

# Frog Street Pre-K Scope and Sequence




# Program Features

- Embraces the joy of learning!
- Provides comprehensive, integrated instruction in all domains.
- Balances intentional instruction with child-centered learning.
- Provides equity—English and Spanish—of materials and instruction.
- Offers a strong daily routine that develops key social skills and emotional control.
- Values individual differences.
- Empowers children with choices in self-directed activities.
- Honors the power of a strong teacher-child interaction to develop rich oral language and a robust vocabulary.
- Provides a systematic and sequential continuum for building skills and concepts.
- Uses research-based principles of learning as the cornerstone of instruction.



### Frog Street Pre-K Scope and Sequence

| Week of Instruction  | 1  | 2 | 3 | 4 | 5   | 6 | 7 | 8 | 9                                 | 10 | 11 | 12 | 13                               | 14 | 15 | 16 | 17   | 18 | 19 | 20 | 21  | 22 | 23 | 24 | 25   | 26 | 27 | 28 | 29                                 | 30 | 31 | 32 | 33                            | 34 | 35 | 36 |   |   |   |   |
|--|--|---|---|---|---|---|---|---|-----------------------------------|----|----|----|----------------------------------|----|----|----|--|----|----|----|---|----|----|----|--|----|----|----|------------------------------------|----|----|----|-------------------------------|----|----|----|---|---|---|---|
|   | Theme 1<br>My School and Me<br>Mi escuela y yo |   |   |   | Theme 2<br>My Family and Friends<br>Mi familia y mis amigos |   |   |   | Theme 3<br>Giants<br>Los gigantes |    |    |    | Theme 4<br>Choices<br>Decisiones |    |    |    | Theme 5<br>Stories and Rhymes<br>Cuentos y rimas |    |    |    | Theme 6<br>I Build! I Create!<br>¡Puedo construir!<br>¡Puedo crear! |    |    |    | Theme 7<br>Things that Move<br>Cosas que se mueven |    |    |    | Theme 8<br>Animals<br>Los animales |    |    |    | Theme 9<br>Changes<br>Cambios |    |    |    |   |   |   |   |
| <b>I. Social-Emotional Development Domain</b>  |  |   |   |   |   |   |   |   |                                   |    |    |    |                                  |    |    |    |  |    |    |    |   |    |    |    |  |    |    |    |                                    |    |    |    |                               |    |    |    |   |   |   |   |
| <i>The Social-Emotional Guidelines are integrated into the instruction within Frog Street Pre-K beginning with the Greeting Circle and extending throughout the day to the Closing Circle. Classroom management strategies, character education (two focus traits each month), emotional intelligence, and social skills are taught daily through active, hands-on activities based on Becky Bailey's Conscious Discipline™. Children practice using the skills and strategies as a part of their daily routine.</i> |  |   |   |   |   |   |   |   |                                   |    |    |    |                                  |    |    |    |  |    |    |    |   |    |    |    |  |    |    |    |                                    |    |    |    |                               |    |    |    |   |   |   |   |
| <b>II. Language and Communication</b>  |  |   |   |   |   |   |   |   |                                   |    |    |    |                                  |    |    |    |  |    |    |    |   |    |    |    |  |    |    |    |                                    |    |    |    |                               |    |    |    |   |   |   |   |
| Listening Comprehension Skills   |  |   |   |   |   |   |   |   |                                   |    |    |    |                                  |    |    |    |  |    |    |    |   |    |    |    |  |    |    |    |                                    |    |    |    |                               |    |    |    |   |   |   |   |
| II.A.1. Shows understanding by responding appropriately  | •  | • | • | • | •   | • | • | • | •                                 | •  | •  | •  | •                                | •  | •  | •  | •  | •  | •  | •  | •   | •  | •  | •  | •  | •  | •  | •  | •                                  | •  | •  | •  | •                             | •  | •  | •  | • |   |   |   |
| II.A.2. Shows understanding by following two-step oral directions and usually follows three-step directions  | •  | • | • | • | •   | • | • | • | •                                 | •  | •  | •  | •                                | •  | •  | •  | •  | •  | •  | •  | •   | •  | •  | •  | •  | •  | •  | •  | •                                  | •  | •  | •  | •                             | •  | •  | •  | • | • |   |   |
| II.A.3. Shows understanding of the new language being spoken by English-speaking teachers and peers (ELL)  | •  | • | • | • | •   | • | • | • | •                                 | •  | •  | •  | •                                | •  | •  | •  | •  | •  | •  | •  | •   | •  | •  | •  | •  | •  | •  | •  | •                                  | •  | •  | •  | •                             | •  | •  | •  | • | • |   |   |
| Speaking (Conversation) Skills   |  |   |   |   |   |   |   |   |                                   |    |    |    |                                  |    |    |    |  |    |    |    |   |    |    |    |  |    |    |    |                                    |    |    |    |                               |    |    |    |   |   |   |   |
| II.B.1. Able to use language for different purposes  | •  | • | • | • | •   | • | • | • | •                                 | •  | •  | •  | •                                | •  | •  | •  | •  | •  | •  | •  | •   | •  | •  | •  | •  | •  | •  | •  | •                                  | •  | •  | •  | •                             | •  | •  | •  | • | • |   |   |
| II.B.2. Engages in conversations in appropriate ways   | •  | • | • | • | •   | • | • | • | •                                 | •  | •  | •  | •                                | •  | •  | •  | •  | •  | •  | •  | •   | •  | •  | •  | •  | •  | •  | •  | •                                  | •  | •  | •  | •                             | •  | •  | •  | • | • |   |   |
| II.B.3. Provides appropriate information for various situations  | •  | • | • | • | •   | • | • | • | •                                 | •  | •  | •  | •                                | •  | •  | •  | •  | •  | •  | •  | •   | •  | •  | •  | •  | •  | •  | •  | •                                  | •  | •  | •  | •                             | •  | •  | •  | • | • | • |   |
| II.B.4. Demonstrates knowledge of verbal conversational rules  | •  | • | • | • | •   | • | • | • | •                                 | •  | •  | •  | •                                | •  | •  | •  | •  | •  | •  | •  | •   | •  | •  | •  | •  | •  | •  | •  | •                                  | •  | •  | •  | •                             | •  | •  | •  | • | • | • |   |
| II.B.5. Demonstrates knowledge of nonverbal conversational rule.   | •  | • | • | • | •   | • | • | • | •                                 | •  | •  | •  | •                                | •  | •  | •  | •  | •  | •  | •  | •   | •  | •  | •  | •  | •  | •  | •  | •                                  | •  | •  | •  | •                             | •  | •  | •  | • | • | • |   |
| II.B.6. Matches language to social contexts  | •  | • | • | • | •   | • | • | • | •                                 | •  | •  | •  | •                                | •  | •  | •  | •  | •  | •  | •  | •   | •  | •  | •  | •  | •  | •  | •  | •                                  | •  | •  | •  | •                             | •  | •  | •  | • | • | • |   |
| Speech Production Skills   |  |   |   |   |   |   |   |   |                                   |    |    |    |                                  |    |    |    |  |    |    |    |   |    |    |    |  |    |    |    |                                    |    |    |    |                               |    |    |    |   |   |   |   |
| II.C.1. Speech is understood by teacher and other adults   | •  | • | • | • | •   | • | • | • | •                                 | •  | •  | •  | •                                | •  | •  | •  | •  | •  | •  | •  | •   | •  | •  | •  | •  | •  | •  | •  | •                                  | •  | •  | •  | •                             | •  | •  | •  | • | • | • |   |
| II.C.2. Perceives differences between similar sounding words   | •  | • | • | • | •   | • | • | • | •                                 | •  | •  | •  | •                                | •  | •  | •  | •  | •  | •  | •  | •   | •  | •  | •  | •  | •  | •  | •  | •                                  | •  | •  | •  | •                             | •  | •  | •  | • | • | • |   |
| II.C.3. Investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL)   | •  | • | • | • | •   | • | • | • | •                                 | •  | •  | •  | •                                | •  | •  | •  | •  | •  | •  | •  | •   | •  | •  | •  | •  | •  | •  | •  | •                                  | •  | •  | •  | •                             | •  | •  | •  | • | • | • |   |
| Vocabulary Skills  |  |   |   |   |   |   |   |   |                                   |    |    |    |                                  |    |    |    |  |    |    |    |   |    |    |    |  |    |    |    |                                    |    |    |    |                               |    |    |    |   |   |   |   |
| II.D.1. Uses a wide variety of words to label and describe people, places, things, and actions   | •  | • | • | • | •   | • | • | • | •                                 | •  | •  | •  | •                                | •  | •  | •  | •  | •  | •  | •  | •   | •  | •  | •  | •  | •  | •  | •  | •                                  | •  | •  | •  | •                             | •  | •  | •  | • | • | • |   |
| II.D.2. Demonstrates understanding of terms used in instruction  | •  | • | • | • | •   | • | • | • | •                                 | •  | •  | •  | •                                | •  | •  | •  | •  | •  | •  | •  | •   | •  | •  | •  | •  | •  | •  | •  | •                                  | •  | •  | •  | •                             | •  | •  | •  | • | • | • | • |
| II.D.3. Demonstrates understanding of more words than uses   | •  | • | • | • | •   | • | • | • | •                                 | •  | •  | •  | •                                | •  | •  | •  | •  | •  | •  | •  | •   | •  | •  | •  | •  | •  | •  | •  | •                                  | •  | •  | •  | •                             | •  | •  | •  | • | • | • | • |
| II.D.4. Uses a large speaking vocabulary, adding several new words daily   | •  | • | • | • | •   | • | • | • | •                                 | •  | •  | •  | •                                | •  | •  | •  | •  | •  | •  | •  | •   | •  | •  | •  | •  | •  | •  | •  | •                                  | •  | •  | •  | •                             | •  | •  | •  | • | • | • | • |
| II.D.5. Uses category labels to understand how words/objects relate to each other  | •  | • | • | • | •   | • | • | • | •                                 | •  | •  | •  | •                                | •  | •  | •  | •  | •  | •  | •  | •   | •  | •  | •  | •  | •  | •  | •  | •                                  | •  | •  | •  | •                             | •  | •  | •  | • | • | • | • |

**Frog Street Pre-K Scope and Sequence**

| <b>Week of Instruction</b>  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |   |   |   |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|---|
| II.D.6. Increases listening vocabulary. Begins to develop vocabulary of object names and common phrases in English (ELL)      | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • |   |
| <b>Sentences and Structure Skills</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |
| II.E.1. Uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • |   |
| II.E.2. Uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement  | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • | • |
| II.E.3. Uses sentences with more than one phrase  | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • | • |
| II.E.4. Combines more than one idea using complex sentence.   |   |   |   |   |   | • |   |   |   | •  |    |    | •  |    |    |    | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • |   |
| II.E.5. Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning       |   |   |   |   |   |   |   |   |   | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • | • |
| II.E.6. Engages in various forms of nonverbal communication with those who do not speak her home language (ELL).              | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • | • |
| II.E.7. Child uses single words and simple phrases to communicate meaning in social situations (ELL)                          | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • | • |
| II.E.8. Child attempts to use new vocabulary and grammar in speech (ELL)  | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • | • |
| <b>III. Emergent Literacy Reading Domain</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |
| <b>Motivation to Read Skills</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |
| III.A.1. Engages in pre-reading and reading-related activities  | • | • | • | • | • | • | • |   |   | •  |    | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • | • |
| III.A.2. Uses books and other written materials to engage in pre-reading behaviors  | • | • | • | • | • | • | • | • |   | •  | •  |    | •  |    | •  | •  |    |    | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • | • |
| III.A.3. Asks to be read to or asks the meaning of written text   | • | • | • |   |   | • |   |   |   | •  | •  |    |    |    | •  |    |    | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • | • |
| <b>Phonological Awareness Skills</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |
| III.B.1. Separates a normally spoken four-word sentence into individual words   |   | • |   | • | • | • | • | • | • | •  | •  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | •  | •  | •  |    | •  |    |    |    |    |    |    |   |   |   |
| III.B.2. Combines words to make a compound word   |   | • |   |   | • |   | • |   |   | •  |    |    |    |    |    | •  | •  | •  |    |    | •  |    | •  | •  | •  |    | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • |   |
| III.B.3. Deletes a word from a compound word  |   |   |   |   | • |   |   |   |   | •  |    |    |    |    | •  |    |    | •  |    |    |    |    |    |    |    |    |    |    | •  | •  | •  | •  | •  | •  | •  | •  | • | • | • |
| III.B.4. Combines syllables into words  | • | • |   |   | • | • | • |   |   | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • | • |
| III.B.5. Deletes a syllable from a word   |   |   |   |   |   |   |   |   |   | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • | • |
| III.B.6. Produces a word that rhymes with a given word  |   | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • | • |
| III.B.7. Produce a word that begins with the same sound as a given pair of words  |   |   |   |   | • |   | • | • |   | •  | •  | •  | •  | •  | •  | •  | •  | •  |    |    | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • | • |
| III.B.8. Combines onset and rime to form a familiar one-syllable word with pictorial support                                  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | •  | •  | •  |    |    |    |    |    |    |    | •  |   |   |   |
| III.B.9. Combines onset and rime to form familiar one-syllable words without pictorial support                                |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | •  | •  | •  |    |    |    |    |    |    |    | •  |   |   |   |
| III.B.10. Recognizes and blends two phonemes into real words with pictorial support   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |
| <b>Alphabet Knowledge Skills</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |

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|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|
| III.C.1. Names at least 20 upper and at least 20 lower case letters  | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • |
| III.C.2. Recognizes at least 20 letter sounds.   |   |   |   |   |   |   |   |   |   |    |    |    | •  | •  | •  | •  | •  |    |    |    |    | •  | •  |    |    |    |    |    | •  | •  | •  | •  | •  | •  |    |    |   |   |
| III.C.3. Produces the correct sounds for at least 10 letters   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    | •  | •  | •  |    |    |    |    |    |    |    |    |    |    |    | •  | •  | •  | •  | •  |    |    |   |   |
| <b>Comprehension of Text Read-Aloud Skills</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |
| III.D.1. Retells or re-enacts a story after it is read aloud   |   | • | • | • | • | • | • | • | • |    | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • |   |
| III.D.2. Uses information learned from books by describing, relating, categorizing, or comparing and contrasting | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • |
| III.D.3. Asks and answers appropriate questions about the book   | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • |
| <b>IV. Emergent Literacy Writing Domain</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |
| <b>Motivation to Write Skills</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |
| IV.A.1. Intentionally uses scribbles or writing to convey meaning  | • | • | • | • | • | • | • | • | • | •  | •  |    |    | •  |    |    |    | •  |    | •  |    |    |    | •  | •  | •  | •  | •  |    |    | •  | •  | •  | •  | •  | •  | • |   |
| <b>Independently Conveys Meaning Skills</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |
| IV.B.1. Independently uses letters or symbols to make words or parts of words                                    |   |   | • | • | • | • | • | • |   |    |    |    | •  | •  |    |    | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • |   |
| IV.B.2. Writes own name not necessarily with full correct spelling or well-formed letters                        |   |   |   | • | • |   | • | • | • |    | •  |    |    |    | •  |    | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  |    |    | •  |    |    | •  |    |   |   |
| <b>Forms Letters Skills</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |
| IV.C.1. Independently writes some letters on request   | • |   | • | • | • |   | • | • |   | •  | •  | •  |    |    | •  |    | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • |   |
| <b>Concepts About Print Skills</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |
| IV.D.1. Uses some appropriate writing conventions when writing or giving dictation.                              | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • |   |
| <b>V. Mathematics Domain</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |
| <b>Counting Skills</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |
| V.A.1. Knows that objects, or parts of an object, can be counted   |   | • |   | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • |   |
| V.A.2. Uses words to rote count from 1 to 30   |   |   | • |   | • |   |   |   |   |    | •  |    | •  | •  | •  | •  |    | •  | •  | •  |    |    |    | •  | •  |    |    |    | •  | •  |    |    |    |    |    |    |   |   |
| V.A.3. Counts one to ten items, one count per item   |   | • |   | • | • | • | • | • | • |    | •  |    |    | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • |   |
| V.A.4. Demonstrates that the order of the counting sequence is always the same, regardless of what is counted    |   | • | • |   | • |   |   |   |   |    | •  |    |    |    |    |    |    |    |    | •  |    |    |    | •  | •  | •  | •  |    |    |    |    | •  |    |    |    |    |   |   |
| V.A.5. Counts up to ten items, and demonstrates that the last count indicates how many items were counted        |   | • |   | • | • | • | • | • | • |    | •  |    |    |    | •  | •  |    | •  |    | •  |    | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • |   |
| V.A.6. Demonstrates understanding that when counting, the items can be chosen in any order                       |   |   |   | • |   |   | • |   | • | •  |    |    |    |    | •  |    |    | •  |    | •  |    | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • |   |
| V.A.7. Uses the verbal ordinal terms   | • | • |   |   |   |   |   |   |   |    | •  | •  | •  | •  |    |    |    |    |    |    |    |    |    |    |    | •  | •  |    |    | •  |    |    |    |    | •  | •  |   |   |
| V.A.8. Verbally identifies, without counting, the number of objects from one to five                             |   | • | • |   | • |   |   | • |   | •  | •  | •  |    |    |    |    |    |    | •  | •  |    |    | •  | •  |    | •  |    |    | •  | •  |    |    | •  |    |    |    |   |   |
| V.A.9. Recognizes one-digit numerals, 0 through 9  |   |   | • |   | • |   |   |   |   |    | •  | •  |    |    | •  | •  |    |    |    | •  |    |    |    | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • |   |

**Frog Street Pre-K Scope and Sequence**

| Week of Instruction   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |   |   |   |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|---|
| <b>Adding To/Taking Away Skills</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |
| V.B.1. Uses concrete models or makes a verbal word problem for adding up to 5 objects   |   |   |   |   |   |   |   |   |   |    |    |    | •  |    |    | •  |    |    | •  | •  |    |    | •  |    |    | •  | •  |    | •  | •  | •  | •  | •  | •  | •  | •  | • |   |   |
| V.B.2. Uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set                                       |   |   |   |   |   |   |   |   |   |    |    |    | •  |    |    |    |    |    |    | •  |    |    |    |    |    |    | •  |    | •  | •  | •  | •  | •  | •  |    | •  | • |   |   |
| V.B.3. Uses informal strategies to share or divide up to 10 items equally   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    | •  |    |    |    | •  |    |    |    |    |    | •  |    |    |    |    | •  | •  |    |    |    | •  |   |   |   |
| <b>Geometry and Spatial Sense Skills</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |
| V.C.1. Names common shapes  | • | • | • |   | • | • | • | • |   |    | •  |    |    | •  | •  |    | •  | •  |    | •  |    | •  | •  |    | •  | •  | •  |    | •  | •  |    | •  | •  |    |    |    |   |   |   |
| V.C.2. Creates shapes   | • | • |   |   | • | • | • | • | • |    |    |    |    | •  |    |    | •  | •  |    | •  |    | •  | •  |    | •  | •  |    |    | •  |    |    | •  | •  |    |    |    |   |   |   |
| V.C.3. Demonstrates use of location words   |   | • | • | • |   | • | • |   | • | •  | •  | •  | •  | •  | •  |    | •  | •  |    | •  |    | •  | •  |    | •  | •  | •  |    |    | •  |    |    | •  | •  |    | •  |   |   |   |
| V.C.4. Slides, flips, and turns shapes to demonstrate that the shapes remain the same   |   |   |   | • | • | • | • |   | • |    |    |    |    | •  |    |    |    |    | •  |    |    |    |    |    | •  |    |    |    |    |    |    |    |    | •  |    |    |   |   |   |
| <b>Measurement Skills</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |
| V.D.1. Recognizes and compares heights or lengths of people or objects  |   | • | • | • | • | • | • |   | • | •  | •  | •  | •  | •  | •  | •  | •  |    |    | •  | •  | •  |    | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • |   |
| V.D.2. Recognizes how much can be placed within an object   |   |   | • | • | • |   |   |   | • | •  | •  |    |    | •  |    | •  | •  | •  |    |    | •  |    |    | •  |    |    |    | •  | •  | •  | •  |    |    | •  | •  | •  | • | • |   |
| V.D.3. Informally recognizes and compares weights of objects or people  |   |   | • | • | • |   |   |   |   | •  |    |    |    |    |    |    |    | •  |    |    | •  |    |    |    |    |    |    | •  |    | •  |    |    |    | •  |    |    | • |   |   |
| V.D.4. Uses language to describe concepts associated with the passing of time   | • | • |   | • |   |   |   |   | • | •  |    | •  | •  | •  | •  |    |    | •  |    |    |    |    |    |    |    |    |    | •  | •  |    |    |    |    | •  | •  | •  | • | • |   |
| <b>Classification and Patterns Skills</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |
| V.E.1. Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • |   |
| V.E.2. Collects data and organizes it in a graphic representation   |   |   | • |   | • | • | • | • |   |    |    |    | •  | •  |    | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  |    |    | •  |    |    | •  | •  |    |    | •  | • | • |   |
| V.E.3. Recognizes and creates patterns  |   |   | • |   | • | • |   |   | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • | • |
| <b>VI. Science Domain</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |
| <b>Physical Science Skills</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |
| VI.A.1. Describes, observes, and investigates properties and characteristics of common objects  | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • |   |
| VI.A.2. Investigates and describes position and motion of object  | • | • | • | • | • | • | • |   | • | •  | •  |    | •  |    | •  | •  |    |    | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  |    |    | •  | •  | •  |    |    |   |   |   |
| VI.A.3. Uses simple measuring devices to learn about objects  |   |   | • | • |   | • |   |   | • | •  | •  |    |    | •  |    |    | •  | •  | •  |    |    | •  |    |    |    |    | •  | •  | •  |    |    |    |    |    | •  |    |   | • |   |
| VI.A.4. Investigates and describes sources of energy including light, heat, and electricity   |   |   |   |   |   |   |   |   | • | •  | •  |    |    |    |    |    | •  | •  |    | •  |    |    |    |    |    |    | •  | •  | •  |    |    |    | •  | •  |    |    | • | • |   |
| <b>Life Science Skills</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |
| VI.B.1. Identifies and describes the characteristics of organisms   |   | • | • | • | • | • | • | • | • | •  |    | •  |    | •  | •  |    |    | •  |    |    |    | •  |    |    |    | •  | •  |    | •  | •  | •  | •  | •  | •  | •  | •  | • | • |   |
| VI.B.2. Describes life cycles of organisms  |   |   | • | • |   |   |   | • |   | •  |    | •  |    | •  |    |    |    |    |    |    |    |    |    |    | •  | •  |    | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • | • |

**Frog Street Pre-K Scope and Sequence**

| Week of Instruction   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |   |   |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|
| VI.B.3. Recognizes, observes, and discusses the relationship of organisms to their environments                                     |   | • | • | • | • | • |   |   | • | •  |    |    |    | •  |    |    |    | •  | •  | •  |    | •  | •  |    | •  | •  |    | •  | •  | •  | •  |    | •  | •  |    |    |   |   |
| <b>Earth and Space Science Skills</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |
| VI.C.1. Identifies, compares, discusses earth materials, and their properties and uses  | • |   | • |   | • |   |   | • |   | •  | •  |    |    | •  |    | •  |    | •  |    |    | •  | •  | •  | •  |    |    |    | •  | •  |    | •  |    | •  | •  | •  |    |   |   |
| VI.C.2. Identifies, observes, and discusses objects in the sky  |   | • | • | • | • |   | • |   |   | •  | •  |    | •  | •  | •  |    | •  |    | •  |    |    | •  |    |    | •  | •  | •  | •  |    | •  |    |    | •  |    | •  |    |   |   |
| VI.C.3. Observes and describes changes in the earth and sky   |   | • | • | • | • |   | • |   |   | •  | •  |    | •  | •  | •  |    | •  |    |    |    |    |    |    |    |    |    |    | •  | •  | •  |    | •  |    | •  | •  | •  |   |   |
| VI.C.4. Demonstrates the importance of caring for our environment and our planet  | • |   | • |   | • |   |   | • |   | •  |    |    |    | •  |    |    |    |    |    | •  | •  |    | •  |    |    |    |    | •  | •  | •  |    |    |    | •  |    | •  |   |   |
| <b>Personal Safety and Health Skills</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |
| VI.D.1. Practices good habits of personal safety  | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • |   |
| VI.D.2. Practices good habits of personal health and hygiene  | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • |
| VI.D.3. Identifies good habits of nutrition and exercise  | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • |   |
| <b>VII. Social Studies Domain</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |
| <b>People, Past and Present Skills</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |
| VII.A.1. Identifies similarities and differences in characteristics of people   | • | • | • | • |   | • | • | • |   |    |    |    | •  |    |    |    |    |    |    |    |    | •  | •  | •  |    |    | •  |    |    |    |    | •  | •  |    | •  |    |   |   |
| VII.A.2. Identifies similarities and differences in characteristics of families   |   | • | • |   | • | • | • | • |   | •  | •  |    | •  | •  | •  |    | •  |    |    |    |    | •  | •  |    | •  | •  | •  |    |    | •  |    |    |    |    | •  |    |   |   |
| VII.A.3. Organizes their life around events, time, and routines   |   | • |   |   |   |   |   |   |   |    |    |    |    |    | •  | •  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | a  | a  | a | a |
| <b>Economics Skills</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |
| VII.B.1. Demonstrates that all people need food, clothing, and shelter  |   |   |   | • | • | • |   |   |   |    |    | •  |    | •  |    |    |    | •  |    | •  |    | •  |    |    | •  |    |    | •  |    |    |    |    |    |    |    |    |   |   |
| VII.B.2. Participates in activities to help them become aware of what it means to be a consumer                                     |   |   |   | • |   |   |   |   |   |    |    | •  |    | •  |    |    |    | •  |    |    |    |    |    |    | •  |    |    | •  |    |    |    |    |    |    |    | •  |   |   |
| VII.B.3. Discusses the roles and responsibilities of community workers  | • | • |   | • | • |   |   | • |   |    | •  |    |    | •  | •  |    | •  |    | •  |    |    | •  |    |    |    |    |    |    | •  |    |    |    |    |    | •  | •  | • | • |
| <b>Geography Skills</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |
| VII.C.1. Identifies and creates common features in her immediate environment  | • |   |   |   | • | • |   |   |   |    |    | •  | •  |    |    |    |    |    |    |    | •  | •  | •  |    |    | •  | •  |    |    |    | •  |    |    |    |    | •  |   |   |
| <b>Citizenship Skills</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |
| VII.D.1. Identifies flags of the United States and resident state   | • |   |   |   | • |   |   |   |   |    |    | •  |    |    |    |    | •  |    |    | •  |    | •  |    |    |    |    |    |    |    |    |    |    |    | •  |    | •  |   |   |
| VII.D.2. Recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence             | • |   |   |   |   |   |   |   |   |    | •  |    |    |    |    |    |    |    |    | •  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |
| VII.D.3. Engages in voting as a method for group decision-making  | • |   |   |   |   |   |   |   |   |    |    | •  |    | •  |    | •  |    | •  | •  | •  |    | •  |    |    |    |    |    | •  | •  |    |    |    |    | •  |    | •  |   |   |
| VII.D.4. Identifies similarities among people like himself and classmates as well as between himself and people from other cultures |   |   | • |   | • |   | • | • | • |    | •  |    |    | •  | •  |    | •  |    |    |    |    |    | •  |    |    |    |    | •  |    |    | •  |    |    |    |    | •  |   |   |
| <b>VIII. Fine Arts Domain</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |
| <b>Art Skills</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |
| VIII.A.1. Uses a variety of art materials and activities for sensory experience and exploration                                     | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • |   |

**Frog Street Pre-K Scope and Sequence**

| <b>Week of Instruction</b>   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |   |   |   |
|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|---|
| VIII.A.2. Uses art as a form of creative self-expression and representation                                | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • |   |   |
| VIII.A.3. Demonstrates interest in and shows appreciation for the creative work of others                  |   | • | • |   |   | • | • | • |   | •  |    | •  |    |    |    |    | •  |    |    |    |    | •  |    | •  | •  | •  |    |    |    |    | •  |    |    |    |    | •  | • |   |   |
| <b>Music Skills</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |
| VIII.B.1. Participates in classroom music activities   | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • |   |   |
| VIII.B.2. Responds to different musical styles through movement and play                                   | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • |   |
| <b>Dramatic Expression</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |
| VIII.C.1. Creates or recreates stories, moods, or experiences through dramatic representations             | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • |   |   |
| <b>IX. Physical Development Domain</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |
| <b>Gross Motor Development Skills</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |
| IX.A.1. Demonstrates coordination and balance in isolation   | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • |   |   |
| IX.A.2. Coordinates sequence of movements to perform tasks   | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • |   |
| <b>Fine Motor Development Skills</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |
| IX.B.1. Shows control of tasks that require small-muscle strength and control                              | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • |   |
| IX.B.2. Shows increasing control of tasks that require eye-hand coordination                               | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | • | • | • |
| <b>X. Technology Applications Domain</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |
| <i>Children practice technology skills daily with Frog Street Pre-K Interactive software and estories.</i> |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |