, create art).	TG1: 8, 9, 34, 37, 63, 77, 87 TG2: 9, 11, 64, 89 TG3: 9, 35, 37, 61, 62, 63 TG4: 22, 35, 36, 63, 87, 89 TG5: 9, 35, 36, 37, 61, 89 TG6: 21, 35, 47, 61, 66, 87, 92 TG7: 11, 35, 61, 62, 63, 87, 88 TG8: 9, 61, 87 TG9: 9, 35, 61, 87
PE 4 yr.1.5 Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp).	TG1: 8, 9, 34, 37, 63, 77, 87 TG2: 9, 11, 64, 89 TG3: 9, 35, 37, 61, 62, 63 TG4: 22, 35, 36, 63, 87, 89 TG5: 9, 35, 36, 37, 61, 89 TG6: 21, 35, 47, 61, 66, 87, 92 TG7: 11, 35, 61, 62, 63, 87, 88 TG8: 9, 61, 87 TG9: 9, 35, 61, 87
PE 4 yr.1.6 Demonstrate eye-hand coordination (for example, pour from one object to another, strike a stationary object).	TG1: 8, 9, 34, 37, 63, 77, 87 TG2: 9, 11, 64, 89 TG3: 9, 35, 37, 61, 62, 63 TG4: 22, 35, 36, 63, 87, 89 TG5: 9, 35, 36, 37, 61, 89 TG6: 21, 35, 47, 61, 66, 87, 92 TG7: 11, 35, 61, 62, 63, 87, 88 TG8: 9, 10, 35, 36, 61, 62, 87 TG9: 9, 10, 11, 35, 61, 63, 87
PE 4 yr.1.7 Demonstrate eye-hand coordination by independently creating simple handwriting strokes such as straight and intersecting lines, circles, and other simple shapes using a variety of writing tools.	TG1: 8, 9, 34, 37, 63, 77, 87 TG2: 9, 11, 64, 89 TG3: 9, 35, 37, 61, 62, 63 TG4: 22, 35, 36, 63, 87, 89 TG5: 9, 35, 36, 37, 61, 89 TG6: 21, 35, 47, 61, 66, 87, 92 TG7: 11, 35, 61, 62, 63, 87, 88 TG8: 9, 10, 35, 36, 61, 62, 87 TG9: 9, 10, 11, 35, 61, 63, 87
Strand 2: EFFICIENT MOVEMENT AND PERFORMANCE	
PE 4 yr.2.1 Begin to maintain personal boundaries while participating in movement activities.	TG1: 35, 49, 65, 72, 91 TG2: 50, 61, 63, 88 TG3: 24, 35, 37, 49, 87 TG4: 12, 50 TG5: 102 TG6: 9, 12, 16, 17, 18, 20, 37, 89 TG7: 35, 37, 62, 89 TG8: 10, 36, 37, 41, 62, 88 TG9: 37, 89, 95 Welcome Guide: 43
Strand 3: PHYSICAL ACTIVITY AS A TOOL FOR WELLNESS	
PE 4 yr.3.1 Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).	TG1: 35, 61, 93 TG2: 27, 63, 88 TG3: 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 TG4: 10, 37, 63, 75, 90 TG5: 41, 62, 67, 69, 87 TG6: 9, 11, 38, 89 TG7: 35, 37, 39, 46, 63, 67, 89 TG8: 11, 35, 37, 93 TG9: 11, 61, 62, 88, 89

SCIENCE	
STRAND 1: WEATHER	
Sci 3–4 yr.1.1 Obtain and communicate information about local, observable weather conditions while exploring and describing patterns found in different seasons. Emphasize the observation and recognition of data. Examples of data may include sunny, cloudy, windy, rainy, snowy, cold, or warm.	TG1: 44, 45, 71 TG8: 97 TG9: 34, 37, 38, 41, 42, 43, 44, 45
Sci 3–4 yr.1.2 Obtain and communicate information about human behavior patterns in different weather conditions. Emphasize the observation and recognition of data. Examples of data may include clothing, food, safety, and other preparations for expected weather.	TG1: 44, 45, 62, 71, 88 TG9: 34, 37, 38, 41, 42, 43, 44, 45
STRAND 2: LIGHT	
Sci 3–4 yr.2.1 Plan and carry out an investigation using the five senses to determine the effect of sunlight on different surfaces and materials. Examples could include determining if the effect is hot or cold or a light or dark surface.	TG1: 37, 52 TG5: 16 TG8: 11 TG9: 37
Sci 3–4 yr.2.2 Carry out an investigation to show the effect of light in illuminating objects. Emphasize that objects can be seen when light is available to illuminate them. Examples could include observations about light when navigating a room with the lights off compared to the lights on.	TG1: 37, 44 TG3: 76, 87 TG4: 15, 97 TG5: 16 TG6: 42, 50, 51 TG7: 69, 88 TG9: 36, 42, 43, 45, 48, 66 Resources: Photo Cards
Sci 3– 4yr.2.3 Plan and carry out an investigation to determine the effect of sunlight and water on plant growth. Examples could include growing plants in light or dark places.	<i>Children are invited to engage in investigations such as: mixes soil and water to make mud; builds a “bridge” out of classroom materials and seeing how many foam blocks it will hold before collapsing; waters seeds in one container, but not another to answer the question, “Do plants need water to grow?”.</i> TG1: 11, 25, 37, 43, 44, 45, 63, 69, 70, 71, 97 TG3: 37 TG4: 37, 87 TG5: 35, 37, 43, 49 TG6: 19, 37, 47, 69 TG7: 17, 36, 37, 94 TG8: 11, 89 TG9: 11, 37, 43, 44, 45, 63, 69, 70, 71, 97
STRAND 3: LIVING THINGS	
Sci 3-4 yr.3.1 Obtain and communicate information about the effect of water and food on living things. Examples could include	TG2: 72 TG4: 9, 15, 18, 19 TG7: 19, 70, 71, 94, 96, 97 TG9: 10, 11, 18, 41, 67, 70, 90, 96

plants depend on water to live, and animals depend on water and food to live.	
Sci 3–4 yr.3.2 Obtain and communicate information about the pattern between living things and the places where they live. Emphasize that living things need water, air, and resources, and they live in places that have the things they need to survive.	TG2: 72 TG4: 9, 15, 18, 19 TG7: 19, 70, 71, 94, 96, 97 TG9: 10, 11, 18, 41, 67, 70, 90, 96
Sci 3-4 yr.3.3 Obtain and communicate information about the behavior patterns that help humans and animals survive when they are young. Examples of behavior patterns could include parents responding to needs, providing shelter and sustenance, and ensuring the security of their offspring.	
STRAND 4: MATTER AND MOTION	
Sci 3-4 yr.4.1 Plan and carry out an investigation to classify different kinds of materials based on patterns in their observable properties. Examples could include sorting materials based on similar properties such as color, hardness, texture, or whether the materials are solids or liquids.	TG1: 9, 10, 36, 45, 61, 62, 63, 74, 75, 88 TG2: 19, 22, 24, 50, 89 TG3: 24, 36, 37, 74, 75 TG4: 9, 11, 48, 50, 52, 87, 88, 95, 96, 97, 101 TG5: 23, 24, 102 TG6: 11, 19, 37, 50 TG7: 11, 76, 90 TG8: 11, 24, 50, 88, 102 TG9: 9, 11, 24, 63, 76, 102 Resources: Photo Cards
Sci 3-4 yr.4.2 Plan and carry out an investigation to determine the cause and effect of the speed or direction of an object when a push or pull occurs. Examples could include having a marble or other object move a certain distance, follow a particular path, or knock down other objects.	TG1: 36, 48, 49 TG2: 10-11, 16, 50, 61 TG3: 24, 25, 37 TG4: 36, 50-51, 96, 97 TG5: 102-103 TG6: 11, 19, 35, 37, 62, 74, 75, 78 TG7: 11, 35, 76, 77, 88 TG8: 88 TG9: 21, 37, 43, 76
SOCIAL STUDIES	
Strand 1: CULTURE AND DIVERSITY	
SS 4 yr.1.1 Recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).	Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Opportunities to explore events, celebrations, and holidays of the local community and culture are encouraged in each theme. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94-95) TG1: 16, 19, 44, 55, 75, 78, 100 TG2: 17, 42, 96, 97 TG3: 19 TG4: 61 TG6: 71, 97 TG9: 10, 95

	Resources: Photo Cards
Strand 2: TIME, CONTINUITY, AND CHANGE	
SS 4 yr.2.1 Identify examples of change over time on topics including self, family, and community and how these changes may affect them (for example, changes in the family, classroom, or neighborhood).	TG1: 16, 17, 19, 20, 24, 26, 44, 99 TG2: 17, 45, 96, 97 TG3: 11, 17, 21, 38 TG6: 96, 97, 102 TG9: 17, 22, 23, 90, 95
Strand 3: PEOPLE, PLACES, AND ENVIRONMENTS	
SS 4 yr.3.1 Recognize people and places across familiar environments and discuss what is gained through interactions (for example, buy food at the store, receive packages from the mail carrier).	Theme 1, Week 1 focuses on My School and Theme 2, Weeks 1 and 2 focuses on My Family. In each of these lessons, the roles and responsibilities of family, school, and community are discussed. TG1: 19 TG2: 17, 19, 21, 26, 68 TG3: 8, 11, 15, 16, 17, 19, 20, 21, 26, 50 TG5: 19 TG9: 89, 95 Resources: Photo Cards
SS 4 yr.3.2 Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).	TG1: 39, 44, 49, 69, 89 TG2: 11 TG3: 11, 17, 19, 23, 39 TG6: 18-19 TG7: 11, 89, 95, 97 TG9: 36, 41, 42, 50-51, 63, 88
SS 4 yr.3.3 Describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).	TG1: 11, 37, 63, 89 TG6: 44, 70 TG7: 11 TG8: 69
Strand 4: INDIVIDUAL DEVELOPMENT AND IDENTITY	
SS 4 yr.4.1 Demonstrate awareness of one's own identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members) and participate in respectful discussions about similarities and differences with others.	TG1: 86, 87, 88, 89, 95 TG2: 13, 39, 65, 91 TG3: 13, 21, 39, 41, 65, 91 TG5: 13, 39, 65, 91, 95 TG6: 13, 39, 41, 63, 65, 89, 91 TG7: 13, 39, 65, 88, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91
Strand 5: INDIVIDUALS, GROUPS, AND INSTITUTIONS	
SS 4 yr.5.1 Begin to demonstrate independence in interacting cooperatively with others by sharing, turn-taking, resolving conflicts, accepting consequences of actions, and recognizing others' needs.	Conscious Discipline® strategies are addressed daily during the UNITE portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher's Guide) as well as the CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide) to provide guidance to children to develop healthy relationships and interactions with peers and adults. Children

	<p>are invited to interact cooperatively with others during the Practice Centers.</p> <p>TG1: 11, 12, 36, 38, 39, 46, 89 TG2: 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 102, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 TG6: 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 TG7: 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103</p>
SS 4 yr.5.2 Participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).	<p>TG1: 13, 24, 26, 39, 65, 78, 90, 91 TG2: 12, 74, 69, 93 TG3: 12, 13, 21, 37, 39, 43, 44, 99 TG4: 13, 52, 64, 73, 77 TG5: 12, 69, 93 TG7: 13, 65, 73 TG9: 13</p> <p>Conscious Discipline® Manual: 111-112</p> <p>Welcome Guide: 45-47</p>
Strand 6: POWER, AUTHORITY, AND GOVERNANCE	
SS 4 yr.6.1 Participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).	<p>TG1: 70 TG2: 10, 36, 37, 50, 62, 89 TG3: 9, 10, 11, 22, 24, 41, 45, 62, 63 TG6: 35, 37, 61, 63, 89 TG9: 87, 89</p>
Strand 7: PRODUCTION, DISTRIBUTION, AND CONSUMPTION	
SS 4 yr.7.1 Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats).	<p>TG2: 68, 76 TG3: 68, 69</p>
SS 4 yr.7.2 With prompting and support, explain that people have jobs to meet needs, including for self, classroom, and community.	<p>TG3: 8,11, 16-17, 18-19, 21, 68-69 TG5: 11, 16-17, 18- 19 TG9: 24- 25, 102-103</p>
Strand 8: SCIENCE, TECHNOLOGY, AND SOCIETY	
SS 4 yr.8.1 Describe how simple and electronic technology affects the way people live, work, travel, communicate, and play.	<p>TG2: 60, 86 TG3: 8, 60, 86 TG4: 8, 34, 60, 86 TG5: 8, 34, 60, 86, 102 TG6: 8, 34, 60, 86 TG7: 8, 34, 50, 60, 86 TG8: 8, 34, 60, 76, 86 TG9: 8, 34, 60, 76, 86</p>
SS 4 yr.8.2 Recognize the importance of balancing media time with other activities.	