

# Frog Street Pre-K Correlation to Georgia Early Learning and Development Standards

Includes NAEYC and Head Start



## Frog Street Pre-K, NAEYC, Head Start and Georgia Early Learning and Development Standards Correlation

Frog Street Pre-K	NAEYC Standards	HEAD START FRAMEWORK	GEORGIA Pre-K Standards
Teacher Guide Pages	Health and Safety	Physical Development and Health	Physical Development and Motor Skills
	2.K.01 a. Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.	The understanding of healthy and safe habits and practicing safe habits.	<b>1. HEALTH AND WELL-BEING</b> <b>PDM1 The child will practice healthy and safe habits.</b>
<b>TG1:</b> 27, 31, 49, 132, 133, 136, 157; <b>TG2:</b> 62, 63, 69, 85, 87, 99, 111, 116; <b>TG3:</b> 71, 107, 136, 159; <b>TG4:</b> 22, 24, 25, 26, 27, 30, 31, 46, 67, 69, 110, 111, 132, 133, 137, 138, 139, 141, 143, 144, 145; <b>TG5:</b> 73, 76, 83, 84, 130; <b>TG6:</b> 39, 41, 69, 73, 80, 81, 85, 101, 102, 103, 104, 105, 107, 108, 109, 123, 132, 133, 135; <b>TG7:</b> 25, 71, 75, 84, 111, 145, 146, 147, 159; <b>TG8:</b> 27, 75, 149, 151, 153, 157; <b>TG9:</b> 41, 81, 85, 103, 108, 110, 114, 115, 119, 120, 121, 123, 151			<b>PDM1.4a</b> Stays awake and alert except during volunteer nap time.
<i>The <u>Moving and Learning</u> activity that follows <u>Greeting Circle</u> each morning and the activities presented in the <u>Gross Motor Center</u> give children many opportunities to develop balance and spatial awareness.</i> <b>TG1:</b> 22, 28, 34, 40, 56, 58, 62, 64, 76, 79, 82, 92, 94, 100, 103, 106, 121, 128, 130, 135, 148, 154 ; <b>TG2:</b> 22, 40, 46, 51, 82, 94, 100, 106, 112, 142; <b>TG3:</b> 22, 28, 34, 37, 40, 49, 63, 70, 76, 100, 106, 109, 111, 130, 133, 135, 136, 142, 148, 153, 154; <b>TG4:</b> 20, 22, 28, 34, 40, 46, 58, 70, 82, 94, 112, 123, 136, 142, 154, 159; <b>TG5:</b> 28, 40, 46, 64, 70, 76, 82, 94, 100, 105, 118, 130, 142, 148; <b>TG6:</b> 22, 28, 34, 40, 46, 48, 51, 64, 70, 76, 106, 112, 130, 133, 136, 142, 154; <b>TG7:</b> 20, 22, 28, 34, 40, 43, 46, 49, 56, 58, 61, 63, 70, 76, 79, 82, 92, 100, 106, 112, 130, 136, 142, 154; <b>TG8:</b> 22, 28, 34, 39, 40, 46, 51, 58, 64, 70, 76, 85, 94, 100, 106, 111, 112, 117, 118, 128, 130, 136, 141, 142, 148; <b>TG9:</b> 22, 34, 46, 70, 76, 85, 92, 94, 100, 106, 112, 128, 136, 142, 148, 154 <i>Additional resources: <b>Songs, games, and chants in English and Spanish</b> are written into lessons with page numbers of the words and directions</i>		Participates in structured and unstructured physical activities.	<b>PDM1.4b</b> Participates in a variety of both structured and unstructured indoor and outdoor activities for a sustained period of time that increase strength, endurance, and flexibility.

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<p>for physical movement found in the appendix of the same teacher guide.</p> <p><b>Outdoor Learning</b> provides children with opportunities to extend learning objectives to outdoor playtime. Daily activities are provided (look for the tree at the beginning of each week)</p> <p><b>Kid's Castle-Physical Development</b> box provides resources for children to move and learn. Fine and gross motor development is supported with balls, a full-class parachute, beanbags, and the <i>Continuum of Physical Development Resource Guide</i> that scaffolds activities to meet individual needs of children. Don't miss the fine motor materials (eyedropper, tweezers, and the stencils/templates).</p>			
<p><b>TG1:</b> 26, 27, 28, 40, 45, 63, 81, 82, 86, 87, 99, 102, 110, 111; <b>TG2:</b> 33, 82, 111, 130, 131, 132, 133, 135, 136, 137, 141, 149, 154, 155; <b>TG3:</b> 84, 85, 114; <b>TG4:</b> 24, 34, 35, 36, 39, 48, 49, 51, 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 100, 101, 102, 105, 112, 113, 114, 115, 117, 118, 119, 120, 123, 137, 141, 146, 147; <b>TG5:</b> 28, 30, 32, 33, 51, 75, 105, 120, 147; <b>TG6:</b> 37, 45, 63, 65; <b>TG7:</b> 33, 39, 51, 95, 96, 99; <b>TG8:</b> 39, 63, 99, 105, 111, 159; <b>TG9:</b> 63, 135</p>	<p>2.K.04 a. Children have opportunities to practice safety procedures.</p>	<p>Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.</p>	<p><b>PDM1.4c</b> Consistently follows basic safety rules and anticipates consequences of not following safety rules.</p>
<p><b>TG1:</b> 26, 27, 28, 40, 45, 63, 81, 82, 86, 87, 99, 102, 110, 111; <b>TG2:</b> 33, 82, 111, 130, 131, 132, 133, 135, 136, 137, 141, 149, 154, 155; <b>TG3:</b> 84, 85, 114; <b>TG4:</b> 24, 34, 35, 36, 39, 48, 49, 51, 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 100, 101, 102, 105, 112, 113, 114, 115, 117, 118, 119, 120, 123, 137, 141, 146, 147; <b>TG5:</b> 28, 30, 32, 33, 51, 75, 105, 120, 147; <b>TG6:</b> 37, 45, 63, 65; <b>TG7:</b> 33, 39, 51, 95, 96, 99; <b>TG8:</b> 39, 63, 99, 105, 111, 159; <b>TG9:</b> 63, 135</p>		<p>Communicates and understanding of the importance of health and safety routines and rules.</p>	<p><b>PDM1.4d</b> Communicates the importance of safety rules.</p>
<p><b>Health and Hygiene:</b>  <b>TG1:</b> 26, 27, 81, 86, 87, 111; <b>TG2:</b> 136, 137, 141; <b>TG4:</b> 36, 101, 102, 112, 113, 114, 115, 118, 119, 120, 123, 146, 147;  <b>TG5:</b> 28, 30, 32, 33, 120</p> <p><b>Nutrition and Exercise:</b>  <b>TG1:</b> 82; <b>TG2:</b> 111; <b>TG4:</b> 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 99, 102, 105; <b>TG5:</b> 75, 105;</p>		<p>Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.</p>	<p><b>PDM1.4e</b> Identifies the importance of and participates in activities related to health and self-care needs.</p>

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<p><b>TG7:</b> 39; <b>TG9:</b> 135  <b>Safety:</b>  <b>TG1:</b> 28, 40, 45, 63, 81, 99, 102, 110; <b>TG2:</b> 33, 82, 130, 131, 132, 133, 135, 136, 141, 149, 154, 155; <b>TG3:</b> 84, 85, 114; <b>TG4:</b> 24, 34, 35, 36, 39, 48, 49, 51, 100, 113, 117, 137, 141; <b>TG5:</b> 28, 51, 120, 147; <b>TG6:</b> 37, 45, 63, 65; <b>TG7:</b> 33, 51, 95, 96, 99; <b>TG8:</b> 39, 63, 99, 105, 111, 159; <b>TG9:</b> 63  <b>Resources:</b> <i>Theme 4—Choices focus on healthy food choices, exercise, and health &amp; hygiene practices, Rebus Posters for procedures such as brushing teeth, washing hands, etc.</i></p>			
<p><b>TG2:</b> 128, 129, 136, 137, 138, 139, 140, 141; <b>TG4:</b> 77, 93, 112, 113, 114, 115, 116, 117</p>		<p>Recognizes the importance of doctor and dental visits.</p>	<p><b>PDM1.4f</b> Can name people who keep them safe and healthy.</p>
	<p>2.K.02 a Children are provided varied opportunities and materials to help them learn about nutrition, including a. identifying sources of food and b. recognizing, c, preparing. D. eating, and e. valuing healthy foods.</p>		<p><b>PDM2</b> The child will participate in activities related to nutrition.</p>
<p><b>TG1:</b> 82; <b>TG2:</b> 111; <b>TG4:</b> 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 99, 102, 105; <b>TG5:</b> 75, 105; <b>TG7:</b> 39; <b>TG9:</b> 135.  <i>Weekly <b>Cooking Center</b> booklet is available. Each Cooking Center aligns to the instruction and content of the week.</i></p>			<p><b>PDM2.4a</b> Helps prepare nutritious snacks and meals.</p>
<p><b>TG1:</b> 82; <b>TG2:</b> 111; <b>TG4:</b> 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 99, 102, 105; <b>TG5:</b> 75, 105; <b>TG7:</b> 39; <b>TG9:</b> 135.  <i>Weekly <b>Cooking Center</b> booklet is available. Each Cooking Center aligns to the instruction and content of the week.</i></p>		<p>Eats a variety of nutritious foods.</p>	<p><b>PDM2.4b</b> Sorts foods into food groups and communicates the benefits of healthy foods.</p>

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			<b>2. USE OF SENSES</b>
<p><i>The <b>Moving and Learning</b> activity that follows <b>Greeting Circle</b> each morning and the activities presented in the <b>Gross Motor Center</b> give children many opportunities to develop balance and spatial awareness.</i></p> <p><b>TG1:</b> 22, 28, 34, 40, 56, 58, 62, 64, 76, 79, 82, 92, 94, 100, 103, 106, 121, 128, 130, 135, 148, 154 ; <b>TG2:</b> 22, 40, 46, 51, 82, 94, 100, 106, 112, 142; <b>TG3:</b> 22, 28, 34, 37, 40, 49, 63, 70, 76, 100, 106, 109, 111, 130, 133, 135, 136, 142, 148, 153, 154; <b>TG4:</b> 20, 22, 28, 34, 40, 46, 58, 70, 82, 94, 112, 123, 136, 142, 154, 159; <b>TG5:</b> 28, 40, 46, 64, 70, 76, 82, 94, 100, 105, 118, 130, 142, 148; <b>TG6:</b> 22, 28, 34, 40, 46, 48, 51, 64, 70, 76, 106, 112, 130, 133, 136, 142, 154; <b>TG7:</b> 20, 22, 28, 34, 40, 43, 46, 49, 56, 58, 61, 63, 70, 76, 79, 82, 92, 100, 106, 112, 130, 136, 142, 154; <b>TG8:</b> 22, 28, 34, 39, 40, 46, 51, 58, 64, 70, 76, 85, 94, 100, 106, 111, 112, 117, 118, 128, 130, 136, 141, 142, 148; <b>TG9:</b> 22, 34, 46, 70, 76, 85, 92, 94, 100, 106, 112, 128, 136, 142, 148, 154</p> <p><i>Additional resources for fine and gross motor development include:</i></p> <p><b>Resource Guide:</b> <i>Continuum of Physical Development</i></p> <p><b>Songs, games, and chants in English and Spanish</b> are written into lessons with page numbers of the words and directions for physical movement found in the appendix of the same teacher guide.</p> <p><b>Outdoor Learning</b> provides children with opportunities to extend learning objectives to outdoor playtime. Daily activities are provided (look for the tree at the beginning of each week)</p> <p><b>Kid's Castle-Physical Development</b> box provides resources for children to move and learn. Fine and gross motor development is supported with balls, a full-class parachute, beanbags, and the fine motor materials (eyedropper, tweezers, and the stencils/templates).</p>	<p>2.C.04 Children have varied opportunities and are provided equipment to engage in large motor experiences;</p> <p>a. stimulate a variety of skills</p> <p>b. enhance sensory-motor integration.</p> <p>c. develop controlled movement (balance, strength, coordination)</p>	<p>Gross Motor Skills - The control of large muscles for movement, navigation, and balance.</p> <p>Develops motor control and balance for a range of physical activities such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.</p> <p>Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.</p>	<p><b>PDM3 The child will demonstrate an awareness of the body in space and child's relationship to objects in space.</b></p> <p><b>PDM3.4a</b> Acts and moves with purpose and independently recognizes differences in direction, distance, and location.</p>

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<p><b>TG1:</b> 22, 25, 28, 34, 45, 46, 74, 76, 80, 94;  <b>TG2:</b> 28, 46, 47, 100; <b>TG3:</b> 34, 46, 58, 100;  <b>TG4:</b> 22, 24, 58, 61, 102, 103, 141, 145;  <b>TG5:</b> 64, 94, 106, 136, 154; <b>TG6:</b> 22, 28, 39, 70, 87, 132, 135; <b>TG7:</b> 22, 26, 28, 34, 35, 58; <b>TG8:</b> 70, 94, 100; <b>TG9:</b> 27, 132, 137, 138, 143, 148, 149</p>	<p>d. enables children with varying abilities to have large-motor experiences similar to those of their peers.</p>	<p>Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bounding or hitting balls, and riding a tricycle.</p>	<p><b>PDM3.4b</b> Demonstrates spatial awareness through play activities.</p>
<p><i>Theme 1 Week 3 focuses on senses. A number of formative assessment opportunities are available for the teacher to observe child's abilities in facilitating learning through the five senses.</i></p>			<p><b>PDM4</b> The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.</p>
<p><b>TG1:</b> 11, 12, 66, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123;  <b>TG2:</b> 60, 123, 152, 198; <b>TG3:</b> 60, 69, 72, 76, 78, 82, 113, 114, 115, 135, 141, 143, 152; <b>TG4:</b> 45, 60, 66, 73, 101, 129, 139, 167, 207; <b>TG5:</b> 81, 159; <b>TG6:</b> 11, 75, 132, 145; <b>TG7:</b> 108, 132, 138, 148; <b>TG8:</b> 22, 24, 41, 58, 60, 94, 112, 136, 137, 154  <i>Theme 1: Week 3 introduces senses. Students apply throughout the year.</i></p>			<p><b>PDM4.4a</b> Discriminates between and identifies a variety of sights, smells, sounds, textures, and tastes.</p>
<p><b>TG1:</b> 25, 27, 37, 39, 50, 51, 67, 68, 69, 75, 79, 81, 87, 105, 115, 117, 121, 135, 155, 156, 157, 159; <b>TG2:</b> 39, 45, 51, 73, 74, 81, 83, 85, 86, 101, 103, 105, 115, 123, 133, 145; <b>TG3:</b> 25, 27, 87, 103, 139; <b>TG4:</b> 27, 31, 33, 34, 67, 69, 73, 74, 75, 99, 123, 135; <b>TG5:</b> 27, 33, 39, 45, 111, 139, 153, 157; <b>TG6:</b> 27, 31, 38, 39, 50, 51, 61, 62, 73, 75, 82, 99, 103, 105, 108, 109, 111, 141, 143, 144, 145, 153; <b>TG7:</b> 23, 27, 31, 34, 35, 39, 43, 67, 79, 97, 99, 103, 111, 115, 135, 139, 140, 141, 145; <b>TG8:</b> 49, 51, 61, 67, 100, 102, 133, 135, 139, 142, 145; <b>TG9:</b> 37, 40, 43, 45, 49, 61, 81, 96, 97, 103, 104, 105, 111, 117, 118, 121, 136  <b>Theme 6 I Can Build! I Can Create!</b>          Week 1 - Construction Terms          Week 2 - Tools and Machines          Week 3 - I Can Build          Week 4 - I Can Create</p>			<p><b>PDM4.4b</b> Takes things apart and invents new structures using the parts.</p>

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			3. MOTOR SKILLS
			<b>PDM5 The child will demonstrate gross motor skills.</b>
<p><i>The <u>Moving and Learning</u> activity that follows Greeting Circle each morning and the activities presented in the <u>Gross Motor Center</u> give children many opportunities to develop body coordination and strength.</i></p> <p><b>TG1:</b> 22, 28, 40, 56, 58, 64, 76, 79, 82, 92, 100, 103, 106, 128, 136, 148; <b>TG2:</b> 22, 40, 46, 51, 82, 94, 100, 106, 112, 135, 142, 148, 154; <b>TG3:</b> 22, 40, 49, 63, 64, 70, 76, 100, 106, 109, 111, 118, 130, 133, 135, 136, 141, 142, 147, 148, 154; <b>TG4:</b> 20, 22, 33, 46, 51, 58, 82, 94, 97, 103, 105, 112, 136, 142, 148; <b>TG5:</b> 28, 39, 40, 64, 76, 82, 99, 100, 130, 138, 142, 148, 150, 154, 157, 159; <b>TG6:</b> 34, 40, 49, 64, 70, 76, 100, 106, 112, 130, 133, 136, 142, 153, 154; <b>TG7:</b> 20, 22, 28, 33, 34, 40, 43, 46, 49, 56, 61, 63, 70, 76, 79, 82, 92, 100, 106, 112, 130, 136, 142, 148, 154; <b>TG8:</b> 22, 28, 30, 39, 40, 42, 58, 64, 66, 76, 85, 87, 94, 98, 100, 106, 111, 112, 117, 118, 128, 130, 136, 141, 142, 148; <b>TG9:</b> 22, 28, 34, 58, 64, 70, 85, 92, 106, 128, 136, 148, 154</p>		<p>Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bounding or hitting balls, and riding a tricycle.</p>	<p><b>PDM5.4a</b> Coordinates movements to perform more complex tasks.</p>
<p><i>The <u>Moving and Learning</u> activity that follows Greeting Circle each morning and the activities presented in the <u>Gross Motor Center</u> give children many opportunities to develop balance and spatial awareness.</i></p> <p><b>TG1:</b> 22, 28, 34, 40, 56, 58, 62, 64, 76, 79, 82, 92, 94, 100, 103, 106, 121, 128, 130, 135, 148, 154 ; <b>TG2:</b> 22, 40, 46, 51, 82, 94, 100, 106, 112, 142; <b>TG3:</b> 22, 28, 34, 37, 40, 49, 63, 70, 76, 100, 106, 109, 111, 130, 133, 135, 136, 142, 148, 153, 154; <b>TG4:</b> 20, 22, 28, 34, 40, 46, 58, 70, 82, 94, 112, 123, 136, 142, 154, 159; <b>TG5:</b> 28, 40, 46, 64, 70, 76, 82, 94, 100, 105, 118, 130, 142, 148; <b>TG6:</b> 22, 28, 34, 40, 46, 48, 51, 64, 70, 76, 106, 112, 130, 133, 136, 142, 154; <b>TG7:</b> 20, 22, 28, 34, 40, 43, 46, 49, 56, 58, 61, 63, 70, 76, 79, 82, 92, 100, 106, 112, 130, 136, 142, 154; <b>TG8:</b> 22, 28, 34, 39, 40, 46, 51, 58, 64, 70, 76, 85, 94, 100, 106, 111, 112, 117, 118, 128, 130, 136, 141, 142, 148; <b>TG9:</b> 22, 34, 46, 70, 76, 85, 92, 94, 100, 106, 112, 128, 136, 142, 148, 154</p>		<p>Develops motor control and balance for a range of physical activities such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.</p>	<p><b>PDM5.4b</b> Demonstrates coordination and balance in a variety of activities</p>



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<p><i>Additional resources for gross motor development include:</i>  <b>Resource Guide:</b> <i>Continuum of Physical Development</i>  <b>Songs, games, and chants in English and Spanish</b> are written into lessons with page numbers of the words and directions for physical movement found in the appendix of the same teacher guide.  <b>Outdoor Learning</b> provides children with opportunities to extend learning objectives to outdoor playtime. Daily activities are provided (look for the tree at the beginning of each week)  <b>Kid's Castle-Physical Development</b> box provides resources for children to move and learn. Fine and gross motor development is supported with balls, a full-class parachute, beanbags, and the fine motor materials (eyedropper, tweezers, and the stencils/templates). The <i>Continuum of Physical Development Resource Guide</i> scaffolds activities to meet individual needs of children.</p>			
			<p><b>PDM6 The child will demonstrate fine motor skills.</b></p>
<p><b>TG1:</b> 25, 31, 43, 45, 49, 61, 81, 85, 97, 109, 115, 139, 145, 159; <b>TG2:</b> 21, 25, 31, 37, 43, 61, 67, 73, 85, 97, 103, 109, 145, 157; <b>TG3:</b> 25, 37, 43, 61, 67, 73, 79, 85, 105, 121, 133, 145, 157; <b>TG4:</b> 20, 25, 27, 31, 49, 61, 69, 73, 85, 87, 92, 97, 103, 109, 153; <b>TG5:</b> 33, 51, 67, 79, 81, 85, 92, 109, 115, 121, 133, 135, 139, 151, 157; <b>TG6:</b> 20, 25, 31, 37, 45, 61, 67, 73, 79, 109, 115, 121, 133, 135, 139, 153, 157; <b>TG7:</b> 25, 31, 37, 51, 57, 63, 67, 73, 75, 79, 85, 97, 117, 121, 129, 133, 139; <b>TG8:</b> 21, 25, 31, 37, 43, 49, 61, 67, 73, 79, 85, 93, 97, 103, 109, 115, 121, 128, 133, 140, 145, 151, 157; <b>TG9:</b> 21, 25, 31, 33, 37, 49, 61, 67, 73, 79, 85, 103, 115, 133, 139, 145</p>	<p>2.C.03 a Children are provided varied opportunities and materials that support fine motor development.</p>	<p>Manipulates a range of objects, such as blocks or books.</p> <p>Manipulates writing, drawing, and art tools.</p>	<p><b>PDM6.4a</b> Performs fine-motor tasks that require small-muscle strength and control.</p>
<p><b>TG1:</b> 25, 37, 51, 61, 67, 81, 97, 121, 133, 139; <b>TG2:</b> 25, 37, 51, 85, 87, 92, 97, 103, 105, 109, 115, 121, 133, 139, 145; <b>TG3:</b> 25, 37, 39, 43, 45, 49, 69, 73, 87, 97, 103, 105, 115, 117, 123, 129, 139, 159; <b>TG4:</b> 20, 25, 27, 43, 56, 63, 67, 73, 75, 79, 81, 92, 97, 99, 111, 115, 123, 128, 135, 151;</p>		<p>Develops eye-hand coordination to use everyday tools, such as pitchers for pouring and utensils for eating.</p>	<p><b>PDM6.4b</b> Uses hand-eye coordination to manipulate small objects with ease.</p>



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<p><b>TG5:</b> 20, 25, 27, 31, 37, 43, 49, 56, 61, 69, 85, 92, 103, 111, 123, 128, 147, 153; <b>TG6:</b> 20, 31, 37, 43, 45, 49, 51, 57, 67, 69, 92, 93, 97, 103, 105, 109, 128, 135, 145; <b>TG7:</b> 20, 27, 31, 61, 79, 81, 99, 103, 105, 109, 115, 129, 145, 151, 153, 157; <b>TG8:</b> 21, 37, 43, 61, 67, 69, 79, 92, 109, 129, 135, 139, 145, 157, 159; <b>TG9:</b> 20, 27, 43, 45, 57, 61, 69, 75, 85, 92, 97, 99, 109, 121, 128, 147</p>			
<p><i>Additional resources for fine motor development include:</i>  <b>Kid's Castle-Physical Development</b> box provides resources for children to move and learn. Fine and gross motor development is supported with balls, a full-class parachute, beanbags, and the fine motor materials (eyedropper, tweezers, and the stencils/templates). The <i>Continuum of Physical Development Resource Guide</i> scaffolds activities to meet individual needs of children.</p>			<p><b>PDM6.4c</b> Able to perform more complex fine motor tasks with accuracy 50% of the time.</p>

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Frog Street Pre-K Teacher Guide Pages	NAEYC Standards Social Emotional	HEAD START FRAMEWORK Social Emotional Development	GEORGIA Pre-K Standards Social and Emotional Development
			<b>1. DEVELOPING A SENSE OF SELF</b>
		Self-Concept and Self- Efficacy - the perception that one is capable of successful making decisions, accomplishing tasks, and meeting goals.	<b>SED1 The child will develop self-awareness.</b>
<b>TG1:</b> 38, 39, 44, 49, 82, 108, 109, 110, 114, 115, 121; <b>TG2:</b> 24, 29, 37, 41, 61, 76, 77, 85, 99, 101, 106, 132, 133,155, 158, 159; <b>TG3:</b> 23, 35, 47, 77, 83, 115, 118, 119, 120; <b>TG4:</b> 24, 30, 35, 40, 41, 59, 80, 101, 102, 103, 114,115; <b>TG5:</b> 63, 72, 75, 103, 113, 157; <b>TG6:</b> 31, 38, 44, 82,83, 84, 85, 86, 97, 105, 139; <b>TG7:</b> 73, 79, 107, 121, 133,149, 150, 152; <b>TG8:</b> 25, 26, 27, 87, 107, 108, 119, 121,135, 136, 149, 157; <b>TG9:</b> 25, 59, 65, 66, 68, 72, 73, 80, 95, 96, 97, 133, 135, 139, 145, 149, 150, 151		<b>SED1.4a</b> Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.	
<b>TG1:</b> 108, 109, 110, 114, 115, 121; <b>TG2:</b> 24, 29, 37, 61, 76, 77, 85, 101, 158, 159; <b>TG3:</b> 23, 35, 47, 77, 83, 115, 118, 119, 120; <b>TG4:</b> 24, 30, 35, 40, 41, 59, 80, 101, 102, 103, 114, 115; <b>TG5:</b> 63, 72, 75, 103, 113, 157; <b>TG6:</b> 31, 38, 44, 82, 84, 85, 86, 97, 105, 139; <b>TG7:</b> 73, 79, 107, 121, 133, 149, 150, 152; <b>TG8:</b> 25, 26, 27, 87, 107, 108, 119, 121, 135, 157; <b>TG9:</b> 25, 59, 65, 66, 68, 72, 73, 80, 95, 96, 97, 139, 151		Identifies personal characteristics, preferences, thoughts, and feelings.	<b>SED1.4b</b> Identifies personal characteristics, preferences, thoughts, and feelings.
<b>TG1:</b> 61, 75, 79, 130, 133, 138, 154; <b>TG2:</b> 22, 47, 63, 118; <b>TG3:</b> 33, 123, 135, 141; <b>TG4:</b> 31, 46, 51; <b>TG5:</b> 61, 100; <b>TG6:</b> 109, 110, 132, 139; <b>TG7:</b> 39, 75, 99; <b>TG8:</b> 100, 118, 157; <b>TG9:</b> 22, 24, 47, 123, 131, 133, 137, 138, 149, 150		Demonstrates age- appropriate independence in a range of activities, routines, and tasks.  Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.	<b>SED1.4c</b> Shows confidence in a range of abilities and the capacity to take on new tasks.
<b>TG1:</b> 27, 31, 49, 132, 133, 136, 157; <b>TG2:</b> 62, 63, 69, 85, 87, 99, 111, 116; <b>TG3:</b> 71, 107, 136, 159; <b>TG4:</b> 22, 24, 25, 26, 27, 30, 31, 46, 67, 69, 110, 111, 132, 133, 137, 138, 139, 141, 143, 144, 145; <b>TG5:</b> 73, 76, 83, 84, 130; <b>TG6:</b> 39, 41, 69, 73, 80, 81, 85, 101, 102, 103, 104, 105, 107, 108, 109, 123, 132, 133, 135; <b>TG7:</b> 25, 71, 75, 84, 111, 145, 146, 147, 159; <b>TG8:</b> 27, 75, 149, 151, 153, 157; <b>TG9:</b> 41, 81, 85, 103, 108, 110, 114, 115, 119, 120, 121, 123, 151		Demonstrates age- appropriate independence in making regarding activities and materials.	<b>SED1.4d</b> Show independence in his/her own choices.

## Frog Street Pre-K, NAEYC, Head Start and Georgia Early Learning and Development Standards Correlation

Frog Street Pre-K Teacher Guide Pages	NAEYC Standards Social Emotional	HEAD START FRAMEWORK Social Emotional Development	GEORGIA Pre-K Standards Social Emotional Development
		Emotional and Behavioral Health - A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.	<b>SED2 - The child will engage in self-expression.</b>
<p><b>TG1:</b> 24, 27, 30, 36, 37, 38, 39, 62, 63, 66, 96, 97, 107, 108, 113, 116, 119, 123, 132, 137, 143, 145, 151, 152, 156, 157, 159;  <b>TG2:</b> 23, 29, 32, 59, 60, 66, 72, 83, 94, 96, 99, 102, 120, 131, 132, 133, 134, 141, 143, 149, 150; <b>TG3:</b> 33, 48, 95, 107, 122, 123, 138, 156; <b>TG4:</b> 23, 24, 27, 41, 46, 49, 72, 73, 75, 95, 97, 103, 109, 113, 115, 117, 123, 143, 151, 159; <b>TG5:</b> 33, 42, 49, 58, 59, 67, 69, 72, 102, 105, 114, 115, 120, 141, 156; <b>TG6:</b> 27, 29, 30, 33, 35, 36, 58, 60, 61, 64, 68, 69, 72, 79, 80, 81, 83, 94, 96, 99, 101, 102, 103, 105, 107, 111, 115, 117, 120, 139, 145, 156, 159; <b>TG7:</b> 25, 34, 36, 37, 41, 43, 46, 49, 51, 59, 60, 63, 70, 84, 85, 96, 101, 108, 110, 120, 121, 122, 123, 130, 132, 133, 135, 136, 138, 141, 144, 145, 147, 150, 151, 153; <b>TG8:</b> 24, 30, 36, 37, 43, 48, 60, 62, 63, 65, 66, 67, 70, 73, 78, 84, 95, 99, 105, 111, 119, 121, 131, 132, 133, 135, 137, 143, 144, 147, 150, 154, 159; <b>TG9:</b> 24, 25, 28, 29, 30, 31, 34, 35, 36, 39, 41, 48, 50, 58, 59, 60, 63, 65, 66, 67, 69, 70, 72, 74, 75, 79, 83, 94, 97, 99, 100, 101, 102, 106, 108, 109, 112, 114, 122, 123, 130, 135, 136, 141, 142, 143, 145, 146, 147, 148, 154, 155, 156, 157</p>			<p><b>SED2.4a</b> Effectively uses words, sentences, and actions to communicate needs, ideas, opinions, and preferences.</p>
<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. Examples include Theme 6, p. 70 ("When we feel cranky or upset, we can change our mood by thinking positive thoughts.") and Theme 1, p. 147 ("Ask a child to describe something that happened today that they felt happy about.")</i></p> <p><b>TG1:</b> 136, 137, 138, 141, 143, 144, 145, 147, 148, 149, 150, 151, 153; <b>TG2:</b> 33, 47, 65, 101, 113, 119; <b>TG3:</b> 58, 71, 95, 119, 120, 121, 123, 137, 142, 147; <b>TG4:</b> 28, 29, 30, 45, 47, 101, 105, 115, 150, 156, 157, 159; <b>TG5:</b> 28, 30, 33, 40, 63, 65, 71, 76,</p>		Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear.	<p><b>SED2.4b</b> With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions.</p>

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<p>87, 99, 105, 118, 123, 135, 141, 147, 153, 159; <b>TG6:</b> 58, 64, 70, 76, 82, 100, 118, 130, 135, 147, 154, 156, 157, 159; <b>TG7:</b> 41, 63, 69, 75, 81, 119, 121, 141, 147, 153, 159 ; <b>TG8:</b> 63, 100, 101, 107, 113, 131, 137, 141, 149, 159; <b>TG9:</b> 24, 40, 45, 59, 131, 137, 143, 155</p>			
<p><i>Children can role play in the <u>Pretend and Learn Center</u>; use magnetic Story Folders props to retell stories, and act out rhymes and songs.</i>  <b>TG1:</b> 43, 46, 49, 56, 69, 73, 75, 77, 83, 106, 111, 112, 130, 143; <b>TG2:</b> 25, 45, 81, 117, 138, 145; <b>TG3:</b> 41, 62, 95, 111, 112, 115, 121, 122, 123, 128, 133, 137, 153, 159; <b>TG4:</b> 25, 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157; <b>TG5:</b> 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141; <b>TG6:</b> 59, 60, 64, 76, 103, 131, 136, 148; <b>TG7:</b> 24, 36, 43, 49, 76, 79, 85, 87, 92, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159; <b>TG8:</b> 25, 28, 30, 31, 32, 33, 34, 40, 47, 56, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 98, 101, 103, 110, 116, 118, 130, 133, 135, 136, 137, 151, 156; <b>TG9:</b> 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157</p>		<p>Recognizes and labels emotions. (from self -regulation.)</p> <p>Recognizes and labels other's emotions. (from social relationships).</p>	<p><b>SED2.4c</b> Uses pretend play to show emotions of self and others.</p>
<p><b>TG1:</b> 58, 95, 100, 106, 112, 118, 130, 131, 142, 143, 144, 148, 149, 150, 153, 154, 155; <b>TG2:</b> 22, 28, 34, 40, 46, 100, 109, 130; <b>TG3:</b> 119, 120, 136; <b>TG4:</b> 22, 28, 29, 82, 100, 142; <b>TG5:</b> 40, 136; <b>TG6:</b> 22, 58, 70; <b>TG7:</b> 64, 76, 100, 118, 136; <b>TG8:</b> 118, 130, 131; <b>TG9:</b> 22, 40, 41, 45, 143</p>		<p>Adapts to new environments with appropriate emotions and behaviors.</p> <p>Adapts to new environments with appropriate emotions and behaviors.</p>	<p><b>SED2.4d</b> With adult guidance, distinguishes between positive and negative emotions, and the conditions that evoke each.</p>
	Self-Regulation	Self- Regulation	<b>SED3</b> The child will begin to demonstrate self-control.
<p><b>TG1:</b> 25, 26, 41, 45, 154; <b>TG2:</b> 43, 49, 61; <b>TG3:</b> 106, 118; <b>TG4:</b> 30, 34, 42, 48, 51; <b>TG5:</b> 14, 58; <b>TG6:</b> 28, 34, 48; <b>TG7:</b> 28, 94, 100, 118, 142; <b>TG8:</b> 40, 64, 100, 106, 112; <b>TG9:</b> 46, 137, 144, 145</p>		Follows simple rules, routines, and directions.	<b>SED3.4a</b> Independently follows rules and routines.
<p><b>TG1:</b> 26, 27, 28, 41, 45; <b>TG2:</b> 22, 28, 34, 40, 46, 64, 94; <b>TG3:</b> 112, 118; <b>TG4:</b> 34, 42, 107, 108; <b>TG5:</b> 28, 58, 100; <b>TG6:</b> 31, 34, 45; <b>TG7:</b> 94, 118, 142, 154; <b>TG8:</b> 63, 141, 148; <b>TG9:</b> 28, 46, 131, 144, 145</p>	2.B.03 Children have varied opportunities to learn the skills needed to regulate their emotions, behavior and attention.		<b>SED3.4b</b> Regulates own emotions and behaviors, and seeks out adult support when needed.

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<p><b>TG1:</b> 71, 94, 95, 100, 106, 112, 118, 130, 131, 136, 142, 150, 151; <b>TG2:</b> 22, 28, 30, 40, 46, 58, 94, 100, 106, 113, 136; <b>TG3:</b> 28, 64, 112, 136, 142; <b>TG4:</b> 22, 28, 29, 76, 101, 112, 118; <b>TG5:</b> 22, 28, 34, 58, 82, 112, 154; <b>TG6:</b> 28, 40, 46, 64, 100, 112, 118, 130, 136, 142; <b>TG7:</b> 28, 46, 64, 82, 94, 112, 130, 136, 154; <b>TG8:</b> 58, 70, 82, 94, 100, 112, 154; <b>TG9:</b> 28, 34, 45, 64, 70, 76, 82, 94, 112, 118, 130, 136, 142, 143, 144, 145, 148, 154</p>		<p>Handles impulses and behavior with minimal direction from adults.</p>	<p><b>SED3.4c</b> Regulates a range of impulses.</p>
<p><i>Transition Tips at the beginning of each Teacher Guide: p. 14</i>  <i>Transitions built into daily Literacy and Math Lesson:</i>  <b>TG1:</b> 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; <b>TG2:</b> 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; <b>TG3:</b> 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; <b>TG4:</b> 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; <b>TG5:</b> 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; <b>TG6:</b> 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; <b>TG7:</b> 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; <b>TG8:</b> 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144,</p>		<p>Shifts attention between tasks and moves through transitions with minimal direction from adults.</p>	<p><b>SED3.4d</b> Manages transitions and adapts to changes in schedules and routines independently.</p>

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146, 150, 152, 156, 158; <b>TG9:</b> 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108, 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158			
			<b>3. DEVELOPING A SENSE OF SELF WITH OTHERS</b>
	<b>2. B.</b> -- Areas of Development: Social-Emotional Development	Social Relationships - The healthy relationships and interactions with adults and peers.	<b>SED4 The child will develop relationships and social skills with adults</b>
<i>Every page of instruction (for whole-class, small-group or Learning Centers) provides teachers and students opportunities to develop positive relationships through strong teacher/child interactions.</i>			<b>SED4.4a</b> Transitions well into new, unfamiliar settings
<i>Every page of instruction (for whole-class, small-group or Learning Centers) provides teachers and students opportunities to develop positive relationships through strong teacher/child interactions.</i>	Children have varied opportunities to engage throughout the day with teaching staff who are attentive and <b>a.</b> responsive to them <b>b.</b> facilitate children social competence <b>c.</b> facilitate children's ability to learn through the interaction with others.	Communicates with familiar adults and accepts or requests guidance.	<b>SED4.4b</b> Uses familiar adult's suggestions to decide how to respond to a specific situation.
<i>Every page of instruction (for whole-class, small-group or Learning Centers) provides teachers and students opportunities to develop positive relationships through strong teacher/child interactions.</i>		Establishes secure relationship with adults	<b>SED4.4c</b> Shows affection to familiar adults by using more complex words and actions.
<i>Every page of instruction (for whole-class, small-group or Learning Centers) provides teachers and students opportunities to develop positive relationships through strong teacher/child interactions.</i>			<b>SED4.4d</b> Seeks out adults as a resource for help and assistance.
			<b>SED5 The child will develop relationships and social skills with peers.</b>
<i>Theme 2, Family and Friends, focuses on developing friendships with other children. <b>TG1:</b> 46, 147; <b>TG2:</b> 94, 96, 100, 102, 103, 106, 107, 113, 119, 120, 123; <b>TG3:</b> 58, 71, 136, 142; <b>TG4:</b> 45, 106, 136; <b>TG5:</b> 76, 80, 83, 101, 142, 148; <b>TG6:</b> 118, 120, 122; <b>TG7:</b> 14, 45, 136; <b>TG8:</b> 64, 100, 136, 148; <b>TG9:</b> 82, 106, 142, 143, 144, 145, 148</i>	2 B. 05 Children have varied opportunities to develop skills for entering into social groups, developing friendships, learning to help, and other pro-social behavior.	Develops friendships with peers.	<b>SED5.4a</b> Develops and maintains friendships with other children.
<i>FSPK offers many opportunities for children to play and interact with others. Examples include working as a team (Theme 7:p. 39 Math Center), working with a partner (Theme 6: p. 31 Language and Literacy Center), and working in a group</i>		Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.  Cooperates with others.	<b>SED5.4b</b> Plays cooperatively with a few peers for a sustained period of time.

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<p><i>(Theme 7: p. 94 Moving and Learning).</i>  <b>TG1:</b> 20, 21, 25, 27, 31, 33, 34, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; <b>TG2:</b> 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; <b>TG3:</b> 20, 21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 151, 157, 159; <b>TG4:</b> 20, 21, 25, 27, 28, 31, 33, 34, 37, 39, 53, 43, 45, 49, 51, 56, 57, 61, 63, 66, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; <b>TG5:</b> 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; <b>TG6:</b> 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 70, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; <b>TG7:</b> 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; <b>TG8:</b> 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; <b>TG9:</b> 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159</p>			
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<p><b>Conscious Discipline™</b> strategies in every <b>Greeting Circle</b>; songs, chants and routines in each Appendix (at the back of each Teacher Guide).</p> <p>Social skills, emotional intelligence skills and classroom management are practiced from the <b>Greeting Circle</b> to the <b>Closing Circle</b>. Children do not just read and discuss social skills, but also <i>practice</i> social skills. The same is true for Emotional Intelligence.</p> <p><b>Theme 4</b> 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 problems.</p> <p><b>Social/Emotional Library</b> of books found in the Frog Street Café (Social-Emotional box) support ways to promote feelings of success and competence as children reflect on their own behaviors.</p> <p>Each day children make a <b>Commitment</b>—an individual goal they wish to achieve. In the <b>Closing Circle</b>, children celebrate their successes in achieving goals.</p> <p><b>From the Experts</b> (p. 12 of each Teacher Guide): <b>Becky Bailey, Conscious Discipline™</b> writes specifically to guide children in being successful in their social and emotional endeavors during each day. <b>TG1:</b> 27, 100, 106, 123, 131, 132, 133, 137, 142, 156, 157; <b>TG2:</b> 26, 31, 38, 62, 99, 100, 105, 113, 116, 144; <b>TG3:</b> 71, 106, 107, 111, 117, 153; <b>TG4:</b> 22, 24, 25, 26, 28, 41, 46, 47, 48, 109, 111, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156, 157, 159; <b>TG5:</b> 22, 48, 51, 60, 61, 65, 73, 74, 109, 116; <b>TG6:</b> 29, 39, 69, 73, 79, 80, 81, 82, 85, 102, 103, 104, 105, 107, 108, 109, 119, 123, 132, 147; <b>TG7:</b> 25, 31, 37, 71, 75, 81, 84, 120, 147, 151, 159; <b>TG8:</b> 27, 63, 75, 80, 153; <b>TG9:</b> 28, 45, 81, 85, 103, 108, 110, 114, 115, 117, 120, 121, 151</p>	<p>2.B.07 Children have varied opportunities to learn to understand, empathize with, and take into account other peoples perspectives.</p>	<p>Expresses empathy and sympathy to peers.</p>	<p><b>SED5.4c</b> Attempts to resolve peer conflicts using appropriate strategies.</p>
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<p><b>TG1:</b> 76, 87, 94, 130, 142, 148, 154; <b>TG2:</b> 22, 28, 29, 34, 40, 46, 47, 58, 64, 70, 76, 94, 95, 101, 106, 112, 113, 118, 120, 142, 148, 154; <b>TG3:</b> 34, 58, 64, 70, 71, 76; <b>TG4:</b> 23, 29, 30, 40, 41, 45, 48, 70, 76, 111, 148, 156; <b>TG5:</b> 22, 34, 40, 46, 58, 70, 94, 112, 148; <b>TG6:</b> 22, 28, 58, 64, 70, 83, 84, 94, 100, 106, 112, 118, 130, 154; <b>TG7:</b> 22, 35, 40, 46, 58, 64, 70, 76, 100, 106, 111, 112, 118, 130, 136, 142, 148; <b>TG8:</b> 28, 34, 40, 46, 58, 63, 70, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 154; <b>TG9:</b> 22, 28, 34, 40, 46, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 143, 144, 145, 147, 148, 154, 159 101, 106, 112, 113, 118, 120, 142, 148, 154;</p> <p><b>TG3:</b> 34, 58, 64, 70, 71, 76; <b>TG4:</b> 23, 29, 30, 40, 41, 45, 48, 70, 76, 111, 148, 156; <b>TG5:</b> 22, 34, 40, 46, 58, 70, 94, 112, 148; <b>TG6:</b> 22, 28, 58, 64, 70, 83, 84, 94, 100, 106, 112, 118, 130, 154; <b>TG7:</b> 22, 35, 40, 46, 58, 64, 70, 76, 100, 106, 111, 112, 118, 130, 136, 142, 148; <b>TG8:</b> 28, 34, 40, 46, 58, 63, 70, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 154; <b>TG9:</b> 22, 28, 34, 40, 46, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 143, 144, 145, 147, 148, 154, 159</p>			<p><b>SED5.4d</b> Shows emerging empathy and understanding of peers by attempting to comfort and help.</p>
<p><b>TG1:</b> 22, 25, 28, 34, 45, 46, 74, 76, 80, 94; <b>TG2:</b> 28, 46, 47, 100; <b>TG3:</b> 34, 46, 58, 100; <b>TG4:</b> 22, 24, 58, 61, 102, 103, 141, 145; <b>TG5:</b> 64, 94, 106, 136, 154; <b>TG6:</b> 22, 28, 39, 70, 87, 132, 135; <b>TG7:</b> 22, 26, 28, 34, 35, 58; <b>TG8:</b> 70, 94, 100; <b>TG9:</b> 27, 132, 137, 138, 143, 148, 149</p>			<p><b>SED5.4e</b> Shows respect for peers' personal space and belongings.</p>

Frog Street Pre-K	NAEYC Standards	HEAD START FRAMEWORK	GEORGIA Pre-K Standards
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## Frog Street Pre-K, NAEYC, Head Start and Georgia Early Learning and Development Standards Correlation

Teacher Guide Pages	Approaches to Learning	Approaches to Learning	Approaches to Learning
			<b>1. INITIATIVE AND EXPLORATION</b>
<p><i>Practice Activities Learning Centers provide children with opportunities to play and perform tasks independently. Character education traits for Theme 7 are self-reliance and independence.</i></p> <p><b>TG1:</b> 20, 21, 22, 25, 28, 32, 33, 39, 40, 42, 45, 47, 48, 51, 56, 57, 58, 64, 70, 76, 78, 82, 92, 93, 106, 118, 132, 136, 143; <b>TG2:</b> 20, 21, 32, 39, 47, 51, 56, 57, 58, 68, 73, 82, 85, 92, 93, 94, 97, 99, 100, 105, 128, 129, 149, 150; <b>TG3:</b> 22, 34, 40, 58, 64, 81, 82, 96, 101, 102, 103, 104, 105, 106, 107, 108, 109, 113, 118, 119, 148; <b>TG4:</b> 25, 31, 37, 49, 102, 107; <b>TG5:</b> 22, 76, 135; <b>TG6:</b> 20, 21, 24, 45, 51, 63, 65, 75, 80, 83, 95, 97, 99, 101, 120, 121, 122, 157, 158, 159; <b>TG7:</b> 39, 56, 57, 66, 67, 73, 81, 92, 93, 94, 99, 100, 135, 142, 154; <b>TG8:</b> 20, 21, 58, 64, 67, 69, 73, 81, 92, 93, 97, 106, 112, 114, 120, 128, 129, 130, 141; <b>TG9:</b> 20, 21, 25, 56, 57, 85, 92, 93, 128, 129, 141, 143, 147, 148, 150, 153, 156, 159</p>		Initiative and Curiosity - An interest in varied topic and activities, desire to learn, creativeness, and independence in learning.	<b>APL1 The child will demonstrate initiative and self-direction.</b>
<p><b>TG1:</b> 20, 21, 25, 33, 42, 45, 51, 61, 69, 73, 75, 79, 80, 92, 93, 99, 103, 105, 111, 115, 117, 121, 128, 129, 141, 147, 151, 153, 157; <b>TG2:</b> 31, 36, 45, 50, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 97, 103, 105, 109, 115, 122, 128, 141, 151; <b>TG3:</b> 20, 25, 31, 37, 42, 43, 63, 67, 81, 87, 92, 98, 103, 105, 108, 115, 117, 128, 134, 141, 145, 151, 159; <b>TG4:</b> 20, 27, 31, 33, 37, 43, 49, 51, 56, 57, 79, 87, 92, 97, 99, 103, 121, 123, 128, 133, 135, 151, 153, 157; <b>TG5:</b> 20, 21, 27, 39, 44, 51, 56, 67, 69, 73, 92, 93, 97, 99, 105, 109, 110, 111, 115, 117, 123, 128, 133, 135, 139, 141, 145, 153, 157; <b>TG6:</b> 21, 25, 27, 37, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 93, 97, 99, 103, 105, 111, 115, 121, 128, 129, 133, 139, 141, 146, 147, 151, 157, 159; <b>TG7:</b> 20, 21, 25, 26, 27, 43, 45, 51, 59, 67, 69, 73, 79, 81, 85, 87, 92, 98, 103, 109, 115, 117, 128, 129, 133, 139, 141, 145, 147, 157; <b>TG8:</b> 20, 21, 33, 37, 38, 39, 43, 45, 49, 56, 61, 63, 67, 75, 85, 92, 93, 99, 103, 105, 109, 123, 129, 135, 139, 145, 153, 157, 159; <b>TG9:</b> 20, 21, 25,</p>	2.B.04 Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery.		<b>APL1.4a</b> Takes initiative to learn new concepts and try new experiences - initiates and completes new tasks by himself/herself.

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<p>27, 31, 33, 37, 43, 45, 49, 56, 57, 69, 73, 75, 85, 87, 92, 93, 97, 103, 105, 109, 111, 121, 128, 139, 141, 145, 146, 147, 151</p>			
<p><b>TG1:</b> 27, 31, 49, 132, 133, 136, 157; <b>TG2:</b> 62, 63, 69, 85, 87, 99, 111, 116; <b>TG3:</b> 71, 107, 136, 159; <b>TG4:</b> 22, 24, 25, 26, 27, 30, 31, 46, 67, 69, 110, 111, 132, 133, 137, 138, 139, 141, 143, 144, 145; <b>TG5:</b> 73, 76, 83, 84, 130; <b>TG6:</b> 39, 41, 69, 73, 80, 81, 85, 101, 102, 103, 104, 105, 107, 108, 109, 123, 132, 133, 135; <b>TG7:</b> 25, 71, 75, 84, 111, 145, 146, 147, 159; <b>TG8:</b> 27, 75, 149, 151, 153, 157; <b>TG9:</b> 41, 81, 85, 103, 108, 110, 114, 115, 119, 120, 121, 123, 151</p>			<p><b>APL1.4b</b> Selects and carries out activities without adult prompting.</p>
<p><b>TG1:</b> 24, 27, 37, 49, 68, 77, 79, 94, 97; <b>TG2:</b> 28, 34, 46, 99, 105, 120, 123; <b>TG3:</b> 71, 76, 82, 112, 115, 118, 121, 122, 123, 137; <b>TG4:</b> 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157; <b>TG5:</b> 34, 40, 41, 46, 60, 61, 64, 106, 118; <b>TG6:</b> 22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148; <b>TG7:</b> 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159; <b>TG8:</b> 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159; <b>TG9:</b> 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156</p>	<p>Sets goals and develops and follows through on plans. (from persistence and attentiveness)</p>		<p><b>APL1.4c</b> Sets goals and develops and follows through on plans.</p>
			<p><b>APL2 The child will demonstrate interest and curiosity.</b></p>
<p><b>TG1:</b> 24, 27, 37, 49, 68, 77, 79, 94, 97, 100, 106, 123, 131, 132, 133, 142, 156, 157; <b>TG2:</b> 26, 28, 31, 34, 46, 62, 99, 100, 105, 113, 116, 120, 123, 144; <b>TG3:</b> 71, 76, 82, 106, 107, 111, 112, 115, 117, 118, 121, 122, 123, 137, 153; <b>TG4:</b> 22, 24, 25, 26, 28, 31, 37, 40, 41, 43, 47, 48, 49, 66, 70, 109, 111, 115, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156, 157, 159; <b>TG5:</b> 22, 34, 40, 41, 46, 48, 51, 60, 61, 64, 65, 73, 74, 106, 109, 116, 118; <b>TG6:</b> 22, 28, 29, 39, 63, 64, 69, 70, 73, 76, 79, 80, 81, 82, 85, 94, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 119, 121, 123, 132, 136, 142, 147, 148; <b>TG7:</b> 25, 31, 34, 37, 39, 46, 63, 64, 70, 71, 75, 81, 82, 84, 100, 106, 112, 118, 120, 147, 148, 151, 154, 159; <b>TG8:</b> 22, 27, 45, 46, 63, 64, 69, 70, 75, 80, 82, 130, 133, 137, 148, 151, 153, 154, 159;</p>		<p>Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.</p>	<p><b>APL2.4a</b> Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks.</p>

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<p><b>TG9:</b> 28, 33, 34, 37, 40, 45, 64, 81, 85, 100, 103, 108, 110, 114, 115, 117, 120, 121, 130, 136, 142, 148, 151, 153, 156.</p> <p><b>Character Education Traits:</b>  <i>Theme 8 (curiosity); Theme 7 (self-reliance); Literacy and Math Practice Centers, Weekly Learning Centers.</i></p>			
<p><b>TG1:</b> 20-21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56-57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92-93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128-29, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159</p> <p><b>TG2:</b> 20-21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56-57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92-93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128-29, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159</p> <p><b>TG3:</b> 20-21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56-57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92-93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128-29, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159</p> <p><b>TG4:</b> 20-21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56-57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92-93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128-29, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159</p> <p><b>TG5:</b> 20-21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56-57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92-93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128-29, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159</p> <p><b>TG6:</b> 20-21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56-57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92-93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128-29, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159</p> <p><b>TG7:</b> 20-21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56-57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92-93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128-29, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159</p> <p><b>TG8:</b> 20-21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56-57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92-93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128-29, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159</p> <p><b>TG9:</b> 20-21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56-57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92-93, 97, 99, 103, 105, 109,</p>		<p>Asks questions and seeks new information.</p>	<p><b>APL 2.4b</b> Asks questions and seeks new information. With assistance, looks for new information and wants to know more.</p>

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111, 115, 117, 121, 123, 128-29, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159			
<b>TG1:</b> 20, 21, 32, 42, 45, 57, 93, 99, 109, 114, 141, 147; <b>TG2:</b> 21, 57, 63, 68, 93, 129, 159; <b>TG3:</b> 71, 76, 82, 106, 107, 111, 112, 115, 117, 118, 121, 122, 123, 137, 153; <b>TG4:</b> 22, 24, 25, 26, 28, 31, 34, 37, 40, 41, 43, 47, 48, 49, 66, 70, 109, 111, 115, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156, 157, 159; <b>TG5:</b> 22, 34, 40, 41, 46, 48, 51, 60, 61, 64, 65, 73, 74, 106, 109, 116, 118; <b>TG6:</b> 22, 28, 29, 39, 63, 64, 69, 70, 73, 76, 79, 80, 81, 82, 85, 94, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 119, 121, 123, 132, 136, 142, 147, 148; <b>TG7:</b> 31, 63, 69, 99, 101, 103, 141, 144, 150, 155, 157; <b>TG8:</b> 33, 35, 39, 41, 79, 83, 97, 99, 111, 113, 114, 147; <b>TG9:</b> 21, 39, 56, 57, 63, 65, 69, 83, 93, 105, 123			<b>APL2.4c</b> Increasingly seeks out and explores unfamiliar objects in the environment.
			<b>2. ATTENTIVENESS AND PERSISTENCE</b>
		Persistence and Attentiveness - The ability to begin and finish activities with persistence and attention.	<b>APL3</b> The child will sustain attention to a specific activity and demonstrate persistence.
<i>Practice Activities Learning Centers provide children with opportunities to play and perform tasks independently. Character education traits for Theme 7 are self-reliance and independence.</i> <b>TG1:</b> 20, 21, 22, 25, 28, 32, 33, 39, 40, 42, 45, 47, 48, 51, 56, 57, 58, 64, 70, 76, 78, 82, 92, 93, 106, 118, 132, 136, 143 <b>TG2:</b> 20, 21, 32, 39, 47, 51, 56, 57, 58, 68, 73, 82, 85, 92, 93, 94, 97, 99, 100, 105, 128, 129, 149, 150 <b>TG3:</b> 22, 34, 40, 58, 64, 81, 82, 96, 101, 102, 103, 104, 105, 106, 107, 108, 109, 113, 118, 119, 148 <b>TG4:</b> 25, 31, 37, 49, 102, 107; <b>TG5:</b> 22, 76, 135; <b>TG6:</b> 20, 21, 24, 45, 51, 63, 65, 75, 80, 83, 95, 97, 99, 101, 120, 121, 122, 157, 158, 159 <b>TG7:</b> 39, 56, 57, 66, 67, 73, 81, 92, 93, 94, 99, 100, 135, 142, 154; <b>TG8:</b> 20, 21, 58, 64, 67, 69, 73, 81, 92, 93, 97, 106, 112, 114, 120, 128, 129, 130, 14; <b>TG9:</b> 20, 21, 25, 56, 57, 85, 92, 93, 128, 129, 141, 143, 147, 148, 150, 153, 156, 159		Maintains interest in a project or activity until completed.	
			<b>APL3 .4a</b> Engages in independent activities and continues tasks over a period of days.

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<p><b>TG1:</b> 20, 21, 25, 33, 42, 45, 51, 61, 69, 73, 75, 79, 80, 92, 93, 99, 103, 105, 111, 115, 117, 121, 128, 129, 141, 147, 151, 153, 157; <b>TG2:</b> 31, 36, 45, 50, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 97, 103, 105, 109, 115, 122, 128, 141, 151; <b>TG3:</b> 20, 25, 31, 37, 42, 43, 63, 67, 81, 87, 92, 98, 103, 105, 108, 115, 117, 128, 134, 141, 145, 151, 159; <b>TG4:</b> 20, 27, 31, 33, 37, 43, 49, 51, 56, 57, 79, 87, 92, 97, 99, 103, 121, 123, 128, 133, 135, 151, 153, 157; <b>TG5:</b> 20, 21, 27, 39, 44, 51, 56, 67, 69, 73, 92, 93, 97, 99, 105, 109, 110, 111, 115, 117, 123, 128, 133, 135, 139, 141, 145, 153, 157; <b>TG6:</b> 21, 25, 27, 37, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 93, 97, 99, 103, 105, 111, 115, 121, 128, 129, 133, 139, 141, 146, 147, 151, 157, 159; <b>TG7:</b> 20, 21, 25, 26, 27, 43, 45, 51, 59, 67, 69, 73, 79, 81, 85, 87, 92, 98, 103, 109, 115, 117, 128, 129, 133, 139, 141, 145, 147, 157; <b>TG8:</b> 20, 21, 33, 37, 38, 39, 43, 45, 49, 56, 61, 63, 67, 75, 85, 92, 93, 99, 103, 105, 109, 123, 129, 135, 139, 145, 153, 157, 159; <b>TG9:</b> 20, 21, 25, 27, 31, 33, 37, 43, 45, 49, 56, 57, 69, 73, 75, 85, 87, 92, 93, 97, 103, 105, 109, 111, 121, 128, 139, 141, 145, 146, 147, 151</p>			<p><b>APL3.4b</b> Practices to improve skills that have been accomplished.</p>
<p><b>TG1:</b> 24, 27, 37, 49, 68, 77, 79, 94, 97; <b>TG2:</b> 28, 34, 46, 99, 105, 120, 123; <b>TG3:</b> 71, 76, 82, 112, 115, 118, 121, 122, 123, 137; <b>TG4:</b> 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157; <b>TG5:</b> 34, 40, 41, 46, 60, 61, 64, 106, 118; <b>TG6:</b> 22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148; <b>TG7:</b> 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159; <b>TG8:</b> 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159; <b>TG9:</b> 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156</p>			<p><b>APL3.4c</b> Works cooperatively with others to successfully achieve a goal or accomplish a task.</p>
<p><i>Practice Activities give children many opportunities to complete projects and tasks, concentrate despite distractions, and solve problems through trial-and-error experimentation.</i></p> <p><b>TG1:</b> 20, 21, 25, 33, 37, 43, 56, 67, 69, 79, 92, 93, 121, 132, 133, 136, 139, 141, 153, 157 <b>TG2:</b> 20, 21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 56, 57, 61, 69, 73, 79, 85, 92, 93,</p>		<p>Resists distractions, maintains attention, and continues the task at hand through frustration and challenges.</p>	<p><b>APL3.4d</b> Persists in trying to complete a task after previous attempts have failed.</p>



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<p>99, 103, 115, 123, 128, 129, 135, 151  <b>TG3:</b> 27, 31, 33, 37, 42, 43, 61, 63, 69, 73, 81, 109, 123, 135, 139, 151; <b>TG4:</b> 27, 31, 33, 43; <b>TG5:</b> 20, 21, 25, 31, 37, 43, 49, 56, 57, 61, 67, 73, 79, 85, 92, 93, 97, 103, 109, 115, 121, 128, 129, 133, 139, 145, 151, 157; <b>TG6:</b> 20, 21, 23, 33, 51, 56, 57, 79, 87, 92, 93, 105, 111, 128, 129; <b>TG7:</b> 20, 21, 56, 57, 79, 81, 92, 93, 103, 109, 111, 115, 128, 129, 135, 139; <b>TG8:</b> 20, 21, 31, 43, 56, 57, 61, 79, 85, 92, 93, 103, 128, 129, 139, 145, 157; <b>TG9:</b> 20, 21, 39, 43, 49, 51, 56, 57, 60, 61, 67, 73, 79, 81, 85, 92, 93, 97, 99, 103, 109, 115, 123, 128, 129, 139, 145, 151</p>			
			<b>3. PLAY</b>
		Cooperation - An interest and engagement in group experiences.	<b>APL4 The child will engage in a progression of imaginative play.</b>
<p><i>Children can role play in the <u>Pretend and Learn Center</u>, use magnetic Story Folders props to retell stories, and act out rhymes and songs.</i></p> <p><b>TG1:</b> 43, 46, 49, 56, 69, 73, 75, 77, 83, 106, 111, 112, 130, 143 <b>TG2:</b> 25, 45, 81, 117, 138, 145 <b>TG3:</b> 41, 62, 95, 111, 112, 115, 121, 122, 123, 128, 133, 137, 153, 159 <b>TG4:</b> 25, 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157 <b>TG5:</b> 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141 <b>TG6:</b> 59, 60, 64, 76, 103, 131, 136, 148; <b>TG7:</b> 24, 36, 43, 49, 76, 79, 85, 87, 92, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159 <b>TG8:</b> 25, 28, 30, 31, 32, 33, 34, 40, 47, 56, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 98, 101, 103, 110, 116, 118, 130, 133, 135, 136, 137, 151, 156 <b>TG9:</b> 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157</p>		<p>Joins in cooperative play with others and invites others to play.</p> <p>Engages in pretend play and acts out roles</p> <p>Recognizes the difference between fantasy and reality (*from Logic and Reasoning)</p>	<b>APL4 .4a</b> Engages in elaborate and sustained imaginative play and can distinguish between real life and fantasy.
		Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities. (from Initiative and Curiosity.)	<b>APL5 The child will demonstrate a cooperative and flexible approach to play and learning.</b>
<p><i>Each morning the <u>Greeting Circle</u> begins with activities designed to unite everyone and develop a sense of belonging. Children are encouraged to interact such as in this example from Theme 1, p. 46 ("Encourage children to sing along and shake hands with friends").</i></p> <p><b>TG1:</b> 20, 21, 34, 37, 46, 48, 56, 59, 63, 70,</p>		Plans, initiates, and completes learning activities with peers.	<b>APL5.4a</b> Willingly joins in sustained cooperative play and learning with others to complete a task.

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<p>78, 81, 92, 93, 103, 121 <b>TG2:</b> 20, 21, 28, 39, 43, 56, 57, 76, 81, 92, 93, 96, 97, 98, 99, 100, 102, 103, 105, 114, 117, 120, 121, 128, 129, 150 <b>TG3:</b> 27, 32, 33, 51, 56, 60, 73, 92, 93, 109, 111, 118, 128, 129, 147 <b>TG4:</b> 20, 21, 33, 46, 57, 58, 64, 76, 87, 92, 93, 97, 108, 117, 128, 129, 131, 135, 136, 145, 154, 158 <b>TG5:</b> 20, 21, 27, 31, 34, 37, 39, 40, 60, 61, 70, 82, 92, 93, 94, 100, 112, 118, 128, 129 <b>TG6:</b> 99, 120, 121, 123 <b>TG7:</b> 24, 33, 39, 46, 59, 75, 92, 93, 94, 100, 105, 106, 117, 128, 129, 135, 141 <b>TG8:</b> 20, 21, 45, 46, 56, 57, 75, 81, 84, 92, 93, 97, 99, 105, 108, 114, 120, 128, 129, 132, 135, 141, 156, 159 <b>TG9:</b> 20, 21, 27, 39, 43, 45, 56, 57, 81, 92, 93, 105, 115, 117, 128, 129, 144, 150, 159</p>			
<p><b>TG1:</b> 108, 109, 110, 114, 115, 121; <b>TG2:</b> 24, 29, 37, 61, 76, 77, 101, 156, 157; <b>TG3:</b> 23, 35, 47, 88, 115, 118, 119, 120; <b>TG4:</b> 24, 30, 35, 40, 41, 59, 80, 101, 102, 103, 114, 115; <b>TG5:</b> 63, 72, 75, 113, 157; <b>TG6:</b> 31, 38, 44, 82, 84, 85, 86, 97, 105, 139; <b>TG7:</b> 73, 79, 107, 121; <b>TG8:</b> 25, 26, 27, 87, 107, 108, 119, 121, 135, 157; <b>TG9:</b> 25, 59, 65, 66, 68, 72, 73, 80, 95, 96, 97, 139, 151</p>		<p>Models or teaches peers.</p>	<p><b>APL5.4b</b> Demonstrates flexibility in taking on various roles in a group setting</p>
<p><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 (Theme 1, p. 156 "Let's think of some creative things we can do with this clothespin.")</i></p> <p><b>TG1:</b> 20, 21, 27, 32, 43, 45, 56, 57, 73, 85, 92, 93, 103, 117, 120, 131, 156; <b>TG2:</b> 20, 21, 25, 33, 37, 39, 51, 56, 57, 61, 62, 63, 71, 79, 81, 85, 92, 93, 97, 128, 129, 133 <b>TG3:</b> 25, 26, 35, 38, 44, 47, 48, 49, 58, 61, 65, 71, 73, 97, 101, 107, 111, 116, 123, 131, 135, 137, 138, 141, 151 <b>TG4:</b> 25, 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157; <b>TG5:</b> 20, 39, 56, 57, 61, 64, 65, 73, 76, 79, 82, 114, 133 <b>TG6:</b> 35, 42, 43, 51, 56, 57, 59, 72, 92, 93, 102, 103, 105, 108, 111, 114, 115, 119, 128, 129, 132, 155 <b>TG7:</b> 25, 31, 49, 56, 57, 81, 82, 83, 84, 85, 87, 97, 109, 111, 115, 135, 137, 145, 146, 153 <b>TG8:</b> 20, 21, 25, 27, 49, 56, 79, 92, 93, 94, 104, 109, 121, 128, 129,</p>			<p><b>APL5.4c</b> Demonstrates inventiveness, imagination, and creativity to solve a problem.</p>

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<p>138, 157; <b>TG9:</b> 20, 21, 25, 31, 37, 41, 42, 43, 51, 56, 57, 63, 73, 77, 81, 83, 92, 93, 108, 109, 111, 115, 118, 119, 128, 129</p>			
<p><b>Conscious Discipline™</b> strategies in every <b>Greeting Circle</b>; songs, chants and routines in each Appendix (at the back of each Teacher Guide).</p> <p>Social skills, emotional intelligence skills and classroom management are practiced from the <b>Greeting Circle</b> to the <b>Closing Circle</b>. Children do not just read and discuss social skills, but also <i>practice</i> social skills. The same is true for Emotional Intelligence.</p> <p><b>Theme 4</b> 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 problems.</p> <p><b>Social/Emotional Library</b> of books found in the Frog Street Café (Social-Emotional box) support ways to promote feelings of success and competence as children reflect on their own behaviors.</p> <p>Each day children make a <b>Commitment</b>—an individual goal they wish to achieve. In the <b>Closing Circle</b>, children celebrate their successes in achieving goals.</p> <p><b>From the Experts</b> (p. 12 of each Teacher Guide): <b>Becky Bailey, Conscious Discipline™</b> writes specifically to guide children in being successful in their social and emotional endeavors during each day.</p> <p><b>TG1:</b> 27, 100, 106, 123, 131, 132, 133, 137, 142, 156, 157; <b>TG2:</b> 26, 31, 38, 62, 105, 113, 116, 144; <b>TG3:</b> 71, 106, 107, 111, 117, 153; <b>TG4:</b> 22, 24, 25, 26, 28, 48, 109, 111, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156, 157, 159; <b>TG5:</b> 51, 60, 61, 65, 73, 74, 109, 116; <b>TG6:</b> 29, 39, 69, 73, 79, 80, 81, 82, 85, 102, 105, 107, 108, 109, 119, 123, 132, 147; <b>TG7:</b> 25, 31, 37,</p>		<p>Helps, shares, and cooperates in a group.</p>	<p><b>APL5.4d</b> Considers a variety of possible solutions and exhibits flexibility if an alternative approach is suggested by a peer or adult.</p>

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71, 75, 81, 84, 120, 159; <b>TG8:</b> 27, 63, 75, 80, 153; <b>TG9:</b> 28, 45, 81, 85, 103, 108, 110, 114, 115, 121, 151			
<b>TG1:</b> 138; <b>TG8:</b> 12; <b>TG9:</b> 116			<b>APL5.4e</b> Recovers quickly from setbacks and differences in opinion in a group setting.

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Frog Street Pre-K Teacher Guide Pages	NAEYC Standards Language Development	HEAD START FRAMEWORK Language Development	GEORGIA Pre-K Standards Communication and Literacy
		Receptive Language - the ability to comprehend or understand language.	<b>1. RECEPTIVE LANGUAGE</b> <b>CCL1</b> The child will listen to conversations and demonstrate comprehension.
<b>TG1:</b> 22, 23, 24, 25, 26, 28, 29, 30, 35, 36, 37, 41, 42, 43, 44, 45, 48, 49, 59, 60, 61, 62, 63, 64, 65, 69, 70, 71, 72, 73, 76, 77, 78, 79, 82, 84, 85, 96, 97, 98, 99, 102, 107, 108, 109, 111, 113, 118, 132, 137, 143, 144, 152, 155, 159; <b>TG2:</b> 22, 23, 24, 25, 28, 31, 34, 36, 37, 40, 41, 46, 58, 66, 72, 76, 77, 78, 83, 87, 94, 102, 107, 109, 113, 115, 130, 131, 135, 136, 137, 141, 143, 144, 149, 150, 155; <b>TG3:</b> 29, 33, 39, 68, 71, 72, 87, 111, 115, 120, 130, 137, 138, 142, 143, 149; <b>TG4:</b> 24, 29, 35, 41, 46, 65, 81, 95, 96, 101, 108, 119, 123, 130, 150, 157; <b>TG5:</b> 23, 33, 34, 35, 39, 42, 48, 67, 71, 75, 97, 99, 109, 114, 121, 131, 132, 133, 140, 141, 145, 148, 150, 155; <b>TG6:</b> 30, 31, 33, 39, 48, 58, 60, 63, 68, 69, 82, 84, 99, 100, 101, 107, 112, 117, 137, 141, 149, 153, 154; <b>TG7:</b> 25, 36, 46, 47, 51, 61, 64, 69, 71, 72, 74, 75, 83, 85, 87, 94, 95, 101, 102, 107, 110, 113, 118, 121, 132, 133, 135, 137, 138, 141, 142, 143, 144, 146, 147, 148, 150, 152, 154, 156; <b>TG8:</b> 22, 30, 36, 37, 39, 42, 43, 48, 65, 72, 75, 77, 78, 81, 82, 83, 85, 95, 97, 101, 103, 105, 107, 108, 111, 113, 114, 118, 120, 137, 138, 141, 143, 144, 145, 150, 153, 156, 158; <b>TG9:</b> 23, 24, 25, 29, 30, 32, 33, 35, 36, 39, 40, 45, 47, 51, 58, 59, 64, 65, 69, 71, 72, 74, 75, 77, 78, 83, 87, 95, 96, 98, 99, 100, 101, 102, 103, 105, 108, 113, 114, 118, 130, 135, 136, 142, 143, 148, 149, 153, 154, 155, 156	2.D.03 Children are provide opportunities to develop verbal and non-verbal communication by:	Attends to language during conversations, songs, stories, or other learning experiences.	<b>CCL1.4a</b> Listens and responds on topic to conversations and group discussions for an extended period.
<b>TG1:</b> 22, 24, 26, 27, 28, 31, 33, 35, 37, 39, 40, 41, 60, 61, 62, 69, 75, 78, 84, 85, 86, 87, 94, 97, 98, 99, 102, 103, 104, 105, 109, 111, 112, 116, 118, 121, 130, 152, 159; <b>TG2:</b> 22, 28, 31, 40, 46, 58, 70, 73, 80, 107, 108, 130, 135, 141, 150; <b>TG3:</b> 22, 28, 29, 34, 37, 49, 65, 70, 72, 73, 100, 108, 109, 118, 137, 148, 159; <b>TG4:</b> 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154; <b>TG5:</b> 27, 34, 36, 37, 39, 44, 45, 46, 63, 75,			<b>CCL1.4b</b> Listens and follows multi-step directions.

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<p>80, 112, 117, 118, 136, 153, 154; <b>TG6:</b> 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154; <b>TG7:</b> 23, 33, 50, 59, 60, 62, 63, 67, 72, 73, 74, 75, 81, 86, 87, 97, 106, 107, 109, 112, 117, 118, 123, 133, 134, 135, 139, 140, 141, 146, 147, 153, 158, 159 ; <b>TG8:</b> 31, 39, 40, 45, 58, 86, 97, 99, 102, 112, 148, 153, 154, 156; <b>TG9:</b> 22, 26, 32, 34, 37, 40, 44, 63, 65, 69, 70, 75, 84, 98, 115, 135, 143, 147, 151</p>			
<p><i>Teachers are prompted to engage children in conversation throughout Frog Street Pre-K. Examples include Theme 6, p. 27 “ask questions to stimulate conversation,” Theme 8, p. 60 “engage them in conversation about zoo animals,” and Theme 3, p. 95 “ask children what they think they will find in this book.”</i></p> <p><b>TG1:</b> 28, 95, 98, 99, 103, 113, 123, 149;  <b>TG2:</b> 25, 29, 58, 65, 66, 79, 84, 94, 96, 99;  <b>TG3:</b> 39, 48, 68, 71, 95, 101, 111, 131, 138, 145, 155, 157; <b>TG4:</b> 23, 24, 25, 27, 41, 111, 115, 131, 143, 155, 156; <b>TG5:</b> 61, 67, 73,78, 81, 85, 99, 114, 115, 150, 151, 156; <b>TG6:</b> 23, 27, 59, 60, 95, 107, 108, 112, 113, 114, 115, 117, 145, 150, 151, 155, 156; <b>TG7:</b> 22, 25, 27, 51, 65, 84, 85, 102, 118, 120, 121, 130, 136, 142, 145, 148, 151, 154; <b>TG8:</b> 24, 35, 37, 60, 65, 72, 77, 95, 101, 113, 135, 156; <b>TG9:</b> 24, 29, 65, 70, 74, 82,83, 95, 103, 106, 112, 118, 119, 130, 136, 140, 142, 148, 154, 156</p>			<p><b>CCL1.4c</b> Extends/expands thoughts or ideas expressed.</p>
		<p>Comprehends increasingly complex and varied vocabulary.</p>	<p><b>CCL2</b> The child will acquire vocabulary introduced in conversations, activities, stories, and/ or books.</p>

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<p><b>TG1:</b> 23, 24, 27, 29, 30, 32, 35, 38, 39, 41, 42, 43, 44, 45, 48, 49, 50, 51, 58, 59, 60, 61, 62, 63, 65, 66, 67, 68, 69, 71, 74, 75, 77, 78, 80, 81, 82, 85, 87, 95, 96, 97, 98, 99, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 113, 114, 115, 116, 117, 119, 120, 121, 122, 123, 129, 131, 132, 134, 135, 137, 138, 143, 144, 145, 146, 149, 150, 152, 155, 159; <b>TG2:</b> 22, 23, 24, 25, 27, 28, 29, 30, 34, 35, 40, 41, 42, 44, 45, 46, 47, 57, 58, 59, 62, 63, 65, 66, 71, 72, 77, 83, 84, 86, 95, 99, 101, 102, 107, 108, 113, 114, 117, 119, 123, 130, 131, 132, 133, 134, 138, 142, 143, 148, 149, 155; <b>TG3:</b> 23, 24, 25, 27, 30, 33, 34, 35, 36, 37, 41, 43, 47, 51, 58, 59, 60, 63, 65, 66, 68, 71, 76, 77, 79, 83, 84, 87, 93, 95, 96, 101, 102, 107, 113, 114, 119, 120, 129, 131, 135, 137, 141, 143, 144, 149; <b>TG4:</b> 24, 29, 35, 41, 45, 48, 58, 60, 61, 66, 68, 69, 71, 74, 77, 80, 83, 86, 94, 97, 102, 107, 109, 111, 114, 149; <b>TG5:</b> 23, 26, 29, 33, 37, 41, 42, 47, 48, 63, 65, 71, 72, 75, 77, 86, 87, 93, 95, 96, 99, 101, 105, 110, 113, 120, 122, 130, 131, 132, 143, 144, 145, 155, 158; <b>TG6:</b> 22, 23, 26, 27, 29, 30, 32, 33, 35, 36, 37, 38, 40, 41, 44, 47, 59, 60, 62, 63, 64, 65, 66, 69, 71, 72, 74, 75, 76, 77, 78, 79, 84, 93, 94, 95, 96, 101, 102, 105, 107, 108, 113, 114, 117, 119, 120, 121, 122, 130, 131, 137, 138, 143, 145, 149, 150, 151, 153, 155; <b>TG7:</b> 22, 23, 26, 29, 30, 35, 36, 41, 47, 48, 49, 59, 60, 61, 63, 65, 69, 71, 76, 77, 78, 79, 80, 81, 82, 83, 85, 93, 95, 99, 101, 102, 104, 113, 114, 119, 123, 131, 135, 136, 138, 141, 143, 145, 149, 150, 151, 155, 156; <b>TG8:</b> 22, 23, 25, 26, 27, 29, 30, 33, 35, 36, 41, 42, 45, 46, 47, 48, 49, 51, 59, 64, 65, 70, 71, 72, 73, 75, 76, 77, 78, 79, 82, 83, 84, 85, 95, 100, 101, 102, 106, 108, 109, 112, 113, 115, 118, 119, 129, 130, 131, 132, 137, 139, 141, 143, 144, 145, 146, 149, 155, 156, 157; <b>TG9:</b> 23, 24, 27, 28, 29, 34, 35, 36, 39, 40, 41, 42, 43, 46, 47, 48, 58, 59, 60, 63, 66, 67, 71, 72, 73, 75, 76, 77, 82, 83, 87, 93, 95, 96, 99, 101, 105, 107, 108, 109, 113, 114, 117, 119, 120, 123, 131, 137, 142, 145</p>			<p><b>CCL2.4a</b> Demonstrates understanding of more complex vocabulary through everyday conversations.  <b>CCL2.4b</b> Connects new vocabulary from activities, stories, or books with prior experiences and conversations.</p>
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			<b>CCL3 The child will use nonverbal communication for a variety of purposes.</b>
<b>TG1:</b> 46, 67, 70, 73, 75, 76, 83, 134, 144, 147; <b>TG2:</b> 34, 58, 70, 76; <b>TG3:</b> 22, 28, 34, 58, 64; <b>TG4:</b> 31; <b>TG5:</b> 112, 140; <b>TG6:</b> 131, 148, 155; <b>TG7:</b> 23, 24, 59, 77; <b>TG8:</b> 46, 65, 130, 133, 142; <b>TG9:</b> 143, 153			<b>CCL3.4a</b> Uses more complex gestures and actions to enhance verbal communication of needs and wants.
<b>TG1:</b> 46, 67, 70, 73, 75, 76, 83, 134, 144, 147; <b>TG2:</b> 34, 58, 70, 76; <b>TG3:</b> 22, 28, 34, 58, 64; <b>TG4:</b> 31; <b>TG5:</b> 112, 140; <b>TG6:</b> 131, 148, 155; <b>TG7:</b> 23, 24, 59, 77; <b>TG8:</b> 46, 65, 130, 133, 142; <b>TG9:</b> 143, 153			<b>CCL3.4b</b> Communicates feelings using appropriate non-verbal gestures, body language, and actions.
		<b>Expressive Language</b>	<b>CLL4 The child will use increasingly complex spoken language.</b>
<b>TG2:</b> 29, 84; <b>TG3:</b> 48; <b>TG4:</b> 25, 143, 155, 156; <b>TG5:</b> 61, 78, 99, 114, 150, 156; <b>TG6:</b> 95, 107, 145, 156; <b>TG7:</b> 51, 65, 84, 85, 102, 136, 148; <b>TG8:</b> 65, 72, 135, 138, 156; <b>TG9:</b> 29, 83, 95, 119, 130, 136, 140, 142, 148, 154	2.D.03 b Communicating needs, thoughts, and experiences	Uses increasing complex and varied vocabulary.	<b>CLL4.4a</b> Uses spoken language that can be understood with ease.
<b>TG1:</b> 28, 42, 46, 48, 69, 106; <b>TG2:</b> 25, 27, 60, 65, 66; <b>TG3:</b> 33, 63, 74, 87, 100, 117, 152; <b>TG4:</b> 27, 41, 47, 65, 159; <b>TG5:</b> 27, 61, 143, 149; <b>TG6:</b> 23, 35, 71, 79, 85, 107; <b>TG7:</b> 25, 59, 71, 101, 141, 144; <b>TG8:</b> 41, 95, 107, 117, 121; <b>TG9:</b> 36, 77, 78	c. describing things and events.	Engages in communication and conversation with others.	<b>CLL4.4b</b> Demonstrates use of expanded sentences and sentence structure to ask questions and/or respond verbally.
<b>TG2:</b> 29, 84; <b>TG3:</b> 48; <b>TG4:</b> 25, 143, 155, 156; <b>TG5:</b> 61, 78, 99, 114, 150, 156; <b>TG6:</b> 95, 107, 145, 156; <b>TG7:</b> 51, 65, 84, 85, 102, 136, 148; <b>TG8:</b> 65, 72, 135, 138, 156; <b>TG9:</b> 29, 83, 95, 119, 130, 136, 140, 142, 148, 154			<b>CLL4.4d</b> Describes activities, experiences, and stories with more detail.
<b>TG1:</b> 28, 38, 39, 40, 42, 43, 48, 49, 51, 62, 69, 75, 83, 95, 108, 109, 117, 119, 144, 145, 147, 152; <b>TG2:</b> 22, 23, 24, 25, 31, 65, 66, 71, 83, 94, 95, 99, 102, 109, 111, 113, 117, 120, 136, 137, 138, 144, 155; <b>TG3:</b> 94, 118, 120, 148, 156, 159; <b>TG4:</b> 23, 26, 27, 35, 65, 117; <b>TG5:</b> 35, 63, 66, 69, 72, 115, 123, 131, 151; <b>TG6:</b> 33, 63, 69, 83, 99, 103, 105, 120, 133, 139, 145, 153; <b>TG7:</b> 35, 36, 60, 61, 63, 65, 67, 70, 73, 75, 77, 81, 85, 95, 99, 102, 112, 118, 136, 142, 156; <b>TG8:</b> 61, 108, 113, 115, 120, 138, 155, 157, 158; <b>TG9:</b> 23, 29, 31, 33, 37, 40, 42, 45, 47, 49, 64, 65, 71, 76, 85, 86, 87, 98, 99, 109, 115, 117, 121, 123, 133, 135, 151, 153, 157		Uses different grammatical structures for a variety of purposes.	<b>CLL4.4d</b> Uses new and expressive language appropriately in a variety of situations.
			<b>3. EARLY READING</b>

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	Early Literacy 2 E 04 Children have varied opportunities to	Literacy Knowledge and Skills – The interest in books and their characteristics, and the ability understand and get meaning from stories and information from books and other texts	<b>CLL5 The child will acquire meaning form a variety of materials read to him/her</b>
<b>TG1:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG2:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG3:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG4:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG5:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG6:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG7:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG8:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG9:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155		<b>CLL5.4a</b> Before reading, uses prior knowledge, story title, and pictures to make predictions about story content.	
<b>TG1:</b> 49, 59, 65, 71, 73, 75, 77, 83, 107, 111, 113, 115, 137, 139, 150, 151; <b>TG2:</b> 33, 39, 43, 79, 95, 101, 107, 121, 138, 139, 151, 157; <b>TG3:</b> 26, 27, 29, 31, 73, 111, 121, 137, 139, 145, 146, 157, 159; <b>TG4:</b> 25, 26, 31, 49, 66, 67, 85, 113, 133, 139, 145, 149, 151, 155, 157; <b>TG5:</b> 29, 31, 48, 49, 50, 55, 59, 60, 61, 65, 73, 78, 79, 83, 84, 85, 101, 102, 104, 109, 111, 113, 115, 121, 141, 144, 145, 151, 152; <b>TG6:</b> 30, 43, 59, 67, 73, 131, 143, 155, 157; <b>TG7:</b> 24, 25, 29, 31, 77, 113, 119, 121, 135, 145, 151, 157; <b>TG8:</b> 23, 25, 31, 47, 49, 65, 67, 71, 77, 101, 103, 115, 143, 145, 151; <b>TG9:</b> 25, 31, 67, 79, 80, 131, 150, 155, 157	f. retell and reenact events in storybooks.	Retells stories or information from books through conversation, artistic works, creative movement or drama.	<b>CLL5.4b</b> Retells familiar stories.
<b>TG1:</b> 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 149, 150, 155, 157; <b>TG2:</b> 23, 27, 29, 31, 33, 35, 41, 59, 61, 65, 67, 71, 83, 95, 99, 101, 107, 109, 113, 115, 119, 121, 143, 155, 157; <b>TG3:</b> 23, 35, 41, 43, 47, 59, 65, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 149, 155; <b>TG4:</b> 23, 25, 29,	g. engage in conversations that help them understand the content of the book.	Asks and answers questions and makes comments about print material.	<b>CLL5.4c</b> Discusses books or stories read aloud and can identify characters and setting in a story.

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<p>30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157; <b>TG5:</b> 23, 29, 31, 41, 47, 48, 49, 59, 60, 61, 65, 71, 73, 75, 77, 79, 83, 85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 131, 133, 137, 138, 140, 143, 149, 150, 151, 152, 155, 156, 157, 158 ; <b>TG6:</b> 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 107, 108, 119, 131, 133, 137, 138, 149, 151, 157; <b>TG7:</b> 29, 31, 35, 41, 43, 47, 59, 65, 67, 83, 84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 138, 143, 144, 145, 149, 155; <b>TG8:</b> 23, 29, 35, 38, 41, 43, 49, 59, 65, 71, 77, 83, 85, 101, 107, 113, 119, 137, 141, 143, 149, 155, 157; <b>TG9:</b> 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 107, 119, 131, 137, 143, 144, 155</p>			
<p><b>TG1:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG2:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG3:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG4:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG5:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG6:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG7:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG8:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG9:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155</p>	<p>h. be assisted in linking books to other aspects of the curriculum.</p>		<p><b>CLL5.4d</b> Makes real-world connections between stories and real-life experiences.</p>
<p><b>TG2:</b> 121, 139; <b>TG3:</b> 22, 133, 137; <b>TG4:</b> 67, 68, 111; <b>TG5:</b> 61, 65, 79, 103, 151; <b>TG6:</b> 79; <b>TG7:</b> 145; <b>TG8:</b> 25, 115; <b>TG9:</b> 29, 77, 83, 157</p>			<p><b>CLL5.4e</b> Develops an alternate ending for a story.</p>
		<p>Phonological Awareness - An awareness that language can be broken into words, syllables, and smaller pieces of sound.</p>	<p><b>CLL6</b> The child will develop early phonological awareness (awareness of the units of sound)</p>
<p><b>TG3:</b> 113, 114, 115, 117, 143; <b>TG4:</b> 82; <b>TG5:</b> 47, 60, 107; <b>TG6:</b> 150, 153; <b>TG7:</b> 108; <b>TG8:</b> 23, 137, 154; <b>TG9:</b> 84, 138</p>			<p><b>CLL6.4a</b> Listens and differentiates between sounds that are the same and different.</p>

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<p><b>Resources:</b> 13 music CDs</p> <p><b>TG1:</b> 72, 73, 102, 155; <b>TG2:</b> 46, 51, 64, 66, 101, 132, 133, 138, 139, 144, 149, 150, 151; <b>TG3:</b> 41, 47, 70, 94, 108, 109; <b>TG4:</b> 24, 36, 71, 83, 84, 137; <b>TG5:</b> 22, 23, 24, 25, 28, 30, 31, 34, 35, 40, 42, 43, 46, 47, 48, 57, 58, 64, 70, 76, 82, 84, 94, 96, 97, 100, 106, 112, 118, 130, 132, 136, 138, 139, 142, 144, 145, 148, 154 ; <b>TG6:</b> 108, 113, 149, 150, 151; <b>TG7:</b> 29, 36, 83, 96; <b>TG8:</b> 30, 36, 37, 42, 45, 81, 83, 120, 121, 144; <b>TG9:</b> 21, 48, 51, 59, 60, 138, 139, 153</p>			<p><b>CLL6.4b</b> Identifies and produces rhyming words.</p>
<p><b>TG2:</b> 45, 111, 137; <b>TG3:</b> 58, 59, 76, 105, 106, 112, 118, 132, 133, 136, 137, 142, 144, 150, 151; <b>TG4:</b> 21, 24, 36, 42, 72, 73, 76, 78, 84; <b>TG5:</b> 36; <b>TG6:</b> 22, 28, 34, 40, 46, 57, 58, 60, 64, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 149, 150, 151, 153, 154; <b>TG7:</b> 48; <b>TG8:</b> 37, 123; <b>TG9:</b> 21</p>		<p>Attends to beginning letters and sounds in familiar words.</p>	<p><b>CLL6.4c</b> Isolates the initial (beginning) sounds in words with adult guidance.</p>
<p><b>TG1:</b> 70, 76, 130, 136, 148, 154; <b>TG2:</b> 22, 28, 34, 40, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 132, 136, 142, 148, 154; <b>TG3:</b> 28, 34, 40, 46, 58, 64, 70, 76, 82, 96, 100, 106, 112, 130, 142, 148, 154; <b>TG6:</b> 67; <b>TG7:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118; <b>TG8:</b> 66</p>			<p><b>CLL6.4d</b> Segments sentences into individual words.</p>
<p><i>Blends and segments syllables:</i> <b>TG1:</b> 34, 40; <b>TG2:</b> 60; <b>TG3:</b> 21, 22, 28, 34, 40, 42, 46, 48, 70, 82, 100, 130, 154; <b>TG4:</b> 143; <b>TG5:</b> 40, 96; <b>TG6:</b> 66, 77, 83, 84, 96, 138; <b>TG7:</b> 46, 47, 48, 102, 130, 149, 159; <b>TG8:</b> 51, 66, 96, 132; <b>TG9:</b> 21, 73, 83</p> <p><i>Deletes syllables:</i> <b>TG3:</b> 64, 66, 100, 130, 154; <b>TG5:</b> 100; <b>TG6:</b> 67; <b>TG7:</b> 149; <b>TG8:</b> 47, 107, 108, 113, 114, 119, 132, 138; <b>TG9:</b> 66, 67, 84</p>			<p><b>CLL6.4e</b> Segments words into syllables.</p>
<p><b>TG8:</b> 40, 45, 58, 63, 100, 130, 135; <b>TG9:</b> 21</p>			<p><b>CLL6.4f</b> Manipulates and blends sounds (phonemes) with adult guidance.</p>
		<p><b>Alphabet Knowledge - The names and sounds associated with letters.</b></p>	<p><b>CLL7 The child will demonstrate increasing knowledge of the alphabet.</b></p>
<p><b>TG1:</b> 25, 30, 31, 34, 35, 36, 37, 39, 42, 48, 50, 51, 57, 60, 61, 66, 67, 84, 86, 96, 97, 102, 114, 121, 130, 132, 133, 136, 138, 139, 142, 148, 150, 154, 155; <b>TG2:</b> 22, 24, 25, 28, 34, 36, 37, 40, 41, 42, 45, 46, 47, 48, 49, 59, 60, 61, 64, 67, 70, 72, 73, 76, 77, 78, 82, 94, 96, 97, 100, 102, 103, 106, 108, 109, 112, 114, 115, 116, 118, 119, 120, 121, 129, 130, 133, 136, 138, 139,</p>		<p>Recognizes that letters of the alphabet are a special category of visual graphics that can be individually named.</p>	<p><b>CLL7.4a</b> With prompting and support, recognizes and names some upper/lower case letters of the alphabet.</p>

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<p>142, 143, 144, 145, 148, 149, 150, 154;  <b>TG3:</b> 21, 24, 28, 30, 34, 40, 42,  43, 46, 48, 49, 57, 60, 64, 66, 72, 76, 82,  84, 94, 97, 100, 102, 103, 105, 108, 109,  112, 115, 118, 120, 121, 130, 132, 136,  138, 145, 148, 150, 154; <b>TG4:</b> 22, 25, 28,  29, 33, 34, 39, 40, 42, 46, 57, 58, 60, 67,  76, 77, 79, 82, 84, 93, 94, 96, 100, 101,  102, 106, 108, 112, 114, 115, 118, 120,  129, 130, 132, 139, 142, 150, 151, 154,  156; <b>TG5:</b> 21, 22, 24, 25, 28, 29, 30, 34,  36, 37, 40, 43, 46, 48, 49, 50, 58, 61, 64,  66, 67, 70, 76, 78, 79, 82, 94, 97, 99, 100,  103, 106, 109, 112, 118, 129, 130, 133,  136, 139, 142, 145, 148, 149, 151, 154;  <b>TG6:</b> 22, 24, 25, 28, 31, 33, 34, 37, 40, 46,  49, 58, 64, 66, 70, 76, 78, 79, 82, 94, 97,  100, 106, 116, 117, 118, 120, 121, 130,  132, 136, 142, 145, 148, 150, 154, 155 ;  <b>TG7:</b> 21, 22, 24, 27, 28, 30, 34, 36, 40, 42,  46, 47, 49, 58, 61, 64, 67, 70, 71, 75, 76,  79, 82, 94, 96, 97, 100, 101, 106, 107, 109,  112, 113, 118, 129, 130, 132, 138, 148,  149, 150, 151, 155; <b>TG8:</b> 21, 22, 23, 24,  25, 29, 30, 31, 34, 35, 36, 40, 41, 41, 42,  43, 46, 47, 60, 61, 64, 66, 67, 70, 72, 73,  78, 79, 82, 94, 96, 97, 101, 102, 106, 108,  109, 112, 114, 118, 130, 131, 133, 136,  139, 142, 143, 145, 148, 149, 150, 151,  154, 155; <b>TG9:</b> 22, 24, 25, 28, 31, 34, 40,  46, 48, 49, 57, 58, 59, 60, 61, 70, 76, 82,  94, 96, 100, 106, 112, 118, 119, 130, 136,  138, 142, 148, 154</p> <p>Each <b>alphabet knowledge</b> skill is introduced daily in the Morning Message and revisited throughout the week. Documentation in <i>Welcome to Frog Street Pre-K Guide</i> for alphabet knowledge focus in each teacher guide; ABC Learning Center activities; Focus for the Week in each teacher guide. <i>Frog Street Pre-K Interactive Software</i> (English and Spanish)</p> <p><b>Resources:</b>  124 Full Color Pocket Photo Cards with real life photographs in English  108 Full Color Pocket Photo Cards with real life photographs in Spanish  26 English Pocket Letter Cards  30 Spanish Pocket Letter Cards  192 English Vocabulary Cards for letter</p>			
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<p>walls 192 Spanish Vocabulary Cards for letter walls 26 English Letter Cards – upper and lower-case 20 Spanish Letter Cards – upper and lower-case 26 English Alphabet Wall Cards 30 Spanish Alphabet Wall Cards Two of the 22 Strategy Cards for differentiated instruction for on the alphabet and letters.</p>			
<p>The skills embedded in the <b>Morning Message</b> provide an intentional sequence of instruction in phonological awareness, written expression, <b>print awareness</b>, and alphabet knowledge—a powerful three-minute modeled writing where print conventions/concepts are taught daily.</p> <p>Numerous opportunities for Shared Writing are embedded in daily lessons. Modeled, shared, interactive and independent writing occurs through <b>Morning Message, Literacy Lessons, Read-Aloud Time, Math and Science Lessons, and Content Connection.</b></p>	<p>2.E.03 Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, and recognize, and use print that is accessible throughout the classroom:</p>	<p>Print Concepts and Conventions The concepts about print and early decoding (identifying letter-sound relationships).</p>	<p><b>CLL8 The child will demonstrate awareness of print concepts.</b></p>
<p><b>TG1:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG2:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG3:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG4:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG5:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG6:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG7:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG8:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; <b>TG9:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155</p>			<p><b>CLL8.4a</b> Demonstrates interests in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.</p>
<p><b>TG1:</b> 35, 36, 60, 61, 63, 64, 66, 67, 72, 78, 83, 84, 96, 97, 99, 102, 108, 114, 120, 132,</p>		<p>Recognizes words as a unit of print and understands that letters are grouped to</p>	<p><b>CLL8.4b</b> Understands that letters form words. Understands that words are</p>

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<p>133, 138, 149, 150; <b>TG2:</b> 24, 25, 30, 36, 37, 60, 61, 66, 67, 77, 78, 79, 81, 95, 96, 102, 108, 109, 114, 115, 132, 138, 139, 144, 150; <b>TG3:</b> 24, 30, 42, 48, 60, 66, 72, 78, 84, 102, 103, 108, 109, 120, 121, 138, 139; <b>TG4:</b> 24, 60, 72, 84, 96, 102, 108, 114, 115, 120, 132; <b>TG5:</b> 36, 37, 78, 79, 96, 114, 155; <b>TG6:</b> 20, 24, 30, 31, 33, 35, 42, 61, 66, 79, 96, 97, 120, 121, 132; <b>TG7:</b> 23, 24, 30, 31, 42, 66, 79, 84, 102, 103, 108, 109, 131, 132, 137, 138, 149, 150, 155; <b>TG8:</b> 23, 24, 29, 30, 31, 35, 36, 37, 41, 42, 43, 60, 66, 67, 72, 73, 77, 78, 96, 97, 101, 102, 108, 109, 114, 115, 131, 143, 145, 149, 150, 151, 155, 157; <b>TG9:</b> 24, 25, 35, 48, 49, 59, 60, 61, 66, 67, 85, 96, 108, 120, 156</p>		<p>form words</p>	<p>separated by spaces in print.</p>
<p><b>TG1:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; <b>TG2:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; <b>TG3:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; <b>TG4:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; <b>TG5:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; <b>TG6:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; <b>TG7:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; <b>TG8:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; <b>TG9:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154</p>		<p>Understands conventions, such as print moves from left to right and top to bottom of a page</p>	<p><b>CLL8.4c</b> With prompting and support, tracks words from left to right, top to bottom, and page to page.</p>
<p>Environmental Print: <b>TG3:</b> 115; <b>TG4:</b> 78, 79; <b>TG6:</b> 45, 92; <b>TG7:</b> 96, 97, 99            Safety signs: <b>TG1:</b> 51; <b>TG7:</b> 33, 87, 93, 96, 97, 99, 161            Follow directions on rebus posters in centers: <b>TG1:</b> 26, 27, 35, 41, 86, 87, 93, 107; <b>TG2:</b> 20, 24, 27, 35, 49, 56, 72, 73, 119, 135, 141, 148, 153; <b>TG3:</b> 63; <b>TG4:</b> 20,</p>	<p>d. Children recognize print and connect it to spoken word</p>	<p>Understands that print conveys meaning</p>	<p><b>CLL8.4d</b> Recognizes and reads environmental print.</p>



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69, 93, 99; <b>TG5:</b> 159; <b>TG6:</b> 37, 108, 128; <b>TG7:</b> 23, 43, 72, 73; <b>TG9:</b> 63, 149			
<b>TG1:</b> 23, 35, 95, 101, 113; <b>TG2:</b> 29, 41, 47, 59, 65, 71, 95, 101, 107, 119, 131, 143, 159; <b>TG3:</b> 23, 41, 47, 59, 65, 77, 95, 101, 113, 119, 149, 155, 156; <b>TG4:</b> 23, 29, 41, 47, 59, 65, 101, 107, 159; <b>TG5:</b> 41, 77, 95, 101, 108, 113, 131; <b>TG6:</b> 23, 29, 35, 71, 77, 83, 95, 96, 119, 131, 137, 143, 149; <b>TG7:</b> 23, 35, 41, 47, 131, 137; <b>TG8:</b> 23, 41, 59, 64, 71, 95, 101, 107, 131, 149, 155; <b>TG9:</b> 23, 29, 35, 41, 101, 113, 137, 144			<b>CLL8.4e</b> Identifies the front, back, top, and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.
			<b>4. EARLY WRITING</b>
	2.E.05 Children have multiple and varied opportunities to write.	Early Writing - The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	<b>CLL9</b> The child will use writing for a variety of purposes.
<b>TG1:</b> 49, 85, 115, 117, 139, 143, 145, 151; <b>TG2:</b> 25, 31, 37, 43, 79, 81, 85, 103, 145; <b>TG3:</b> 25, 73, 85, 93; <b>TG4:</b> 61; <b>TG5:</b> 67, 69, 133, 134, 135, 139; <b>TG6:</b> 97, 115, 139; <b>TG7:</b> 31, 37, 51, 73, 85, 97, 103; <b>TG8:</b> 57, 103, 109, 115, 121, 145, 151, 157; <b>TG9:</b> 25, 49, 61, 73, 79, 103, 109, 115, 131, 145, 147	b. Various types of writing are supported, including scribbling, letter	Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.	<b>CLL9.4a</b> Draws pictures and copies letters and/or numbers to communicate.
<i>Writer's Corner Learning Centers</i> <b>TG1:</b> 37, 45, 49, 67, 85, 97, 109, 115, 133, 139, 145, 159; <b>TG2:</b> 21, 25, 31, 37, 49, 61, 67, 85, 93, 97, 103, 115, 145, 157; <b>TG3:</b> 25, 43, 49, 61, 67, 73, 85, 93, 97, 139, 157; <b>TG4:</b> 57, 61, 67, 79, 85, 97, 109, 115; <b>TG5:</b> 21, 43, 67, 81, 85, 95, 107, 133, 135, 139, 151; <b>TG6:</b> 20, 25, 31, 37, 45, 57, 61, 79, 97, 109, 115, 121, 139, 145, 153, 157; <b>TG7:</b> 31, 37, 49, 57, 73, 79, 97, 103, 121, 129, 133, 151; <b>TG8:</b> 31, 37, 43, 57, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 145, 151, 157; <b>TG9:</b> 25, 31, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 139, 145.	a. Writing materials and activities are readily available in art, dramatic play, and other learning centers.	Experiments with writing tools and materials.	<b>CLL9.4b</b> Uses writing tools.
<b>TG1:</b> 31, 32, 35, 40, 42, 43, 58, 61, 64, 82, 94, 98, 100, 106, 109, 112, 115, 117, 118, 119, 120, 123, 130, 136, 137, 142, 143, 145, 147, 148, 150, 151, 153, 154, 155, 156; <b>TG2:</b> 22, 23, 24, 25, 28, 29, 30, 33, 34, 35, 36, 40, 42, 43, 44, 46, 59, 60, 65, 67, 71, 72, 79, 83, 84, 85, 93, 96, 100, 102, 107, 109, 112, 114, 119, 130, 142, 154, 156, 157; <b>TG3:</b> 24, 29, 30, 35, 36, 41, 42.	d. Children are provided needed assistance in writing the words and messages they are trying to communicate.	Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.	<b>CLL9.4c</b> Uses writing for a variety of purposes.

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<p>43, 49, 75, 86, 96, 100, 114, 123, 138, 143, 152, 156, 157; <b>TG4:</b> 49, 58, 69, 70, 73, 81, 95, 94, 97, 100, 103, 109, 142, 148, 153, 154, 159; <b>TG5:</b> 29, 30, 31, 38, 46, 58, 59, 64, 67, 70, 82, 94, 100, 101, 106, 115, 116, 118, 130, 131, 132, 134, 135, 136, 142, 144, 146, 148, 152, 153, 154, 156, 157; <b>TG6:</b> 22, 23, 28, 34, 35, 40, 45, 46, 57, 67, 74, 98, 112, 113, 114, 115, 119, 120, 121, 132, 133, 139, 145, 155, 156, 157; <b>TG7:</b> 24, 25, 36, 37, 50, 77, 78, 97, 109, 121, 129, 130, 132, 145, 148, 154, 155; <b>TG8:</b> 24, 25, 26, 29, 30, 33, 35, 36, 41, 42, 48, 57, 60, 66, 72, 78, 84, 93, 99, 103, 109, 113, 115, 120, 135; <b>TG9:</b> 23, 29, 30, 39, 42, 48, 57, 58, 60, 64, 66, 67, 76, 77, 94, 98, 100, 102, 103, 106, 109, 112, 118, 123, 130, 131, 136, 137, 142, 148, 154, 155</p>			
<p><b>TG1:</b> 50, 51, 97, 123, 159; <b>TG2:</b> 25, 43, 49, 67, 97, 108, 115, 121, 139, 145; <b>TG3:</b> 45, 73, 97, 105, 118, 121, 139, 145; <b>TG4:</b> 73; <b>TG5:</b> 37, 43, 49, 85, 109, 133, 151; <b>TG6:</b> 61, 97, 115, 121, 144, 145, 152, 153, 157; <b>TG7:</b> 31, 75, 79, 97, 103, 151; <b>TG8:</b> 22, 25, 31, 34, 37, 40, 43, 46, 58, 61, 64, 67, 70, 73, 82, 85, 94, 97, 100, 106, 109, 112, 118, 121, 130, 133, 136, 139, 142, 145, 148, 154, 157; <b>TG9:</b> 22, 28, 31, 34, 40, 43, 46, 49, 58, 61, 64, 65, 70, 76, 79, 82, 85, 94, 100, 106, 112, 116, 117, 118, 119, 130, 136, 142, 148, 154</p>		<p>Copies, traces, or independently writes letters or words.</p>	<p><b>CLL9.4d</b> Writes some letters of the alphabet.</p>

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Frog Street Pre-K	NAEYC	Head Start Framework	Georgia Pre-K
Teacher Guide Pages	Early Mathematics	Mathematics Knowledge and Skills	Cognitive Development and General Knowledge - Mathematics
<p><b>Teacher Guide - Math or Math and Science Lesson</b> taught EVERY day. Lesson FOCUS introduces concepts with hands-on concrete activities;</p> <p><b>Scope and Sequence</b> provides for sequential instruction (See <b>Math Scope and Sequence</b> handout)</p> <p>Instruction follows David Sousa’s research on <b>distributed practice. A wealth of Center Practice Activities</b> provides teachers with choices.</p> <p><b>Additional support:</b> <i>Building Math Skills Resource Guide—A Continuum of Math Skills Resource Guide. Adaptations for Young Learners Guide</i> provides lessons for children needing forerunner skills.</p> <p><b>City Bank</b> provides a math library and manipulatives to support instruction in number relationships and operations</p>			
			<b>1. NUMBER AND QUANTITY</b>
	<p>2.F.02 Children are provided varied opportunities and materials to:</p> <p>a. build an understanding of numbers, number names, and their relationships to symbols.</p>	<p>Number Concepts and Quantities - The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).</p>	<p><b>CD-MA1</b> The child will organize, represent, and build knowledge of quantity and number.</p>
<p><b>TG1:</b> 104, 105; <b>TG2:</b> 38, 39, 50, 51; <b>TG3:</b> 116, 117; <b>TG4:</b> 32, 81, 122, 123, 152; <b>TG5:</b> 116, 17; <b>TG6:</b> 135; <b>TG7:</b> 38, 39; <b>TG8:</b> 50, 51; <b>TG9:</b> 152, 158</p>		<p>Recites numbers in the correct order and understand that numbers come “before or after” one another.</p>	<p><b>CD-MA1.4a</b> Recites numbers up to 20 in sequence.</p>
<p><b>TG1:</b> 30, 36, 67, 98; <b>TG2:</b> 26, 27, 33, 34, 64, 99; <b>TG3:</b> 110, 111, 159; <b>TG4:</b> 81; <b>TG5:</b> 26, 27, 32, 33, 39, 44, 45, 50, 51; <b>TG6:</b> 62, 68, 69, 80, 81, 135; <b>TG7:</b> 23, 44; <b>TG8:</b> 26, 27, 50, 134, 135, 146, 147, 152, 153</p>			<p><b>CD-MA1.4b</b> Recognizes numeral and uses counting and numbers as part of play and as a means for determining quantity.</p>
<p><b>TG1:</b> 31, 34, 35, 61, 62, 63, 87, 153; <b>TG2:</b> 22, 24, 26, 27, 28, 29, 34, 38, 39, 40, 44, 45, 46, 60, 70, 81, 85, 99, 105, 109, 109, 112, 118, 135; <b>TG3:</b> 37, 42, 116, 117; <b>TG4:</b> 81, 97, 104, 123, 134, 140, 141, 146, 147, 158, 159; <b>TG5:</b> 38, 39, 61, 116, 117, 133; <b>TG6:</b> 30, 37, 42, 74, 102, 104, 105, 116, 117, 123, 134, 135, 140, 141, 153; <b>TG7:</b> 32, 44, 45, 50, 51, 110, 116, 122, 123, 153; <b>TG8:</b> 109, 111, 134, 140; <b>TG9:</b> 38, 39, 105, 117, 132, 141, 147</p>		<p>Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.</p>	<p><b>CD-MA1.4c</b> Matches numerals to sets of objects with the same number, 0-10.</p>

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<p><b>TG1:</b> 51, 67, 68, 105, 117, 132, 147, 158, 159; <b>TG2:</b> 108, 111; <b>TG3:</b> 33 65, 74, 75, 78, 80, 109, 110, 116, 122; <b>TG4:</b> 32, 50, 105, 111, 134, 135, 140, 146, 151, 153, 159, 192; <b>TG5:</b> 32, 45, 86, 87, 92, 98, 104, 110, 111, 116, 117; <b>TG6:</b> 27, 60, 62, 63, 68, 73, 81, 116, 117, 122, 134, 135, 153; <b>TG7:</b> 51, 66, 98, 110, 116, 117; <b>TG8:</b> 44, 45, 62, 63, 68, 74, 75, 80, 86, 98, 104, 110, 116, 122, 134, 146, 158, 159; <b>TG9:</b> 74, 75, 98, 104, 134, 152, 159</p>		<p>Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.</p> <p>Uses a range of strategies such as counting subitizing, or matching, to compare quantity in two sets of objects and describe the comparison with terms such as more, less, greater than, fewer, or equal to. (from number relationships and operations)</p>	<p><b>CD-MA1.4d</b> Describes sets as having more, less, same as/equal.</p>
<p><b>TG1:</b> 98; <b>TG2:</b> 32, 33, 140, 141; <b>TG3:</b> 122, 123, 140; <b>TG5:</b> 44, 50, 98, 99, 104, 105, 110, 111, 122; <b>TG6:</b> 110, 134, 135, 140; <b>TG7:</b> 80, 81, 98; <b>TG8:</b> 29, 32, 33, 38, 39, 44, 45, 62, 63, 68, 69, 74, 75, 80, 81, 14; <b>TG9:</b> 124, 138</p>			<p><b>CD-MA1.4e</b> Quickly recognizes and names how many items are in a set of up to four times.</p>
<p><b>TG3:</b> 99; <b>TG4:</b> 32, 51, 110, 111, 117, 122; <b>TG5:</b> 32, 140, 152; <b>TG7:</b> 68</p>		<p>Recites numbers in the correct order and understand that numbers come "before or after" one another.</p>	<p><b>CD-MA1.4f</b> Tells numbers that come before and after a given number up to 10.</p>
		<p>Number Relationships and Operations - The use of numbers to describe relationships and solve problems.</p>	<p><b>CD-MA2</b> The child will manipulate, compare, describe relationships, and solve problems using quantity and number.</p>
<p><b>TG1:</b> 51, 67, 68, 105, 117, 132, 147, 158, 159; <b>TG2:</b> 108, 111; <b>TG3:</b> 33 65, 74, 75, 78, 80, 109, 110, 116, 122; <b>TG4:</b> 32, 50, 105, 111, 134, 135, 140, 146, 151, 153, 159, 192; <b>TG5:</b> 32, 45, 86, 87, 92, 98, 104, 110, 111, 116, 117; <b>TG6:</b> 27, 60, 62, 63, 68, 73, 81, 116, 117, 122, 134, 135, 153; <b>TG7:</b> 51, 66, 98, 110, 116, 117; <b>TG8:</b> 44, 45, 62, 63, 68, 74, 75, 80, 86, 98, 104, 110, 116, 122, 134, 146, 158, 159; <b>TG9:</b> 74, 75, 98, 104, 134, 152, 159</p>			<p><b>CD-MA2.4a</b> Matches two equal sets using one-to-one correspondence and understands they are the same.</p>
<p><b>TG1:</b> 31, 34, 35, 61, 62, 63, 87, 153; <b>TG2:</b> 22, 24, 26, 27, 28, 29, 34, 38, 39, 40, 44, 45, 46, 60, 70, 81, 85, 99, 105, 109, 109, 112, 118, 135; <b>TG3:</b> 37, 42, 116, 117; <b>TG4:</b> 81, 97, 104, 123, 134, 140, 141, 146, 147, 158, 159; <b>TG5:</b> 38, 39, 61, 116, 117, 133; <b>TG6:</b> 30, 37, 42, 74, 102, 104, 105, 116, 117, 123, 134, 135, 140, 141, 153; <b>TG7:</b> 32, 44, 45, 50, 51, 110, 116, 122, 123, 153; <b>TG8:</b> 109, 111, 134, 140; <b>TG9:</b> 38, 39, 105, 117, 132, 141, 147</p>			<p><b>CD-MA2.4b</b> Counts at least 10 objects using one-to-one correspondence.</p>
<p><i>Combining:</i> <b>TG4:</b> 50, 51; <b>TG5:</b> 86, 87, 98, 99, 110, 111, 122, 123; <b>TG6:</b> 112; <b>TG8:</b> 26, 27, 33, 44, 45,</p>		<p>Identifies the new number when numbers are combined and separated.</p>	<p><b>CD-MA2.4c</b> Practices combining, separating, and naming quantities.</p>

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<p>51, 62, 63, 69, 74, 75, 86, 87, 98, 104, 105, 110, 111, 116, 117, 122, 134, 135, 140, 141, 146, 152, 153, 158; <b>TG9:</b> 105, 111, 117, 129, 134</p> <p><i>Separating/Subtracting:</i>  <b>TG4:</b> 51, 51; <b>TG5:</b> 98, 99; <b>TG7:</b> 153; <b>TG8:</b> 38, 39, 68, 69, 80, 81, 86, 87, 98, 110, 116, 117, 134, 135, 140, 141, 158; <b>TG9:</b> 104, 105, 129</p>			
<p><b>TG1:</b> 110, 111, 115; <b>TG2:</b> 66, 104, 108, 146, 147; <b>TG3:</b> 26; <b>TG4:</b> 26, 68, 74, 140, 141; <b>TG5:</b> 45, 63, 80, 81, 86, 104, 110, 111, 116, 117, 129, 147; <b>TG6:</b> 27, 45, 86, 116, 117, 122, 123, 134, 135, 158, 159; <b>TG7:</b> 98, 104, 105, 110, 111, 116, 117, 122, 123; <b>TG8:</b> 43, 45, 57, 122, 123, 135, 146, 152, 153, 158, 159; <b>TG9:</b> 74, 75, 98, 104, 105, 110, 116, 122, 123, 140, 141, 146, 147, 153</p>			<p><b>CD-MA2.4d</b> Describes data from classroom graphs using numerical math terms.</p>
<p><b>TG1:</b> 63, 153; <b>TG2:</b> 26, 27, 38, 39, 68, 104, 105, 108, 13, 135; <b>TG3:</b> 32, 44, 98, 99, 104, 105, 110, 111, 122, 123; <b>TG4:</b> 98, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; <b>TG5:</b> 44, 81, 87, 97, 110, 111; <b>TG6:</b> 62, 68, 69, 80, 81, 86, 134, 135, 141, 146, 147, 152, 153, 158, 159; <b>TG7:</b> 32, 32, 38, 44, 45, 51, 116, 153; <b>TG8:</b> 26, 27, 32, 33, 38, 39, 44, 45, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 111, 116, 117, 119, 122, 123, 133, 140, 141, 147, 159; <b>TG9:</b> 27, 98, 99, 104, 105, 110, 111, 117, 135, 140, 141, 146, 147, 153</p>			<p><b>CD-MA2.4e</b> With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).</p>
			<p><b>3. MEASUREMENT AND COMPARISON</b></p>
		<p>Measurement and Comparison - The understanding of attributes and relative properties of objects as related to size, capacity, and area.</p>	<p><b>CD-MA3</b> The child will explore and communicate about distance, weight, length, height and time.</p>
<p><i>Describes, compares and measures lengths and heights:</i>  <b>TG1:</b> 39, 79, 116, 134, 135, 140, 141, 146, 147, 152, 153; <b>TG2:</b> 43, 63, 75, 111; <b>TG3:</b> 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 37, 38, 42, 43, 44, 45, 47, 48, 65, 69, 78, 79, 80, 81, 87, 99, 103, 110, 111, 112, 135, 144, 147; <b>TG4:</b> 33, 73, 104, 115, 144, 145; <b>TG5:</b> 26, 32, 33, 62, 63, 69, 74, 75, 78, 81, 122, 129, 145, 158, 159; <b>TG6:</b> 38, 68, 69, 80, 81, 86, 87, 110; <b>TG7:</b> 93, 153, 159; <b>TG8:</b> 39, 49, 57, 71, 74, 78, 79, 85, 105, 114, 134,</p>		<p>Compares objects using attributes of length, width, and size (bigger, longer, taller, heavier).</p> <p>Orders objects using size or length. Uses non-standard and standard techniques and tools to measure and compare.</p>	<p><b>CD-MA3.4a</b> Uses mathematical terms to describe experiences involving measurement (taller, heavier, longer).  <b>CD-MA3.4b</b> Compares objects using two or more attributes, such as length, weight, and size.  <b>CD-MA3.4c</b> Uses a variety of techniques and standard and non-standard tools to measure and compare length, volume (capacity) and weight.</p>

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<p>140, 141, 155, 158; <b>TG9:</b> 44, 49, 87, 98, 133, 134, 135, 140, 147</p> <p><i>Describes, compares and measures volumes:</i></p> <p><b>TG1:</b> 141, 146, 147; <b>TG2:</b> 39; <b>TG3:</b> 27, 33, 38, 39, 44, 45, 80, 81, 116, 117; <b>TG4:</b> 86, 87, 138, 144, 145, 159; <b>TG5:</b> 32, 33, 81, 153; <b>TG6:</b> 62, 63; <b>TG7:</b> 157; <b>TG8:</b> 45, 71; <b>TG9:</b> 117, 140, 141</p> <p><i>Describes, compares and measures weight:</i></p> <p><b>TG1:</b> 152; <b>TG3:</b> 62, 54, 68, 69, 74, 75; <b>TG5:</b> 69; <b>TG6:</b> 74; <b>TG8:</b> 78, 74; <b>TG9:</b> 37, 133, 140</p>			
<p><b>TG1:</b> 30, 31, 33, 86, 87, 141, 158, 159; <b>TG2:</b> 23; <b>TG3:</b> 50, 51, 86, 87, 158; <b>TG4:</b> 44, 60, 61, 66, 67, 80, 87, 98, 99, 104, 105, 110, 111, 114, 115, 116, 117, 120, 121, 122, 133, 151, 157; <b>TG5:</b> 158; <b>TG6:</b> 123; <b>TG7:</b> 115, 146, 147, 157; <b>TG8:</b> 131, 132, 133; <b>TG9:</b> 33, 42, 48, 49, 50, 51, 60, 61, 62, 66, 67, 72, 74, 75, 78, 79, 111, 115, 133, 139, 146, 152, 153, 158, 159</p>	<p>2.F.07 a Children are provided opportunities to build an understanding of time in the context of their lives, schedules, and routines.</p>		<p><b>CD-MA3.4d</b> Associates and describes the passage of time with actual events.</p>
	<p>2.F.08 a Children are provided varied opportunities and materials that help them recognize and name repeating patterns.</p>	<p>Patterns - The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern</p>	<p><b>CD-MA4</b> The child will sort, seriate, classify, and create patterns.</p>
<p><b>TG1:</b> 87, 134, 135, 140, 141, 146, 147, 152, 158; <b>TG2:</b> 43, 75, 111; <b>TG3:</b> 24, 25, 26, 27, 28, 30, 32, 33, 38, 44, 45, 47, 50, 51, 62, 65, 68, 74, 75, 80, 81, 82, 86, 99, 110, 116; <b>TG4:</b> 26, 27, 86, 98, 99, 104, 105, 110, 111, 116, 117, 122, 141, 145; <b>TG5:</b> 32, 33, 62, 63, 74, 75, 80, 81, 86, 87, 129, 145, 158, 159; <b>TG6:</b> 62, 63, 68, 69, 75, 80, 81, 85, 86, 87, 103; <b>TG7:</b> 93, 134, 140; <b>TG8:</b> 57, 79, 85, 105, 116, 140, 153; <b>TG9:</b> 37, 44, 62, 74, 80, 133, 134, 140, 141, 147</p>			<p><b>CD-MA4.4a</b> Independently orders objects using one characteristic and describes the criteria used.</p>
<p><b>TG1:</b> 32, 33, 35, 36, 38, 39, 44, 45, 63, 81, 109, 110, 111, 114, 115, 116, 122, 123, 135, 140, 141, 145, 146, 147, 159; <b>TG2:</b> 44, 51, 59, 63, 67, 71, 74, 97, 98, 99, 103, 104, 105, 108, 110, 111, 116, 122, 129, 134, 135, 140, 141, 146, 147, 151, 152, 153, 156, 158, 159; <b>TG3:</b> 22, 24, 25, 26, 27, 29, 31, 32, 33, 35, 44, 74, 75, 87, 109, 123; <b>TG4:</b> 27, 61, 62, 68, 77, 81, 83, 110, 111, 115, 134, 135, 139, 151, 153; <b>TG5:</b> 22, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37, 42, 45, 48, 49, 51, 65, 68, 69, 74, 75, 101, 103, 114, 120, 159; <b>TG6:</b> 26, 32, 33, 37, 50, 59, 60, 61, 69, 73, 74, 75, 98, 99, 104,</p>	<p>2.F.03 Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.</p>	<p>Sorts, classifies and serializes (puts in a pattern) objects using attributes such as, color, shape or size.</p>	<p><b>CD-MA4.4b</b> Sorts and classifies objects using one or more attributes or relationships.</p>

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108, 110, 116, 117 122, 123, 145, 147, 152; <b>TG7:</b> 39, 44, 45, 50, 99, 104, 105, 110, 111, 114, 116, 122, 123, 147, 151; <b>TG8:</b> 27, 33, 44, 63, 71, 96, 102, 103, 111, 134, 139, 147, 153; <b>TG9:</b> 31, 32, 39, 49, 72, 73, 87, 97, 99, 102, 103, 105, 108, 109, 110, 114, 123, 151, 159			
<b>TG1:</b> 122; <b>TG2:</b> 50, 51; <b>TG3:</b> 45, 46, 50, 51, 99, 129, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; <b>TG4:</b> 21, 26, 27, 32, 33, 38, 39, 44, 45, 50, 81, 98, 99, 100, 142, 158, 159; <b>TG5:</b> 86, 87, 122, 123; <b>TG6:</b> 45, 99, 111; <b>TG7:</b> 26, 27, 32, 33, 38, 39, 42, 43, 44, 50, 51, 68, 111; <b>TG8:</b> 50, 51, 134, 135, 159; <b>TG9:</b> 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 110, 134, 135, 141		Recognizes duplicates and extends simple patterns.  Creates patterns through repetition of a unit.	<b>CD-MA4.4c</b> Creates and extends simple, repeating patterns.
			<b>3. GEOMETRY AND SPATIAL THINKING</b>
	2.F.06 a. Children are provided varied opportunities and materials to understand basic concepts of geometry by , for example, naming and recognizing two- and three-dimensional shapes and recognizing how figures are composed of different shapes.;	Geometry and Spatial Sense - The understanding of shapes, their properties, and how objects are related to one another.	<b>CD-MA5</b> The child will explore, recognize and describe spatial relationships between objects.
<b>TG1:</b> 34, 45, 58, 62, 63, 67, 68, 69, 74, 75, 76, 77, 80, 81, 122, 134, 141, 146; <b>TG2:</b> 21, 63, 74, 86, 87, 110, 111, 116; <b>TG3:</b> 38, 39, 86, 99, 102, 104, 110, 111, 134, 146; <b>TG4:</b> 38, 39, 44, 62, 80, 104, 117; <b>TG5:</b> 62, 68, 74, 75, 80, 105, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153; <b>TG6:</b> 26, 27, 39, 46, 47, 48, 49, 50, 51, 105, 154; <b>TG7:</b> 26, 32, 34, 35, 36, 58, 60, 61, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 105, 134, 135, 140, 141, 146, 147, 152, 158, 159; <b>TG8:</b> 105, 111, 117; <b>TG9:</b> 26, 39, 44, 50, 122, 123		Understands directionality, order, and position, of objects, such as up, down, in front, and behind.	<b>CD-MA5.4a</b> Uses appropriate directional language to indicate where things are in their environment: positions, distances, order.
<b>TG1:</b> 20, 24, 25, 37, 69, 128, 132, 133, 138; <b>TG2:</b> 42, 115; <b>TG3:</b> 12, 42, 43; <b>TG4:</b> 20, 21, 128; <b>TG5:</b> 28; <b>TG6:</b> 45, 93; <b>TG8:</b> 15; <b>TG9:</b> 13, 27			<b>CD-MA5.4b</b> Uses deliberate manipulation and describes process for fitting objects together.
		Recognizes and names common shapes, their parts, and attributes.	<b>CD-MA6</b> The child will explore, recognize and describe shapes and shape concepts.
<b>TG1:</b> 38, 39, 50, 75, 80, 98, 116; <b>TG2:</b> 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 104, 105, 116, 129, 137, 139; <b>TG3:</b> 99, 102; <b>TG4:</b> 62, 63, 68, 69, 74, 80, 81, 86, 99; <b>TG5:</b> 65, 69, 105; <b>TG6:</b> 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 35, 38, 39, 40, 42, 43, 44, 45, 50, 98, 103, 104, 145, 152; <b>TG7:</b> 61, 62, 96, 99,			<b>CD-MA6.4a</b> Recognizes and names common two-dimensional, and three-dimensional shapes, their parts, and attributes.

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<p>105, 147; <b>TG8:</b> 71, 105, 110, 153; <b>TG9:</b> 26, 27, 32, 33, 39, 44, 50, 51</p>			
<p><b>TG1:</b> 50, 51, 69, 80, 81; <b>TG2:</b> 63, 68, 69, 74, 75, 80, 81, 86, 87, 99, 104, 105, 116, 117, 122, 137, 139; <b>TG3:</b> 38, 39; <b>TG4:</b> 62, 63, 68, 69, 74, 75, 80; <b>TG6:</b> 26, 31, 32, 38, 39, 42, 44, 45, 50, 105, 146, 147; <b>TG7:</b> 97, 99, 109; <b>TG8:</b> 105, 110; <b>TG9:</b> 26, 27, 32, 33, 38, 39, 44, 45, 50, 51</p>		<p>Combines and separates shapes to make other shapes.</p>	<p><b>CD-MA6.4b</b> Combines simple shapes to form new shapes.</p>
			<p><b>4. MATHEMATICAL REASONING</b></p>
<p><b>Teacher Guide - Math or Math and Science Lesson</b> taught every day. Lesson focus introduces concepts with hands-on concrete activities.</p> <p><b>Scope and Sequence</b> provides for sequential instruction (See Math Scope and Sequence handout)</p> <p>Instruction follows David Sousa’s research on distributed practice. A wealth of <b>Center Practice Activities</b> provides teachers with choices.</p> <p><b>Additional support:</b> <i>Building Math Skills Resource Guide—A Continuum of Math Skills Resource Guide. Adaptations for Young Learners Guide</i> provides lessons for children needing forerunner skills.</p> <p><b>City Bank</b> provides a math library and manipulatives to support instruction in number relationships and operations.</p>			<p><b>CD-MA7</b> The child will use mathematical problem solving, reasoning, estimation, and communication.</p>
<p><b>TG3:</b> 32, 44, 104, 110; <b>TG8:</b> 104, 141; <b>TG9:</b> 104, 116, 147</p>			<p><b>CD-MA7.4a</b> Estimates using mathematical terms and understands how to check the estimate.</p>
<p>Problem solving <i>and</i> trial and error <i>are</i> vocabulary focus words for Theme 4: Week 4.</p> <p><b>TG1:</b> 20, 21, 33, 56, 57, 69, 75, 92, 93, 103, 105, 111, 122, 132, 133, 135, 141, 146, 147, 159; <b>TG2:</b> 20, 21, 44, 56, 57, 62, 63, 69, 75, 81, 85, 87, 92, 93, 117, 128, 129, 141, 159;</p>			<p><b>CD-MA7.4b</b> Uses simple strategies to solve mathematical problems and communicates how he/she solved it.</p>



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<p><b>TG3:</b> 24, 27, 33, 39, 42, 43, 62, 69, 71, 74, 81, 99, 100, 103, 109, 117, 123, 135; <b>TG4:</b> 31, 32, 37, 142, 143, 144, 147; <b>TG5:</b> 20, 27, 39, 45, 56, 57, 67, 106, 116; <b>TG6:</b> 21, 22, 27, 33, 38, 39, 42, 56, 57, 63, 68, 69, 72, 75, 80, 81, 87, 92, 93, 103, 105, 111, 128, 129, 147; <b>TG7:</b> 69, 84, 87, 92, 93, 103, 110, 111, 115, 117, 128, 129, 141, 144, 145, 146, 147, 150; <b>TG8:</b> 20, 21, 31, 32, 33, 38, 39, 56, 57, 63, 75, 92, 93, 99, 128, 129, 145; <b>TG9:</b> 20, 21, 26, 31, 33, 37, 39, 42, 43, 45, 56, 57, 63, 73, 87, 92, 93, 117, 128, 129, 141</p>			
<p><b>TG1:</b> 27, 31, 49, 100, 106, 123, 131, 132, 133, 136, 137, 142, 156, 157; <b>TG2:</b> 26, 31, 38, 62, 63, 69, 85, 87, 99, 100, 105, 111, 113, 116, 144; <b>TG3:</b> 71, 106, 107, 111, 117, 136, 153, 159; <b>TG4:</b> 22, 24, 25, 26, 27, 28, 30, 31, 41, 46, 47, 48, 67, 69, 109, 110, 111, 132, 133, 136, 137, 138, 139, 141, 142, 144, 145, 154, 156, 157, 159; <b>TG5:</b> 22, 48, 51, 60, 61, 65, 73, 74, 76, 83, 84, 109, 116, 130; <b>TG6:</b> 29, 39, 41, 69, 73, 79, 80, 81, 82, 85, 101, 102, 103, 104, 105, 107, 108, 109, 119, 123, 132, 133, 135, 147; <b>TG7:</b> 25, 31, 37, 71, 75, 81, 84, 111, 120, 145, 146, 147, 151, 159; <b>TG8:</b> 27, 63, 75, 80, 149, 151, 153, 157; <b>TG9:</b> 28, 41, 45, 81, 85, 103, 108, 110, 114, 115, 117, 119, 120, 121, 123, 151.</p>			<p><b>CD-MA7.4c</b> Uses reasoning skills to determine the solution to a mathematical problem and communicates why.</p>
<p style="text-align: center;"><b>Frog Street Pre-K</b></p>	<p style="text-align: center;"><b>NAEYC</b></p>	<p style="text-align: center;"><b>Head Start Framework</b></p>	<p style="text-align: center;"><b>Georgia Pre-K</b></p>
<p style="text-align: center;"><b>Teacher Guide Pages</b></p>	<p style="text-align: center;"><b>Science</b></p>	<p style="text-align: center;"><b>Science Knowledge and Skills</b></p>	<p style="text-align: center;"><b>Cognitive Development and General Knowledge - Science</b></p>
			<p style="text-align: center;"><b>1. SCIENTIFIC SKILLS AND METHODS</b></p>

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	2.G.04 a Children are provided verified opportunities to use simple tools to observe objects and scientific phenomena.	Scientific Skills and Methods	<b>CD-SC1 The child will demonstrate scientific inquiry skills.</b>
<b>TG1:</b> 11, 12, 66, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123; <b>TG2:</b> 60, 123, 152, 198; <b>TG3:</b> 60, 69, 72, 76, 78, 82, 113, 114, 115, 135, 141, 143, 152; <b>TG4:</b> 45, 60, 66, 73, 101, 129, 139, 167, 207; <b>TG5:</b> 81, 159; <b>TG6:</b> 11, 75, 132, 145; <b>TG7:</b> 108, 132, 138, 148; <b>TG8:</b> 22, 24, 41, 58, 60, 94, 112, 136, 137, 154		Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.	<b>CD-SC1.4a</b> Uses senses to observe, classify and learn about objects and environment.
<b>TG1:</b> 135, 140, 141, 158; <b>TG2:</b> 75; <b>TG3:</b> 32, 50, 51, 62, 103; <b>TG5:</b> 32, 63; <b>TG6:</b> 62, 63, 80, 81, 85, 86, 87; <b>TG7:</b> 117, 134, 135, 140, 141; <b>TG8:</b> 39; <b>TG9:</b> 140		Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.	<b>CD-SC1.44b</b> Uses simple tools correctly to experiment, observe and increase understanding.
<b>TG1:</b> 32, 40, 45, 98, 99, 119, 120, 135, 137, 138, 140, 143, 144, 150, 158; <b>TG2:</b> 23, 24, 29, 30, 33, 36, 42, 44, 59, 60, 71, 72, 83, 84, 96, 102, 104, 107, 114, 119, 156, 158; <b>TG3:</b> 23, 24, 29, 30, 36, 39, 41, 66, 86, 87, 101, 114, 123, 132, 138, 143, 156; <b>TG4:</b> 29, 33, 51, 60, 69, 72, 77, 78, 81, 83, 95, 102, 108, 132, 147, 159; <b>TG5:</b> 29, 38, 50, 63, 66, 72, 78, 80, 96, 101, 131, 132, 134, 140, 146, 153, 156; <b>TG6:</b> 14, 23, 35, 45, 65, 72, 74, 84, 86, 98, 102, 113, 114, 117, 119, 120, 122, 129, 132, 155, 159; <b>TG7:</b> 11, 14, 24, 45, 47, 50, 66, 68, 77, 84, 95, 98, 104, 114, 116, 130, 131, 135, 136, 141, 142, 147, 148, 153, 154, 155, 159; <b>TG8:</b> 13, 24, 26, 30, 32, 33, 35, 36, 41, 42, 48, 60, 66, 72, 78, 84, 99, 113, 120, 132, 135, 156; <b>TG9:</b> 13, 23, 24, 29, 30, 36, 39, 42, 48, 60, 63, 65, 66, 68, 69, 70, 74, 75, 76, 77, 80, 81, 83, 87, 94, 98, 99, 100, 104, 105, 106, 111, 112, 114, 117, 118, 119, 120, 122, 123, 130, 131, 132, 135, 136, 141, 142, 144, 146, 147, 148, 153, 154, 155, 159	2.G.05 Children are provided opportunities and materials to:  a. collect data b. represent and document their findings (e.g. through drawing or graphing)	Collects, describes, and records information through discussions, drawings, maps, and charts.	<b>CD-SC1.4c</b> Records observations through dictating to an adult and drawing pictures or using other forms of writing.
<b>TG1:</b> 75, 103, 135; <b>TG2:</b> 63, 69, 75, 87, 99, 141; <b>TG3:</b> 20, 57, 61, 68, 69, 73, 74, 80, 81, 93, 109, 123, 135, 152; <b>TG4:</b> 45, 63, 129, 145, 147, 153; <b>TG5:</b> 27, 63, 67, 69, 116, 123; <b>TG6:</b> 27, 56, 75, 87, 111; <b>TG7:</b> 69, 103, 115, 117, 128, 131, 133, 135, 141, 146, 147, 151; <b>TG8:</b> 39, 75; <b>TG9:</b> 39, 42, 43, 63, 87, 117, 141		Participates in simple investigations to form hypotheses, gather observations, draw conclusions and form generalizations.	<b>CD-SC1.4d</b> Experiments, compares and formulates hypotheses related to scientific properties.

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		Describes and discusses predictions, explanations, and generalizations based on past experience.	
			<b>2. EARTH AND SPACE</b>
	2. G.02 b Children are provided varied opportunities to learn key content and principles of science such as earth and sky (seasons; weather; geologic features; light and shadow; sun, moon and stars.		<b>CD-SC2 The child will demonstrate knowledge related to the dynamic properties of earth and sky.</b>
<b>TG3:</b> 44, 56, 57, 60, 61, 62, 68, 69, 76, 77, 78, 79, 80, 81, 82, 106, 116, 117, 139; <b>TG9:</b> 39, 42, 43, 57, 73, 81, 82, 117			<b>CD-SC2.4a</b> Describes properties of water, including changes to the states of water.
<b>TG1:</b> 33, 99, 105; <b>TG2:</b> 141, 158, 159; <b>TG3:</b> 60, 61, 62, 63, 64, 65, 66, 68, 69, 71, 72, 73, 74, 77, 78, 79, 80, 81, 118; <b>TG4:</b> 86, 87, 147; <b>TG6:</b> 42, 45, 71, 77, 80; <b>TG7:</b> 137, 139, 141; <b>TG9:</b> 73, 96, 97, 99, 117			<b>CD-SC2.4b</b> Explores and begins to describe properties of rocks, soil, sand, and mud.
<b>TG1:</b> 141; <b>TG3:</b> 60, 61, 77, 78, 80, 81, 83, 84, 85, 86, 87; <b>TG5:</b> 38, 41, 131, 133; <b>TG6:</b> 23, 45; <b>TG7:</b> 59, 130, 131, 132, 135, 136, 137, 138, 139, 141, 142, 148, 149, 150, 151, 152, 153, 156; <b>TG9:</b> 62, 63, 64, 68, 69, 71, 72, 73, 75, 76, 77, 78, 79, 80, 81, 83, 84, 85, 86, 117			<b>CD-SC2.4c</b> Makes simple observations of the characteristics, movement, and seasonal changes of sun, moon, stars, and clouds. Compares the day time/night time cycles.
TG1: 63, 118, 173; TG2: 28, 173; TG3: 60 TG4: 150; TG5: 11, 151; TG7: 72, 73, 134, 135, 140; TG8: 31; TG9: 70, 71, 72, 73, 74, 75, 76, 78, 79, 82, 84, 85, 86, 87, 169 <i>Theme 9: Week 2 Earth Changes encourages children to use their senses to study day and night, seasons, and weather.</i>			<b>CD-SC2.4d</b> Uses appropriate vocabulary to discuss climate and changes in the weather.
			<b>3. LIVING CREATURES</b>
	2. G. 02 a. Children are provided varied opportunities and materials to learn key content and principles of science such as the difference between living and non- living things, and life cycles of various organisms.	Conceptual Knowledge of the Natural and Physical World	<b>CD-SC3 The child will demonstrate knowledge of living creatures and their environments.</b>
<i>Describes animals and plants and their basic needs:</i> <b>TG1:</b> 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159; <b>TG2:</b> 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143; <b>TG3:</b> 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151; <b>TG4:</b> 59, 60, 82, 87, 105; <b>TG5:</b> 77, 99, 105, 135, 141, 143, 149, 150,			<b>CD-SC3.4a</b> Observes, explores and describes a variety of animals and plants. Describes their basic needs and life cycles of living things.

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<p>159; <b>TG6:</b> 81; <b>TG7:</b> 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157; <b>TG8:</b> 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159; <b>TG9:</b> 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p> <p><i>Life cycles:</i>  <b>TG3:</b> 135; <b>TG4:</b> 60; <b>TG5:</b> 105; <b>TG8:</b> 33, 57, 117, 131, 132, 133, 135, 145; <b>TG9:</b> 35, 40, 42,46, 47, 48, 49, 50, 51, 153</p>			
<p><b>TG1:</b> 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159; <b>TG2:</b> 23, 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143; <b>TG3:</b> 20, 23, 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 77, 95, 135, 141, 143, 147, 149, 151; <b>TG4:</b> 59, 60, 82, 87, 105; <b>TG5:</b> 71, 77, 99, 105, 135, 141, 143, 149, 150, 159; <b>TG6:</b> 81, 155; <b>TG7:</b> 23, 24, 25, 26, 27, 30, 42, 45, 47, 76, 78, 79, 81, 83, 137, 155, 156, 157; <b>TG8:</b> 23, 24, 25, 27, 29, 30, 33, 35, 36, 37, 41, 42, 45, 47,48, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 76, 77, 78, 81, 82, 83, 85, 92, 95, 101, 102, 103, 105, 107, 113, 115, 117, 119, 123, 131, 133, 134, 135, 137, 138, 139, 143, 146, 147, 150, 152, 153, 156; <b>TG9:</b> 47, 49, 51, 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p> <p><i>Theme 8 focuses entirely on animals.</i></p>			<p><b>CD-SC3.4b</b> Discriminates between living and non-living things.</p>
<p><b>TG1:</b> 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87</p>			<p><b>CD-SC3.4c</b> Identifies and describes the functions of many body parts.</p>
			<p><b>4. PHYSICAL SCIENCE</b></p>
			<p><b>CD-SC4</b> The child will demonstrate knowledge related to physical science.</p>
<p><b>TG1:</b> 32, 33, 36, 38, 39, 42, 45, 50, 51, 61, 75, 80, 81, 96, 97, 98, 99, 103, 104, 105, 107,109, 110, 111, 114, 116, 117, 120, 121, 122, 123, 132, 134, 135, 140, 141, 152, 153, 156,157, 158, 159; <b>TG2:</b> 31, 39, 59, 62, 63, 75, 87, 98, 99, 103, 110, 111, 117, 119, 123, 134,135, 140, 141, 151, 152, 153, 158, 159;</p>			<p><b>CD-SC4.4a</b> Explores and describes position and movement of objects and toys.</p>

## Frog Street Pre-K, NAEYC, Head Start and Georgia Early Learning and Development Standards Correlation

<p><b>TG3:</b> 24, 25, 60, 61, 63, 68, 69, 73, 74, 75, 79, 80,81, 103, 104, 114, 117, 141; <b>TG4:</b> 33, 44, 45, 59, 63, 86, 87, 105, 133, 137, 138, 139, 141,147, 153; <b>TG5:</b> 25, 27, 32, 39, 44, 45, 62, 63, 67, 68, 69, 79, 81, 87, 117, 123, 153, 159; <b>TG6:</b> 27, 29, 33, 36, 39, 51, 60, 61, 62, 63, 65, 69, 72, 73, 75, 85, 86, 87, 102, 104, 108, 109, 111, 123, 137, 147, ; <b>TG7:</b> 45, 69, 101, 105, 115, 117, 135, 139, 141, 145, 147, 157; <b>TG8:</b> 32, 32, 38, 45, 59, 73, 75, 147, 153; <b>TG9:</b> 22, 26, 27, 31, 39, 42, 43, 63, 69, 73, 85, 87, 99, 117, 122, 123, 139</p>			
<p><b>TG1:</b> 50, 51, 61, 62, 63, 67, 68, 69, 74, 75, 80, 81, 103, 105, 121, 122, 132, 133, 141, 158; <b>TG2:</b> 31, 62, 63, 75, 110, 111, 116, 122, 151; <b>TG3:</b> 61, 69, 73, 74, 78, 79, 80, 81, 114, 115, 117, 122, 134, 135, 152, 153; <b>TG4:</b> 63, 133, 147; <b>TG5:</b> 27, 45, 67, 68, 69, 123; <b>TG6:</b> 27, 50, 61, 65, 70, 71, 72, 73, 74, 75, 80, 87, 111; <b>TG7:</b> 26, 46, 47, 62, 68, 69, 86, 87, 103, 104, 115, 117, 133, 134, 135, 136, 140, 141, 142, 143, 144, 145, 146, 147, 152, 159; <b>TG8:</b> 31, 38, 39, 153; <b>TG9:</b> 69, 73, 87</p>			<p><b>CD-SC4.4b</b> Investigates and describes different types or speeds of motion.</p>
<p><b>TG1:</b> 32, 33, 36, 38, 39, 42, 45, 50, 51, 61, 75, 80, 81, 96, 97, 98, 99, 103, 104, 105, 107, 109, 110, 111, 114, 116, 117, 120, 121, 122, 123, 132, 134, 135, 140, 141, 152, 153, 156, 157, 158, 159; <b>TG2:</b> 31, 39, 59, 62, 63, 75, 87, 98, 99, 103, 110, 111, 117, 119, 123, 134, 135, 140, 141, 151, 152, 153, 158, 159; <b>TG3:</b> 24, 25, 60, 61, 63, 68, 69, 73, 74, 75, 79, 80, 81, 103, 104, 114, 117, 141; <b>TG4:</b> 33, 44, 45, 59, 63, 86, 87, 105, 133, 137, 138, 139, 141, 147, 153, ; <b>TG5:</b> 25, 27, 32, 39, 44, 45, 62, 63, 67, 68, 69, 79, 81, 87, 117, 123, 153, 159; <b>TG6:</b> 27, 29, 33, 36, 39, 51, 60, 61, 62, 63, 65, 69, 72, 73, 75, 85, 86, 87, 102, 104, 108, 109, 111, 123, 137, 147, ; <b>TG7:</b> 45, 69, 101, 105, 115, 117, 135, 139, 141, 145, 147, 157; <b>TG8:</b> 32, 32, 38, 45, 59, 73, 75, 147, 153; <b>TG9:</b> 22, 26, 27, 31, 39, 42, 43, 63, 69, 73, 85, 87, 99, 117, 122, 123, 139</p>			<p><b>CD-SC4.4c</b> Describes materials by their physical properties and states of matter.</p>
<p><b>TG3:</b> 117; <b>TG6:</b> 70, 71, 72, 74, 75</p>			<p><b>CD-SC4.4d</b> Uses classroom objects to function as simple machines to enhance child directed play.</p>
			<p><b>5. INTERACTION WITH ENVIRONMENT</b></p>
			<p><b>CD=SC5</b> The child will demonstrate an awareness of and the need to protect his/her environment.</p>

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<p><b>TG2:</b> 147; <b>TG3:</b> 20; <b>TG7:</b> 137, 138, 13; <b>TG9:</b> 102, 106, 107, 108, 111, 112, 113, 114, 115, 117, 118, 119, 123</p>			<p><b>CD-SC5.4a</b> Understands that people have an impact on the environment and participates in efforts to protect the environment</p>
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## Frog Street Pre-K, NAEYC, Head Start and Georgia Early Learning and Development Standards Correlation

Frog Street Pre-K	NAEYC	Head Start Framework	Georgia Pre-K
Teacher Guide Pages	Social Studies	Social Studies	Cognitive Development and General Knowledge – Social Studies
			<b>1. FAMILY</b>
	2.L.03 Children are provided varied opportunities and materials to build their understanding of diversity in: a. culture b. family structure	Self, Family, and Community	<b>CD-SS1 The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.</b>
<b>TG1:</b> 101; <b>TG2:</b> 23, 24, 27, 29, 30, 32, 33, 35, 37, 41, 42, 47, 48, 60, 65, 83, 84, 85, 87, 96, 99, 104, 106, 107, 143, 156, 159; <b>TG3:</b> 61, 117; <b>TG4:</b> 23, 27, 59, 71, 123; <b>TG5:</b> 47, 51; <b>TG6:</b> 61, 66, 67; <b>TG7:</b> 27, 45, 67, 71, 95; <b>TG8:</b> 119; <b>TG9:</b> 107		Identifies personal and family structure.	<b>CD-SS1.4a</b> Describes his/her family structure and family roles.
<b>TG1:</b> 38, 39, 44, 45, 48, 58, 61, 64, 68, 82, 101, 107, 110, 114, 115, 143; <b>TG2:</b> 61, 84, 96, 98, 99, 156; <b>TG4:</b> 23; <b>TG5:</b> 39; <b>TG7:</b> 95; <b>TG9:</b> 27, 66, 156	2. L. 01 Children are provided varied learning opportunities that foster positive identify and an emerging sense of: a. self b. others.	Understands similarities and respects differences among people.	<b>CD-SS1.4b</b> Describes similarities and differences between self and others.
			<b>2. PEOPLE AND COMMUNITY</b>
			<b>CD-SS2 The child will demonstrate and understanding of his/her community and an emerging awareness of other’s culture and ethnicity.</b>
<b>TG1:</b> 25, 26, 41, 45, 154; <b>TG2:</b> 43, 49, 61; <b>TG3:</b> 106, 118; <b>TG4:</b> 30, 34, 42, 48, 51; <b>TG5:</b> 14, 58; <b>TG6:</b> 28, 34, 48; <b>TG7:</b> 28, 94, 100, 118, 142; <b>TG8:</b> 40, 64, 100, 106, 112; <b>TG9:</b> 46, 137, 144, 145		Understands the reasons for rules in the home and classroom for laws in the community.	<b>CD-SS2.4a</b> Identifies and follows rules of the classroom community and displays competence at engaging in appropriate social behavior.
<b>TG1:</b> 114; <b>TG2:</b> 26, 29, 35, 38, 44, 96, 144, 156; <b>TG3:</b> 28, 95; <b>TG4:</b> 78, 104, 108, 109, 115; <b>TG5:</b> 42, 47; <b>TG7:</b> 131, 137; <b>TG8:</b> 109, 122; <b>TG9:</b> 33		Understands similarities and respects differences among people.	<b>CD-SS2.4b</b> Explains diverse customs and cultural celebrations within the home, classroom and community.
			<b>CD-SS2.4c</b> Recognizes similarities and differences between own culture and that of others
			<b>CD-SS3 The child will demonstrate an awareness of geography in his/her community.</b>
<b>TG1:</b> 32, 33, 45; <b>TG2:</b> 32, 68; <b>TG3:</b> 81, 96, 101, 102, 103, 104, 105, 106, 107, 108, 109, 113, 119; <b>TG4:</b> 49; <b>TG5:</b> 135; <b>TG6:</b> 45, 65, 75, 83, 95, 97, 101, 122; <b>TG7:</b> 66, 67; <b>TG9:</b> 141, 156		Describes or draws aspects of the geography of the classroom, home, and community. (from Self, Family, & Community.	<b>CD-SS3.4a</b> Creates simple representations of home, school and community.

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<p>Each day during Morning Circle, children build a sense of the classroom community through <i>Unite, Connect, and Commit</i>. In Theme 2, <i>My Family and Friends</i>, Week 4 focuses on <i>Community</i>.</p> <p><b>TG1:</b> 34; <b>TG2:</b> 59, 130, 131, 132, 134, 135, 137, 138, 142, 144, 147, 148, 149, 150, 155, 156, 157, 159; <b>TG3:</b> 117; <b>TG4:</b> 75, 77, 113, 114, 115, 116; <b>TG5:</b> 51, 119, 120, 121, 123; <b>TG6:</b> 65, 67, 137; <b>TG8:</b> 33, 60; <b>TG9:</b> 27, 102, 108, 147</p>	<p>2. L. 05 a. Children are provided varied opportunities and materials to learn about the community in which they live.</p>	<p>Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations. (from People and the Environment).</p>	<p><b>CD-SS3.4b</b> Identifies and describes aspects of his/her community</p>
			<p><b>CD-SS4</b> The child will demonstrate awareness of economics of his/her community.</p>
<p><b>TG1:</b> 22, 24, 26, 27, 28, 34, 37, 40, 41, 45, 58, 64, 69, 70, 94, 100, 112, 118, 136; <b>TG2:</b> 22, 28, 34, 40, 46, 58, 70, 82, 100, 105, 148; <b>TG3:</b> 40, 106, 111; <b>TG4:</b> 22, 24, 29, 30, 42, 46, 48, 107, 108, 155, 156, 157; <b>TG5:</b> 34, 40, 46, 100, 118; <b>TG6:</b> 70, 99, 112, 118, 159; <b>TG7:</b> 35, 40, 46, 58, 82, 105, 111; <b>TG8:</b> 28, 58, 118, 154; <b>TG9:</b> 94, 100, 106, 112, 118, 123, 152, 154, 159</p>			<p><b>CD-SS4.4a</b> Completes jobs to contribute to his/her community and communicates why it is important.</p>
<p><b>TG1:</b> 23, 28, 35, 42, 43, 47, 48, 49, 51, 63, 158; <b>TG2:</b> 33, 130, 131, 132, 133, 134, 135, 137, 138, 146, 147, 149, 153, 155, 156, 157, 159; <b>TG3:</b> 117; <b>TG4:</b> 75, 77, 113, 114, 115, 116; <b>TG5:</b> 51, 119, 120, 121, 123; <b>TG6:</b> 65, 67, 137; <b>TG8:</b> 33, 60; <b>TG9:</b> 27, 102, 108, 147</p>	<p>2.L.05 a. Children are provided opportunities and materials to explore social roles in the family and workplace through play.</p>	<p>Recognizes a variety of jobs and the work associated with them. (From self, family &amp; Community).</p>	<p><b>CD-SS4.4b</b> Describes the roles and responsibilities of a variety of occupations.</p>
<p><b>TG2:</b> 33, 35; <b>TG3:</b> 131; <b>TG4:</b> 72, 75, 85; <b>TG5:</b> 119, 121, 123; <b>TG6:</b> 65; <b>TG7:</b> 71; <b>TG8:</b> 35; <b>TG9:</b> 107</p>			<p><b>CD-SS4.4c</b> Describes how people interact economically and the exchange of goods and services.</p>
<p><b>TG4:</b> 51; <b>TG5:</b> 21, 143; <b>TG6:</b> 81, 93; <b>TG7:</b> 57, 69, 72; <b>TG8:</b> 98, 129, 159; <b>TG9:</b> 21</p> <p><u>Explore technologies that are sources of energy, including light, heat, and electricity:</u></p> <p><b>TG3:</b> 78, 79, 80, 81, 84, 101, 102, 103, 113, 123, 139; <b>TG5:</b> 63, 81, 106; <b>TG6:</b> 87, 147; <b>TG7:</b> 105, 119, 123, 151; <b>TG8:</b> 39, 113, 145, 157; <b>TG9:</b> 63, 68, 83, 86, 87, 97, 104, 113, 114</p> <p><i>Frog Street Pre-K Interactive Software</i> included in curriculum.</p>			<p><b>CD-SS4.4d</b> Explores the uses of technology and understands its role in the environment.</p>
			<p><b>3. HISTORY AND EVENTS</b></p>
		<p>History and Events</p>	<p><b>CD-SS5</b> The child will understand the passage of time and how events are related.</p>



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<p><b>TG 1:</b> 30, 31, 33, 86, 87, 141, 158, 159; <b>TG 2:</b> 23; <b>TG 3:</b> 50, 51, 86, 87, 158; <b>TG 4:</b> 44, 60, 61, 66, 67, 80, 87, 98, 99, 104, 105, 110, 111, 114, 115, 116, 117, 120, 121, 122, 133, 151, 157; <b>TG 5:</b> 158; <b>TG 6:</b> 61, 123; <b>TG 7:</b> 115, 146, 147, 157; <b>TG 8:</b> 131, 132, 133; <b>TG 9:</b> 24, 33, 42, 48, 49, 50, 51, 60, 61, 62, 64, 66, 67, 72, 74, 75, 78, 79, 111, 115, 132, 133, 137, 139, 146, 152, 153, 158, 159 Precursor skill: This includes learning opportunities for children to describe concepts associated with the passage of time</p>		<p>Differentiates between past, present, and future. Recognizes events that happened in the past, such as family or personal history. Understands how people live and what they do changes over time.</p>	<p><b>CD-SS5.4a</b> Recognizes and describes sequence of events with accuracy. <b>CD-SS5.4b</b> Differentiates between past, present and future. <b>CD-SS6 - 4a</b> Differentiates between past, present, and future and recognizes certain historical events. <b>CD-SS6 - 4b</b> Tells how events of the past influence the present.</p>
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## Frog Street Pre-K, NAEYC, Head Start and Georgia Early Learning and Development Standards Correlation

Frog Street Pre-K	NAEYC	Head Start Framework	Georgia Pre-K
Teacher Guide Pages	Creative Expression and Appreciation for the Arts	Creative Arts Expression	Cognitive Development and General Knowledge – Creative Development
	2.J.06 Children are provided many and varied open-ended opportunities and materials to express themselves creatively through: c. dance	Creative Movement and Dance The use of the body to move to music and express oneself.	
			<b>1. CREATIVE MOVEMENT AND DANCE</b>
			<b>CD-CR1 The child will participate in dance to express creativity.</b>
<b>TG1:</b> 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148; <b>TG2:</b> 47, 51, 117, 118, 142, 148; <b>TG3:</b> 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154; <b>TG4:</b> 22, 82, 123, 130, 135, 142; <b>TG5:</b> 22, 34, 37, 46, 82, 130, 136, 139, 142, 147; <b>TG6:</b> 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142; <b>TG7:</b> 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154; <b>TG8:</b> 28, 40, 46, 94, 100, 112, 148; <b>TG9:</b> 34, 70, 76, 82, 94, 112, 118, 142, 148, 154			<b>CD-CR1.4a</b> Uses dance to express thoughts, feelings, and energy. Uses dance as an outlet for creativity.
			<b>2. VISUAL ARTS</b>
			<b>CD-CR2 The child will create and explore visual art forms to develop artistic expression.</b>
<b>TG1:</b> 25, 27, 31, 37, 43, 51, 61, 67, 69, 79, 109, 115, 133, 139, 143, 145, 147, 151, 153; <b>TG2:</b> 25, 27, 37, 43, 61, 63, 67, 69, 73, 75, 81, 85, 87, 95, 97, 103, 109, 121, 133, 139, 147, 151, 157, 159; <b>TG3:</b> 27, 37, 39, 45, 49, 61, 67, 77, 79, 85, 97, 103, 105, 145, 151, 153, 157; <b>TG4:</b> 31, 33, 45, 49, 61, 63, 73, 75, 85, 97, 103, 109, 153, 157; <b>TG5:</b> 43, 51, 67, 73, 79, 81, 85, 111, 115, 121, 133, 147, 151, 157; <b>TG6:</b> 25, 27, 43, 49, 51, 57, 67, 93, 99, 103, 109, 115, 133, 135, 139, 141, 143, 145, 147, 157; <b>TG7:</b> 25, 37, 49, 51, 63, 81, 85, 97, 109, 111, 115, 117, 121, 123, 133, 139, 151, 153; <b>TG8:</b> 27, 45, 49, 61, 68, 79, 81, 99, 115, 133, 151, 157; <b>TG9:</b> 27, 37, 39, 61, 67, 68, 69, 73, 79, 81, 85, 97, 103, 109, 110, 115, 121, 129, 133, 135, 137, 139, 141, 145, 151, 157, 159	d. two and three dimensional art	Uses different materials and techniques to make art creations.  Creates artistic works that reflect thoughts, feelings, experiences, or knowledge.	<b>CD-CR2 .4a</b> Uses materials to create original work for self-expression and to express individual creativity.

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<p><b>TG1:</b> 45, 79, 85, 87, 103, 105, 109, 117, 121, 145, 159; <b>TG2:</b> 69, 75, 121; <b>TG3:</b> 97; <b>TG4:</b> 74, 87; <b>TG5:</b> 39, 63, 69, 147; <b>TG6:</b> 25, 37, 43, 51, 69, 75, 136, 139, 141, 145, 147, 151; <b>TG7:</b> 31, 39, 85, 99, 135, 151; <b>TG8:</b> 37; <b>TG9:</b> 61, 109, 115, 117, 135</p>			<p><b>CD-CR2.4b</b> Observes and discusses visual arts forms and compares their similarities and differences.</p>
<p><b>TG1:</b> 61, 143; <b>TG2:</b> 71, 147; <b>TG3:</b> 83, 153; <b>TG5:</b> 43; <b>TG6:</b> 137, 138, 141, 143, 144, 147, 159; <b>TG8:</b> 59, 71; <b>TG9:</b> 95, 139, 50, 151</p>		<p>Discusses one's own artistic creations and those of others.</p>	<p><b>CD-CR2.4c</b> Shows appreciation for different types of art and the creative work of others.</p>
<p><b>Music and Movement</b> activities are included each day in every Teacher Guide. <b>Music</b> is also included in many <b>Literacy, Math,</b> and <b>Content Connection</b> lessons.</p> <p><b>Music and Listening Library CDs:</b>  <i>Leaping Literacy, Moving to Math, Camino a las matemáticas, Dr. Jean on Frog Street, Canciones de ti y mí • Songs of You and Me</i> (Bilingual), <i>Canciones de los animalitos • Songs of Little Creatures</i> (Bilingual), <i>Canciones para aprender con diversión • Songs of Learning Fun</i> (Bilingual), <i>Canciones de nuestra tierra • Songs of Our Earth</i> (Bilingual), <i>Frog Street Friends, Feelin' Froggy, Cantarín, Spanish Listening, English Listening, Nursery Rhyme, It Starts in the Heart</i></p> <p>The song lyrics taught in each theme are written in both English and Spanish in the Appendix (at the back of each Teacher Guide for easy point-of-use reference).</p>		<p>Music - The use of voice and instruments to create sounds.</p>	<p><b>3. MUSIC</b></p> <p><b>CD-CR3</b> The child will use his/her voice, instruments, and objects to musically express creativity.</p>
<p><b>TG1:</b> 22, 26, 28, 34, 36, 39, 40, 44, 46, 47, 58, 62, 64, 70, 76, 82, 86, 97, 98, 100, 103, 112, 118, 134, 136, 138, 142, 146, 148, 152, 154, 158; <b>TG2:</b> 22, 26, 28, 34, 40, 42, 46, 51, 58, 64, 70, 76, 78, 81, 82, 94, 98, 99, 100, 106, 110, 112, 114, 118, 130, 135, 136, 142, 148, 154; <b>TG3:</b> 22, 28, 34, 40, 46, 58, 60, 63, 64, 70, 76, 78, 106, 112, 117, 118, 130, 141, 142, 148, 154; <b>TG4:</b> 22, 28, 31, 39, 40, 51, 58, 64, 70, 76, 77, 78, 80, 81, 82, 94, 98, 106, 112, 118, 122, 123, 130, 135, 136, 140, 142, 148, 150, 152, 154, 158; <b>TG5:</b> 28, 34, 39, 40, 46, 64, 70, 76, 82, 94, 100, 110, 112, 118, 130, 136, 138, 142, 144, 146, 148, 152; <b>TG6:</b> 28, 32, 34, 36, 38, 40, 46, 47, 51, 58, 62, 63, 64, 66, 68, 70, 74, 76, 78, 82, 94, 98,</p>		<p>Participates in music activities, such as listening, singing, or performing.</p> <p>Experiments with musical instruments.</p>	<p><b>CD-CR3.4a</b> Uses familiar rhymes, songs, or chants and musical instruments to express creativity.</p>

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<p>100, 106, 112, 118, 122, 130, 136, 140, 142, 146, 148, 150, 154; <b>TG7:</b> 22, 26, 28, 30, 32, 34, 37, 40, 46, 48, 58, 59, 60, 62, 64, 68, 70, 73, 75, 76, 78, 80, 82, 83, 87, 94, 98, 100, 102, 106, 110, 112, 114, 116, 118, 120, 130, 136, 142, 148, 149, 154, 155, 158; <b>TG8:</b> 22, 23, 24, 25, 26, 27, 28, 32, 34, 40, 44, 46, 47, 48, 49, 58, 60, 62, 64, 68, 70, 74, 75, 76, 82, 84, 86, 94, 96, 98, 101, 102, 103, 106, 109, 110, 116, 118, 119, 120, 121, 122, 136, 137, 138, 139, 142, 145, 146, 148, 150, 151, 152, 154, 155, 156; <b>TG9:</b> 22, 25, 28, 30, 34, 36, 40, 44, 46, 51, 58, 60, 65, 66, 68, 75, 76, 82, 94, 96, 98, 100, 104, 106, 110, 112, 116, 118, 120, 130, 136, 138, 142, 146, 148, 154, 156</p>			
			<p><b>4. DRAMA</b></p> <p><b>CD-CR4</b> The child will use dramatic play to express creativity.</p>
<p><b>TG1:</b> 43, 46, 49, 69, 73, 75, 77, 83, 106, 111, 112; <b>TG2:</b> 25, 45, 81, 117, 138; <b>TG3:</b> 41, 62, 111, 112, 115, 121, 122, 123, 137, 153, 159; <b>TG4:</b> 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157; <b>TG5:</b> 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141; <b>TG6:</b> 59, 64, 76, 103, 131, 136, 148; <b>TG7:</b> 24, 43, 85, 87, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159; <b>TG8:</b> 25, 28, 30, 31, 32, 33, 34, 40, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 101, 103, 110, 116, 118, 133, 136, 137, 151, 156; <b>TG9:</b> 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157</p>			<p><b>CD-CR4.4a</b> Participates in dramatic play presentations.</p>
<p><b>TG1:</b> 49, 59, 65, 71, 73, 75, 77, 83, 107, 111, 113, 115, 137, 139, 150, 151; <b>TG2:</b> 33, 39, 43, 79, 95, 101, 107, 121, 138, 139, 151, 157; <b>TG3:</b> 26, 27, 29, 31, 73, 111, 121, 137, 139, 145, 146, 157, 159; <b>TG4:</b> 25, 26, 31, 49, 66, 67, 85, 113, 133, 139, 145, 149, 151, 155, 157; <b>TG5:</b> 29, 31, 48, 49, 50, 55, 59, 60, 61, 65, 73, 78, 79, 83, 84, 85, 101, 102, 104, 109, 111, 113, 115, 121, 141, 144, 145, 151, 152; <b>TG6:</b> 30, 43, 59, 67, 73, 131, 143, 155, 157; <b>TG7:</b> 24, 25, 29, 31, 77, 113, 119, 121, 135, 145, 151, 157; <b>TG8:</b> 23, 25, 31, 47, 49, 65, 67, 71, 77, 101, 103, 115, 143, 145, 151; <b>TG9:</b> 25, 31, 67, 79, 80, 131, 150, 155, 157</p>		<p>Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or character.</p>	<p><b>CD-CR4.4b</b> Uses dialogue, actions, objects and imagination to tell a creative story.</p>

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<p><b>TG1:</b> 21, 29, 47, 49, 59, 71, 73, 83, 85, 107, 113, 115, 119, 137, 139, 155; <b>TG2:</b> 27, 32, 33, 35, 41, 71, 77, 78, 93, 95, 113, 119, 121, 155, 157; <b>TG3:</b> 23, 29, 35, 37, 71, 73, 75, 119, 121, 131, 135, 137, 141, 157; <b>TG4:</b> 25, 26, 27, 47, 65, 66, 71, 73, 84, 85, 131, 137, 143, 149, 155; <b>TG5:</b> 35, 48, 50, 59, 77, 78, 83, 84, 86, 101, 102, 104, 113, 119, 122, 143, 150, 159; <b>TG6:</b> 41, 65, 71, 77, 113; <b>TG7:</b> 24, 29, 47, 59, 77, 119, 143, 149; <b>TG8:</b> 23, 29, 47, 83, 115, 119, 149; <b>TG9:</b> 33, 59, 74, 77, 80, 107, 131, 155</p>			<p><b>CD-CR4.4c</b> Represents a character by using voice inflections and facial expressions.</p>
<p><i>Children can role play in the <u>Pretend and Learn Center</u>, use magnetic Story Folders props to retell stories, and act out rhymes and songs.</i></p> <p><b>TG1:</b> 43, 46, 49, 56, 69, 73, 75, 77, 83, 106, 111, 112, 130, 143; <b>TG2:</b> 25, 45, 81, 117, 138, 145; <b>TG3:</b> 41, 62, 95, 111, 112, 115, 121, 122, 123, 128, 133, 137, 153, 159; <b>TG4:</b> 25, 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157; <b>TG5:</b> 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141; <b>TG6:</b> 59, 60, 64, 76, 103, 131, 136, 148; <b>TG7:</b> 24, 36, 43, 49, 76, 79, 85, 87, 92, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159; <b>TG8:</b> 25, 28, 30, 31, 32, 33, 34, 40, 47, 56, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 98, 101, 103, 110, 116, 118, 130, 133, 135, 136, 137, 151, 156; <b>TG9:</b> 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157</p>		<p>Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.</p>	<p><b>CD-CR4.4d</b> Participates in dramatic play to express thoughts, feelings, and creativity.</p>

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Frog Street Pre-K	NAEYC	Head Start Framework	Georgia Pre-K
Teacher Guide Pages	Creative Expression and Appreciation for the Arts	Creative Arts Expression	Cognitive Development and General Knowledge – Cognitive Processes
			<b>1. THINKING SKILLS</b>
			<b>CD-CP1 The child will demonstrate awareness of cause and effect.</b>
<b>TG1:</b> 20, 33, 63, 75, 92, 103, 104, 135, 141, 157, 158 <b>TG2:</b> 45, 63, 75, 79, 81, 85, 87, 92, 128, 141 <b>TG3:</b> 20, 33, 37, 51, 57, 60, 61, 52, 63, 69, 73, 74, 75, 80, 81, 85, 92, 93, 103, 105, 108, 111, 117, 122, 152 <b>TG4:</b> 37, 45, 49, 57, 63, 79, 85, 87, 111, 129, 138, 141, 144, 145, 147, 159 <b>TG5:</b> 20, 21, 27, 33, 45, 56, 57, 63, 67, 68, 69, 75, 80, 81, 86, 92, 105, 111, 116, 117, 122, 123, 128, 146, 153 <b>TG6:</b> 20, 21, 26, 27, 33, 39, 49, 51, 56, 61, 67, 69, 75, 81, 85, 87, 92, 97, 99, 103, 105, 111, 123, 129; <b>TG7:</b> 20, 21, 31, 45, 49, 68, 69, 87, 92, 93, 99, 103, 111, 115, 117, 128, 129, 133, 134, 135, 145, 146, 147, 151 <b>TG8:</b> 20, 21, 31, 39, 45, 51, 56, 75, 85, 92, 128, 145, 151 <b>TG9:</b> 20, 37, 39, 43, 44, 56, 61, 63, 73, 86, 87, 92, 93, 97, 115, 121, 140, 141.		<b>CD-CP1.4a</b> Recognizes cause-and-effect relationships. <b>CD-CP1.4b</b> Explains why simple events occur using reasoning skills <b>CD-CP1.4c</b> Draws conclusions based on facts and evidence.	
			<b>CD-CP2 The child will use prior knowledge to build new knowledge.</b>
<b>TG1:</b> 20, 33, 51, 56, 57, 61, 67, 69, 75, 79, 80, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 116, 117, 121, 128, 129, 139, 141, 145, 147, 151, 153, 157, 159; <b>TG2:</b> 20, 21, 25, 33, 43, 45, 48, 50, 56, 57, 63, 69, 75, 79, 81, 85, 92, 99, 116, 121, 122, 128, 141, 145, 147; <b>TG3:</b> 20, 21, 26, 27, 39, 45, 51, 56, 61, 69, 73, 79, 81, 85, 92, 93, 96, 98, 103, 105, 108, 115, 117, 122, 128, 139, 141, 151; <b>TG4:</b> 33, 45, 61, 63, 75, 79, 81, 85, 87, 111, 128, 129, 133, 135, 145, 147, 157; <b>TG5:</b> 20, 27, 33, 39, 43, 44, 45, 51, 56, 57, 63, 69, 85, 92, 93, 97, 105, 111, 115, 117, 123, 128, 141, 147, 153, 157; <b>TG6:</b> 20, 21, 25, 27, 33, 37, 39, 43, 49, 51, 56, 57, 63, 67, 69, 79, 81, 85, 87, 92, 93, 99, 103, 105, 109, 111, 123, 128, 129, 133, 135, 139, 141, 145; <b>TG7:</b> 20, 31, 37, 39, 43, 45, 49, 51, 59, 67, 69, 81, 85, 87,		<b>CD-CP2.4a</b> Explains how to use objects in new situations. <b>CD-CP2.4b</b> Uses observation and imitation to transfer knowledge to new experiences. <b>CD-CP2.4c</b> Uses information gained about familiar objects and people, and can apply to a new situation.	

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<p>92, 98, 103, 105, 115, 117, 123, 128, 129, 139, 141, 145, 147, 151, 153; <b>TG8:</b> 20, 21, 33, 39, 45, 49, 56, 57, 61, 63, 69, 75, 92, 93, 99, 115, 123, 128, 141, 145, 153, 157, 159; <b>TG9:</b> 20, 21, 27, 33, 39, 43, 56, 61, 67, 73, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 117, 121, 128, 141, 145, 157, 159</p>			
<p><b>TG1:</b> 29, 93, 101, 103, 104, 135, 146, 152, 158; <b>TG2:</b> 12, 23, 29, 42, 87, 108, 111, 130, 131, 142, 148; <b>TG3:</b> 12, 23, 29, 32, 33, 42, 43, 50, 62, 68, 69, 71, 74, 80, 101, 113, 131, 135, 152; <b>TG4:</b> 12, 29, 41, 59, 60, 62, 65, 86, 110, 141, 147, 153, 158; <b>TG5:</b> 20, 24, 27, 41, 45, 63, 67, 69, 80, 81, 108, 116; <b>TG6:</b> 27, 47, 59, 65, 75, 77, 95, 107, 131; <b>TG7:</b> 115, 117, 131, 135, 146, 147; <b>TG8:</b> 23, 29, 39, 59, 147; <b>TG9:</b> 23, 32, 39, 41, 42, 63, 71, 87, 117, 134, 137.</p>			<p><b>CD-CP2.4d</b> Makes, checks, and verifies predictions.</p>
<p><b>TG1:</b> 22, 25, 28, 39, 40, 42, 47, 48, 51, 58, 64, 70, 76, 82, 106, 118, 136, 143; <b>TG2:</b> 47, 58, 82, 94, 101, 102, 149; <b>TG3:</b> 22, 34, 40, 58, 64, 82, 106, 118, 148; <b>TG4:</b> 25, 31, 37, 102, 107; <b>TG5:</b> 22, 76; <b>TG6:</b> 24, 51, 58, 63; <b>TG7:</b> 94, 100, 142, 154; <b>TG8:</b> 58, 64, 94, 106, 112, 130; <b>TG9:</b> 143, 147, 148, 150, 153</p>			<p><b>CD-CP2.4e</b> Explains how an activity is built on or uses past knowledge.</p>
			<p><b>2. PROBLEM SOLVING</b></p>
			<p><b>CD-CP3</b> The child will demonstrate problem solving skills.</p>
<p><b>TG1:</b> 20, 37, 38, 45, 63, 68, 69, 74, 80, 98, 103, 104, 110, 115, 121, 122, 123, 128, 132, 133, 134, 140, 146, 147, 152, 157, 158; <b>TG2:</b> 26, 31, 39, 44, 45, 56, 57, 69, 74, 75, 80, 81, 86, 87, 92, 98, 105, 110, 111, 116, 122, 134, 135, 146; <b>TG3:</b> 20, 33, 38, 39, 42, 43, 44, 62, 63, 73, 75, 87, 92, 93, 98, 103, 105, 108, 110, 111, 117, 122, 122, 134, 146; <b>TG4:</b> 21, 27, 32, 37, 39, 45, 49, 51, 57, 68, 69, 74, 81, 93, 99, 111, 122, 129, 130, 134, 138, 140, 141, 142, 144, 145, 147, 152, 159; <b>TG5:</b> 26, 27, 38, 44, 45, 50, 51, 56, 62, 63, 67, 68, 69, 74, 80, 81, 86, 92, 98, 104, 105, 110, 116, 117, 122, 128, 134, 140, 145, 146, 152, 153, 158; <b>TG6:</b> 20, 21, 25, 26, 27, 31, 32, 33, 38, 39, 43, 44, 50, 51, 56, 61, 62, 68, 69, 74, 81, 87, 92, 97, 98, 99, 103, 104, 110, 111, 116, 122, 129, 134, 146, 153, 158; <b>TG7:</b> 20, 21, 27, 32, 33, 38, 39, 44, 45, 49, 50, 56, 61, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 92, 93, 98,</p>			<p><b>CD-CP3.4a</b> Makes statements and appropriately answers questions about how objective-materials can be used to solve problems  <b>CD-CP3.4b</b> Uses both familiar and new strategies to solve a question.  <b>CD-CP3.4c</b> With adult guidance and questioning determines and evaluates solutions prior to attempting to solve a problem.</p>

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110, 111, 116, 117, 122, 128, 129, 133, 134, 135, 140, 141, 145, 146, 147, 152, 157, 158 <b>TG8:</b> 20, 26, 27, 31, 32, 33, 39, 44, 50, 56, 61, 62, 63, 68, 74, 75, 80, 81, 85, 86, 92, 98, 104, 105, 110, 116, 122, 123, 128, 134, 140, 141, 146, 147, 152, 158; <b>TG9:</b> 20, 26, 27, 32, 37, 38, 39, 43, 44, 45, 50, 51, 62, 68, 73, 74, 80, 86, 87, 92, 93, 98, 104, 108, 110, 115, 116, 122, 123, 129, 133, 134, 140, 141, 147			
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