

Frog Street Pre-K 2020 Correlation to the Head Start Early Learning Outcomes Framework



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Approaches to Learning	
EMOTIONAL AND BEHAVIORAL SELF-REGULATION	
Goal P-ATL 1. Child manages emotions with increasing independence.	<i>Each day's Greeting Circle and Closing Circle include activities and prompts that engage children in opportunities to manage their emotions with increasing independence.</i> TG1: 87, 91, 93, 95, 97 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 39, 64, 65, 91 TG4: 12, 13, 39, 65, 91 TG5: 12, 13, 39, 65, 70, 91 TG6: 12, 13, 38, 39, 65, 90, 91 TG7: 13, 39, 64, 65, 91 TG8: 12, 13, 38, 39, 65, 91 TG9: 13, 39, 65, 91, 95 Welcome Guide: 40
Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.	TG1: 13, 19, 22, 39, 65, 104 TG2: 13, 39, 65, 91 TG3: 11, 13, 17, 21, 39, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 8, 13, 39, 65, 91 TG9: 13, 22, 39, 65, 91 Conscious Discipline Manual: 111-112 Welcome Guide: 84
Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.	TG1: 13, 19, 22, 39, 65, 104 TG2: 13, 39, 65, 91 TG3: 11, 13, 17, 21, 39, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 8, 13, 39, 65, 91 TG9: 13, 22, 39, 65, 91 Conscious Discipline Manual: 111-112 Welcome Guide: 84
Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.	Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors during each day. 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>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, using their actions, words, and behaviors. The same is true for Emotional Intelligence.</i> 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 Welcome Guide: 40 Resources: Strategy Card – Conscious Discipline
COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)	
Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.	TG1: 12, 38, 64, 90 TG2: 10, 12, 38, 64, 90 TG3: 12, 39, 64, 91 TG4: 12, 39, 65, 91 TG5: 12, 39, 65, 91 TG6: 12, 38, 65, 91 TG7: 13, 39, 64, 91 TG8: 12, 38, 65, 91 TG9: 13, 39, 65, 91, 95
Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	Weekly Practice Centers <i>provide children with opportunities to play and perform tasks independently.</i> 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 Welcome Guide: 21, 81-83
Goal P-ATL 7. Child persists in tasks. Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.	Practice Centers <i>provide children with opportunities to play and perform tasks independently.</i> TG1: 9, 14, 16, 18, 40, 68, 70, 92, 94, 102 TG2: 9, 11, 21, 24, 35, 37, 44, 47, 61, 62, 76, 94 TG3: 9, 10, 16, 35, 36, 45, 68, 71,

	88, 97 TG4: 8, 16, 19, 44, 45, 71, 97 TG5: 17, 24, 40, 44, 50, 76, 97, 99, 101 TG6: 15, 17, 24, 40, 46, 60, 66, 76, 92, 96 TG7: 8, 23, 24, 44, 45, 60, 71, 76, 86, 97, 102 TG8: 18, 19, 24, 42, 44, 45, 63, 70, 76, 89, 96 TG9: 18, 19, 24, 44, 45, 50, 70, 71, 94, 97, 102
Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.	TG1: 36, 51, 75, 77, 87, 101, 103 TG2: 10, 22-23, 25, 35, 37, 48-49, 50-51, 74-75, 77, 87, 94-95, 99, 100-101, 103 TG3: 11, 24-25, 36, 37, 51, 75, 77, 103 TG4: 25, 37, 41, 43, 50-51, 74-75, 77, 89, 100-101, 103 TG5: 19, 24-25, 35, 38, 42-43, 50-51, 62, 74-75, 76-77, 100-101, 102-103 TG6: 22-23, 25, 50-51, 61, 76-77, 87, 102-103 TG7: 9, 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, 89, 100, 103
INITIATIVE AND CURIOSITY	
Goal P-ATL 10. Child demonstrates initiative and independence.	Practice Centers <i>provide opportunities for children to take initiative to play and perform tasks independently.</i> 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 Welcome Guide: 37, 81-83
Goal P-ATL 11. Child shows interest in and curiosity about the world around them.	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
CREATIVITY	

Goal P-ATL 12. Child expresses creativity in thinking and communication. Goal P-ATL 13. Child uses imagination in play and interactions with others.	<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> TG1: 9, 36, 51, 75, 77, 87, 101,102-103 TG2: 9, 10, 11, 21, 22-23, 24, 25, 35, 37, 48-49, 50-51, 61, 62, 74-75, 76, 77, 87, 94-95, 99, 100-101, 103 TG3: 9, 10, 11, 24-25, 35, 36, 37, 41, 43, 50-51, 74-75, 77, 88, 89, 100-101, 102-103 TG4: 8, 9, 10, 11, 25, 37, 38, 41, 42-43, 41, 43, 50-51, 74-75, 77, 89, 100-101,103 TG5: 19, 24-25, 35, 50, 38, 42-43, 50-51, 62, 74-75, 76-77, 99, 100 -101 TG6: 22-23, 24, 25, 50-51, 60, 61, 76-77, 87, 102-103 TG7: 8, 9, 23, 24, 35, 50-51, 75, 76-77, 86, 100-101,102- 103 TG8: 22-23, 24-25, 48-49, 50-51, 63, 76-77, 89, 102-103 TG9: 24, 25, 50, 51, 74-75, 76-77, 89, 100, 102, 103 Welcome Guide: 37, 81-83
Social and Emotional Development	
RELATIONSHIPS WITH ADULTS	
Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults. Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.	Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors during each day. The CALM of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher's Guide) and the Connect portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide) focuses on developing positive relationships and interactions with adults and others 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 Welcome Guide: 37, 81-83

RELATIONSHIPS WITH OTHER CHILDREN	
Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	Conscious Discipline® <i>specifically guides children in developing positive relationships is addressed daily during the CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide). Theme 2, My Family and Friends, Week 4, My Friends focuses on developing friendships with other children.</i> TG1: 11, 12, 13, 36, 38, 39, 65, 91 TG2: 10, 11, 15, 37, 38, 50-51, 62, 63, 67, 77, 87, 89, 93, 102-103 TG3: 10, 11, 24-25, 37, 51, 61, 77, 87, 89, 103 TG4: 25, 35, 37, 50-51, 61, 63, 89, 103 TG5: 9, 11, 12, 19, 25, 35, 39, 51, 62, 63, 77, 88 TG6: 9, 11, 35, 37, 41, 61, 63, 77, 87, 89 TG7: 8, 9, 11, 61, 88 TG9: 36, 38, 51, 61, 77, 89, 93, 101
Goal P-SE 4. Child engages in cooperative play with other children.	Conscious Discipline® <i>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 cooperative interactions with peers. Theme 2, My Family and Friends, Week 4, My Friends engages children in cooperative play with other children. In addition, Practice Centers allow children to interact with others in cooperative play.</i> 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

Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors during each day. 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>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. The same is true for Emotional Intelligence. Problem solving opportunities occur throughout the year. Children experience the joy of successfully making decisions and solving problems.</i> 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
EMOTIONAL FUNCTIONING	
Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.	<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> 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
Goal P-SE 7. Child expresses care and concern toward others.	TG1: 36, 91 TG2: 13, 39, 65, 91 TG3: 13, 34, 39, 46, 65, 91 TG4: 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 65 TG9: 12, 13, 39, 65, 91

Goal P-SE 8. Child manages emotions with increasing independence.	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 strategies to independently manage emotions. 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
SENSE OF IDENTITY AND BELONGING	
Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	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
Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.	TG1: 9, 50, 52 TG2: 9, 10, 36, 87, 88 TG3: 8 TG5: 24, 50, 76, 99, 101 TG6: 24, 73, 76 TG7: 9, 24, 76, 86, 102 TG8: 24, 63, 89 TG9: 24, 50, 102
Goal P-SE 11. Child has sense of belonging to family, community, and other groups.	<i>The daily Greeting Circle invites children to unite as a member of the school family. Theme 1 focuses on My School while Theme 2 focuses on My Family and Friends.</i> <i>Recognizing responsibilities as a member of a community are addressed daily during the COMMIT portion of the Greeting Circle Routine (pages 13, 39, 65, 91 in each Teacher's Guide) to develop a sense of belonging. Theme 2, My Family and Friends focuses on responsibilities within the family.</i>

	TG1: 12, 23, 24, 26, 65, 89, 90 TG2: 12, 17, 20, 21, 25, 26, 77 TG3: 12, 20, 21 TG5: 19 TG6: 18 TG7: 13
Language and Literacy	
Language and Communication	
ATTENDING AND UNDERSTANDING	
Goal P-LC 1. Child attends to communication and language from others. Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.	TG1: 26, 43, 62, 96, 103 TG2: 26, 52, 73, 78, 104 TG3: 26, 46, 52, 60, 72, 78, 97, 104 TG4: 18, 26, 44, 45, 52, 60, 70, 71, 72, 78, 96, 97, 104 TG5: 16-17, 72, 73, 98 TG6: 34, 47, 63, 70-71, 73, 98, 99, 100-101 TG7: 9, 19, 20-21, 26, 42, 43, 45, 46, 52, 68, 69, 71, 72, 78, 89, 94, 95, 97, 99, 104 TG8: 16, 17, 18, 19, 20-21, 26, 42, 43, 44, 45, 52, 68, 69, 70, 71, 72-73, 78, 94, 95, 96, 97, 104 TG9: 46-47, 72
COMMUNICATING AND SPEAKING	
Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation. Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.	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. 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
Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.	<i>Use of language to express complete thoughts are addressed Days 1 and 5 of the STEAM routine (pages 24-25; 50-51; 76-77; and 102-103 of each Teacher Guide) and daily during the Closing Circle routine (pages 26, 52, 78, and 104 of each Teacher Guide).</i> TG1: 40, 61 TG4: 73 TG5: 88 TG6: 9, 11, 14, 63, 72 TG8: 47, 99
VOCABULARY	

Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	<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.</i> TG1: 10, 18, 19, 20, 26, 42, 43, 44, 46, 52, 68, 69, 72, 78, 94, 96, 97, 98, 104 TG2: 16, 18, 19, 20, 26, 42, 44, 45, 52, 68, 71, 78, 94, 95, 104 TG3: 17, 18, 19, 26, 42, 44, 52, 68, 70, 78, 104 TG4: 16, 18, 26, 42, 43, 44, 52, 68, 70, 75, 78, 89, 94, 96, 104 TG5: 16, 17, 18, 19, 26, 42, 43, 44, 52, 68, 70, 78, 94, 96, 98, 104 TG6: 16, 18, 20, 26, 42, 44, 45, 52, 68, 71, 72, 78, 94, 96, 97, 98, 104 TG7: 16, 17, 18, 20, 26, 42, 44, 46, 52, 68, 70, 72, 78, 96, 104 TG8: 16, 17, 18, 26, 36, 39, 42, 43, 44, 52, 68, 70, 72, 78, 90, 94, 96, 97, 104 TG9: 16, 17, 18, 22, 26, 42, 44, 52, 68, 70, 78, 94, 96, 104
Goal P-LC 7. Child shows understanding of word categories and relationships among words.	<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.</i> 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
Literacy	
PHONOLOGICAL AWARENESS	
Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	<i>Children gain an emerging understanding of spoken language composed of sounds and the intonation of language daily in the Morning Message (pages 14, 40, 66, 92 in each Teacher Guide).</i> TG1: 38 TG4: 12, 15, 43, 46 TG5: 14, 20 TG6: 36, 43, 72 TG7: 15, 96 TG8: 17, 95 TG9: 94

	Resources: Photo Cards
PRINT AND ALPHABET KNOWLEDGE	
Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	<i>The skills embedded in the Morning Message provide an intentional sequence of instruction in phonological awareness, written expression, print awareness, and alphabet knowledge—a powerful three-minute modeled writing where print conventions/concepts are taught daily.</i> TG1: 9, 14, 19, 21, 35, 40, 43, 52, 61, 66, 73, 87, 92, 95, 99 TG2: 8, 14, 21, 34, 39, 40, 60, 66, 92 TG3: 14, 22, 23, 40, 47, 66, 73, 92 TG4: 14, 21, 34, 40, 47, 66, 73, 89, 92, 95, 99 TG5: 14, 21, 25, 40, 47, 66, 73, 89, 92, 96 TG6: 14, 34, 40, 47, 66, 92, 98 TG7: 14, 20, 40, 47, 66, 86, 92, 99 TG8: 8, 14, 21, 40, 47, 66, 73, 92 TG9: 8, 14, 21, 34, 40, 44, 47, 66, 92, 99 Resources: Strategy Cards: Read-Aloud and Alphabet Knowledge, Photo Cards
Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	<i>Upper-case and lower-case letters of the alphabet as well as sounds associated with them are addressed daily during Step 3 (Identify Letters) of the Morning Message Routine (pages 14, 40, 66 and 92 of each Teacher Guide with the exception of Theme 1, Week 1.) In addition, Literacy Small Groups, Day 2 focuses on phonological awareness.</i> TG1: 21, 47, 61, 73, 99 TG2: 9, 21, 35, 47, 73 TG3: 21, 47, 73 TG4: 8, 14, 21, 34, 40, 45, 47, 66, 73, 92, 95, 99, 100 TG5: 14, 21, 40, 47, 60, 66, 73, 92, 99 TG6: 20, 21, 46, 47, 66, 73, 98, 99 TG7: 17, 20, 21, 47, 73, 86, 99 TG8: 8, 21, 47, 66, 73, 92, 99 TG9: 8, 14, 21, 40, 46, 47, 66, 73, 86, 92, 96, 99 Welcome Guide: 53 Resources: Letter Wall Card Set, Sound Card Set
COMPREHENSION AND TEXT STRUCTURE	

Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.	<i>Children are encouraged to role play in the Pretend and Learn Center, use magnetic Story Folders props to retell stories as a demonstrate understanding of narrative structure.</i> 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
Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.	<i>The two daily Read-Aloud lessons as well as charts, graphs, story folders, and informational texts used in Small Group lessons and Math and STEAM lessons provide opportunities for children to ask and answer questions.</i> TG1: 18, 42, 44, 68, 71, 96, 103 TG2: 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 TG3: 16, 18, 42, 44, 68, 70, 89, 94, 96 TG4: 16, 17, 18, 42, 44, 68, 71, 94, 96, 97 TG5: 17, 18, 44, 45, 68, 70, 71, 94, 96, 97 TG6: 16, 17, 18, 19, 42, 44, 68, 70, 73, 94, 96 TG7: 18, 42, 44, 45, 68, 70, 94, 96 TG8: 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 TG9: 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97
WRITING	
Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	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
Cognition	
Mathematics Development	
COUNTING AND CARDINALITY	

Goal P-MATH 1. Child knows number names and the count sequence.	TG1: 22, 23 TG2: 74-75, 100-101 TG5: 49, 101, 102-103 TG6: 10, 22-23, 36, 49, 100-101, 102-103 TG8: 48-49, 74-75, 76 TG9: 23, 48, 62, 76-77, 87 Resources: Strategy Cards- Counting, Math Routines
Goal P-MATH 2. Child recognizes the number of objects in a small set. Goal P-MATH 3. Child understands the relationship between numbers and quantities.	TG1: 66, 73 TG2: 36, 74-75, 88, 94, 101 TG3: 10, 36, 48-49, 74-75 TG5: 9, 36, 48-49, 88, 100-101 TG6: 36, 75, 88, 100-101 TG7: 10, 22-23, 36, 48-49, 50-51, 62, 74-75, 88, 101-102 TG8: 10, 22-23, 48-49, 74-75, 88, 100-101 TG9: 74-75, 88, 100-101
Goal P-MATH 4. Child compares numbers.	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
Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.	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 Resources: Strategy Card - Number Operations
OPERATIONS AND ALGEBRAIC THINKING	
Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.	TG3: 10, 22, 23 TG6: 48-49 TG7: 22-23, 36, 74-75 TG8: 10, 22-23, 48-49, 76-77 Resources: Strategy Card - Number Operations
Goal P-MATH 7. Child understands simple patterns.	TG1: 23, 72, 101 TG2: 87, 92, 103 TG3: 75, 76, 88, 100, 101 TG4: 10, 22, 23, 36, 48, 49, 101 TG5: 10, 15, 22, 23, 50, 21, 62, 74, 75 TG6: 22, 23, 36, 48, 49, 62 TG7: 61 TG8: 22, 23, 36, 37, 49 TG9: 36, 48, 49, 62, 100 Resources: Strategy Card - Patterning

MEASUREMENT	
Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	TG1: 23 TG2: 10, 11, 22-23, 24-25, 62, 76-77, 102-103 TG4: 62, 74-75, 88, 102-103 TG5: 9, 24-25, 36, 48-49, 62, 77 TG6: 24-25, 45, 50-51, 77 TG7: 24-25, 37, 42, 76-77, 87 TG8: 17, 24-25, 42 TG9: 11, 22, 51, 88, 103 Resources: Strategy Card - Measurement
GEOMETRY AND SPATIAL SENSE	
Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.	TG1: 23, 37, 99, 101 TG2: 11, 92 TG3: 75, 76 TG4: 10, 22, 23, 36, 48, 49, 101 TG5: 9, 10, 15, 22, 23, 51, 62, 74, 75, 101 TG6: 61, 77 TG8: 37, 74 TG9: 88, 100 Resources: Strategy Card - Geometry
Goal P-MATH 10. Child explores the positions of objects in space.	TG1: 36, 48, 49 TG2: 23, 37, 61 TG3: 22, 23 TG4: 74, 75 TG5: 75 TG6: 48, 62, 74, 75 TG9: 49, 75
Scientific Reasoning	
SCIENTIFIC INQUIRY	
Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). Goal P-SCI 2. Child engages in scientific talk. Goal P-SCI 3. Child compares and categorizes observable phenomena.	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
REASONING AND PROBLEM-SOLVING	
Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.	TG1: 11, 25, 36, 37, 43, 44, 45, 63, 69, 70, 71, 97, 103 TG3: 37, 103 TG4: 37, 87 TG5: 35, 37, 43, 49 TG6: 19, 37, 47, 69

Goal P-SCI 5. Child plans and conducts investigations and experiments.	TG7: 17, 36, 37, 94 TG8: 11, 89 TG9: 11, 37, 43, 44, 45, 63, 69, 70, 71, 97
Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.	
Perceptual, Motor, and Physical Development	
GROSS MOTOR	
Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	<i>The Moving and Learning activity that follows Greeting Circle each morning and the activities presented in the Gross Motor Center and Outdoor Activities provide children many opportunities to demonstrates control, strength, and coordination of large muscles.</i> TG1: 35, 37, 61, 93 TG2: 27, 37, 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
Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	TG1: 11, 15, 37, 41, 64, 67, 93 TG2: 14, TG4: 10, 15, 39, 67 TG5: 39, 62, 63, 69, 87, 89, 93 TG6: 9, 15, 23, 37, 61, 65 TG7: 11, 35, 37, 63, 89 TG8: 10, 15, 35, 93 TG9: 41, 61, 62, 89, 93
FINE MOTOR	
Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	TG1: 8, 9, 34, 37, 60, 63, 77, 87, 92, 101 TG2: 9, 10, 11, 36, 37, 61, 63, 64, 87, 89 TG3: 9, 35, 37, 49, 61, 62, 63, 64, 65, 89 TG4: 8, 22, 35, 36, 62, 63, 73, 87, 88, 89, 99 TG5: 9, 10, 35, 36, 37, 61, 62, 89, 96 TG6: 10, 21, 35, 36, 47, 61, 62, 66, 73, 87, 88, 89, 92 TG7: 10, 11, 14, 35, 61, 62, 63, 66, 87, 88 TG8: 8, 9, 10, 35, 36, 61, 62, 87, 88 TG9: 9, 10, 11, 35, 61, 63, 87
HEALTH, SAFETY, AND NUTRITION	
Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	TG1: 44, 69 TG3: 11, 12, 17 TG9: 42

	Resources: Photo Cards, Rebus Posters
Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.	TG1: 11, 15, 16, 18 TG2: 36 TG3: 39, 61, 64, 67, 68, 69, 71, 72, 73, 76, 89, 90, 94, 97, 102, 104 TG6: 18 TG8: 44 Resources: Photo Cards
Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	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