



*Michigan Early Childhood Standards for Prekindergarten* Aligned with the  
Read It Once Again Curriculum Unit  
Based on the Story book

***Jump, Frog, Jump Level 1***

by Robert Kalan

A. Approaches to Learning (AL)

1. Creativity-Imagination-Visualization

- 1.1. Can be playful with peers and adults.
- 1.2 Make connections with situations or events, people, or stories.
- 1.3 Create new images or express ideas.
- 1.4 Propose or explore possibilities to suggest what an object or idea might be otherwise.
- 1.5. Expand current knowledge onto a new solution, new thinking or new concept.
- 1.6 Approach tasks and activities with increased flexibility, imagination, inventiveness and confidence.
- 1.7 Grow in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

2. Initiative-Engagement-Persistence-Attentiveness

- 2.1 Initiate shared thinking with peers and adults.
- 2.2 Grow in abilities to persist in and complete a variety of tasks, activities, projects and experiences.
- 2.3 Demonstrate increasing ability to set goals and to develop and follow through on plans.
- 2.4 Show growing capacity to maintain concentration in spite of distractions and interruptions.
- 2.5 Explore, experiment and ask questions freely.

3. Curiosity-Inquiry-Questioning-Tinkering-Risk Taking

- 3.1 Express a sense of wonder.
- 3.2 Choose to take opportunities to explore, investigate or question in any domain.
- 3.3 Reconceptualize or redesign (blocks structures, shapes, art materials, images, graphs)

4. Resilience-Optimism-Confidence

- 4.1 Manage reasonable frustration.
- 4.2 Meet new and varied tasks with energy, creativity and interest.
- 4.3 Explore and ask questions.
- 4.5 Use stories and literature to pretend, play, act or take on characters to help establish their situation or reality.
- 4.6 Begin to set aside fear of failure when self-initiating new tasks.

5. Reasoning- Problem Solving-Reflection

- 5.1 Begin to hypothesize or make inferences.
- 5.2 Show an increasing ability to ask questions appropriate to the circumstances.
- 5.3 Show an increasing ability to predict outcomes by checking out and evaluating their predictions.
- 5.4 Attempt a variety of ways of solving problems.

- 5.5 Demonstrate enjoyment in solving problems.
- 5.6 Gather information and learn new concepts through experiences and discovery, making connections to what they already know.
  
- 5.7 Share through words or actions the acquisition of increasingly complex concepts.
- 5.8 Show an increasing ability to observe detail and attributes of objects, activities and processes.
- 6. Participation-Cooperation-Play-Networking-Contribution
  - 6.1 Learn from and through relationships and interactions.
  - 6.2 Show an increasing ability to initiate and sustain age-appropriate play and interactions with peers and adults.
  - 6.3 Begin to develop and practice the use of problem-solving and conflict resolution skills.
  - 6.4 Recognize respectfully the similarities and differences in people (gender, family, race, culture, language).
  - 6.5 Show an increasing capacity to consider or take into account another's perspective.
  - 6.6 Can join a community of learners in person and digitally as appropriate; enjoy mutual engagement.
  - 6.7 Contribute individual strengths, imagination or interests to a group.
  - 6.8 Successfully develop and keep friendships.
  - 6.9 Participate successfully as group members.
  - 6.10 Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms and communities.
- 7. Respect for Self and Others-Mental and Behavioral Health
  - 7.1 Show increasing respect for the rights of others.
  - 7.2 Extend offers of help to peers or adults to help them feel that they belong to the group.
  - 7.3 Cope with stress in a reasonable and age appropriate way. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.
  - 7.4 Use positive communication and behaviors (do not mock, belittle or exclude others).
  - 7.5 Resolve or attempt to resolve conflicts respectfully.
  - 7.6 Increasingly develop greater self-awareness; identify their own interests and interests and strengths. Can be comfortable choosing to be alone.
  - 7.7 Demonstrate the ability to care. Can respond with sensitivity or sincerity, later empathy.
  - 7.8 Can resist and effectively respond to inappropriate peer pressure (age appropriate).
  - 7.9 Demonstrate positive feelings about their own gender, family, race, culture or language.
  - 7.10 Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.
  - 7.11 Demonstrate a reasonable self-perception of confidence, can make choices and explain discoveries.

## 8. Responsibility-Ethical Actions

- 8.1 Contribute to the community as age appropriate.
- 8.2 Grow in understanding of the need for rules and boundaries in their learning and social environments.
- 8.3 Show an increasing ability to follow simple, clear and consistent directions and rules.
- 8.4 Begin to take action to fix their mistakes, solve problems with materials and resolve conflicts with others; do not blame others inappropriately.
- 8.5 Take initiative to do something positive to contribute to their community as age appropriate.
- 8.6 Increase understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in the environment.
- 8.7 Use materials purposefully, safely and respectfully more of the time.
- 8.8 Respect the property of others and that of the community.

## B. Creative Arts (CA)

### 1. Visual Arts

- 1.1 Use their own ideas to draw, paint, mold and build with a variety of art materials.
- 1.2 Begin to plan and carry out projects and activities with increasing persistence.
- 1.3 Begin to show growing awareness and use of artistic elements (line, shape, color, form).
- 1.4 Create representations that contain increasing detail.

### 2. Instrumental and Vocal Music

- 2.1 Participate in musical activities (listening, singing, finger plays, games and simple performances) with others.
- 2.2 Begin to understand that music comes in a variety of musical styles.
- 2.3 Begin to understand and demonstrate the components of music (tone, pitch, beat, rhythm, melody).
- 2.4 Become more familiar with and experiment with a variety of musical instruments.

### 3. Movement and Dance

- 3.1 Can respond to selected varieties of music, literature or vocal tones to express their feelings and ideas through creative movement.
- 3.2 Begin to show awareness of contrast through use of dance elements (time, space, energy).
- 3.3 Begin to identify and create movement in place and through space.

### 4. Dramatic Play

- 4.1 Grow in the ability to pretend and to use objects as symbols for other things.
- 4.2 Use dramatic play to represent concepts, understand adult roles, characters, and feelings.
- 4.3 Begin to understand components of dramatic play (setting, prop, costume, voice).
- 4.4 Contribute ideas and offer suggestions to build the dramatic play theme.
- 4.5 Begin to differentiate between fantasy and reality.

## 5. Aesthetic Appreciation

- 5.1 Develop healthy self-concepts through creative arts experiences.
- 5.2 Show eagerness and pleasure when approaching learning through the creative arts.
- 5.3 Show growing satisfaction with their own creative work and growing respect for the creative work of others.
- 5.4 Can use alternative forms of art to express themselves depending on the avenues available to them.
- 5.5 Are comfortable sharing their ideas and work with others.
- 5.6 Use the creative arts to express their view of the world.
- 5.7 Begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art.
- 5.8 Begin to appreciate their artistic heritage and that of other cultures.
- 5.9 Can talk about their creations with peers and adults.
- 5.10 Begin to develop creative arts vocabulary.

## C. Language and Early Literacy Development (LL)

### 1. Emergent Reading-Comprehension (A)

- 1.A.1 Enlarge their vocabularies both with words from conversation and instructional materials and activities.
- 1.A.2 Use different strategies for understanding written materials (making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions).
- 1.A.3 Demonstrate reading-like behaviors with familiar written materials.
- 1.A.4 Talk about preferences for favorite authors, kinds of books and topics and question the content and author's choices (critical literacy).

### Emergent Reading – Print and Alphabet Knowledge (B)

- 1.B.1 Show progress in identifying and associating letters with their names and sounds.
- 1.B.2 Recognize a few personally meaningful words including their own name, "mom," "dad," signs and other print in their environment.
- 1.B.3 Participate in play activities with sounds (rhyming games, finger plays).

### Emergent Reading-Concepts about Reading (C)

- 1.C.1 Understand that ideas can be written and then read by others.
- 1.C.2 Understand print and book handling concepts including directionality, title, etc.
- 1.C.3 Understand that people read for many purposes (enjoyment, information, to understand directions).
- 1.C.4 Understand that printed materials have various forms and functions (signs, labels, letters, types).
- 1.C.5 Develop an understanding of the roles of authors and illustrators.

## 2. Writing Skills

- 2.1 Begin to understand that their ideas can be written and then read by themselves or others.
- 2.2 Use a variety of form of early writing (scribbling, drawing, use of letter strings, copied environment print) and move toward the beginning of phonemic and conventional spelling.
- 2.3 Begin to develop an understanding of purposes for writing (lists, directions, stories, invitations, labels).
- 2.4 Represent their own or imaginary experiences through writing.
- 2.5 Begin to write familiar words such as their own name.
- 2.6 Attempt to read or pretend to read what they have written to friends, family members and others.
- 2.7 Show beginnings of a sense of the need to look over and modify their writings and drawings.
- 2.8 Develop greater control over the physical skills needed to write letters and numbers.

## 3. Spoken Language: Expressive

- 3.1 Use spoken language for a variety of purposes (express feelings, ask questions, talk about experiences, ask for help, respond to others).
- 3.2 Show increasing comfort and confidence when speaking.
- 3.3 Experiment and play with sounds (rhyming, alliteration, playing with sounds, and other aspects of phonological awareness).
- 3.4 Continue to develop vocabulary by using words learned from stories and other sources in conversations.
- 3.5 Speak in increasingly more complex combinations of words and in sentences.
- 3.6 Understand the roles of the participants in conversation (taking turns in conversation and relating their own comments to what is being talked about; asking questions).
- 3.7 Take part in different kinds of roles as a speaker (part of a group discussion, role playing, fantasy play, storytelling, and retelling).
- 3.8 Use nonverbal expressions and gestures to match and reinforce spoken expression.
- 3.9 Show progress in speaking both their home language and English.
- 3.10 If appropriate, show progress in learning alternative communication strategies such as sign language.

## 4. Spoken Language: Receptive

- 4.1 Gain information from listening (conversations, stories, songs, poems).
- 4.2 Show progress in listening to and following spoken directions.
- 4.3 Show progress in listening attentively, avoiding interrupting others, learning to be respectful.
- 4.4 Respond with understanding to speech directed at them.
- 4.5 Understand the concept and role of an audience (being part of the audience, being quiet, being considerate, looking at the speaker).

- 4.6 Understand and respond appropriately to non-verbal expressions and gestures.
- 4.7 Show progress in listening to and understanding both their home language and English.
- 5. Viewing Images and Other Media
  - 5.1 View images and other media materials for a variety of purpose (gain information for pleasure, to add to their understanding of written materials, for visual cues or creative purposes).
  - 5.2 Use different strategies for understanding various media (making predictions using what already know, using the structure of the image or media, linking themselves and their experiences to the content, asking relevant questions).
  - 5.3 Begin to compare information across sources and discriminate between fantasy and fiction.
- 6. Positive Attitudes about Literacy
  - 6.1 Choose to read, write, listen, speak and view for enjoyment and information, and to expand their curiosity.
  - 6.2 Demonstrate emotion from literacy experiences (laughter, concern, curiosity).
  - 6.3 Make connections with situations or events, people or stories.
  - 6.4 Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.
  - 6.5 Show growth in eagerness to learn about and discuss a growing range of topics, ideas and tasks.
- 7. Diversity of Communication
  - 7.1 Understand that some people communicate in different languages and other forms of English.
  - 7.2 Become aware of the value of the language used in their homes.
  - 7.3 Become aware of alternate and various forms of communication (Braille, sign language, lip reading, digital communication tablets).
  - 7.4 Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.
- D. Dual Language Learning (DLL)
  - 1. Receptive English Language Skills
    - 1.1 Observe peers and adults with increasing attention to understand language and intent.
    - 1.2 Respond with non-verbal actions and basic English words or phrases to communicate.
    - 1.3 Demonstrate increased understanding of simple words and phrases used in daily routines or content studies.
    - 1.4 Increase understanding of multiple meanings of words.
    - 1.5 Exhibit a growing vocabulary of basic and high-frequency words.
    - 1.6 Demonstrate a beginning of phonological awareness and phonics.

## 2. Expressive English Language Skills

- 2.1 Express basic needs using common words or phrases in English.
- 2.2 Participate with peers and adults in simple exchanges in English.
- 2.3 As age appropriate, attempt to use longer sentences or phrases in English.
- 2.4 Continue to use and build home language as needed to build understanding of words and concepts in second language.

## 3. Engagement in English Literacy Activities

- 3.1 Demonstrate increasing attention to stories and book reading.
- 3.2 Name or recall characters in stories.
- 3.3 Use both verbal and nonverbal methods to demonstrate understanding as early literacy skills increase.
- 3.4 Begin to talk about books, stories, make predictions or take a guess about the book.

## 4. Engagement in Writing

- 4.1 Engage in early drawing or emergent writing attempts.
- 4.2 Copy letters of the English alphabet as age appropriate.
- 4.3 Write or copy important words (family, name, friends).
- 4.4 Write name and using a capital letter at the beginning.
- 4.5 Copy words or labels from integrated learning (math, science, arts) experiences.
- 4.6 Use drawing and emergent writing together.

## 5. Social Interaction

- 5.1 Demonstrate and also accept positive verbal and non-verbal interactions from peers.
- 5.2 Engage with the teacher and others in a positive manner.
- 5.3 Communicate emotions appropriately; beginning to label feelings.
- 5.4 Show both verbal and non-verbal attempts to participate with peers.
- 5.5 Write, draw and talk about family and cultural traditions.
- 5.6 Demonstrate pride and recognition of first language.
- 5.7 Build skills in first language.

## E. Technology Literacy-Early Learning and Technology (TL)

### 1. Creativity and Innovation

- 1.1 Can describe and creatively use a variety of technological tools independently or with peer or adult help.
- 1.2 Understand that technology tools can be used throughout the day.
- 1.3 Understand that different technology tools have different uses, including communicating feelings and ideas.

### 2. Communication and Collaboration

- 2.1 Respond to other children's technology products vocally or within the tech. tool.

### 3. Research and Information Literacy

- 3.1 Begin to be able to navigate developmentally appropriate websites.
- 3.2 Understand that the internet can be used to locate information as well as for entertainment.
- 3.4 Respond to information found on the internet in developmentally appropriate ways.

4. Critical Thinking, Problem Solving and Decision Making
  - 4.1 Talk, ask questions, solve problems and share ideas with peers and adults, when using computers and other technology tools.
  - 4.2 When faced with a problem, suggest the use of technology tool to solve the problem.
5. Digital Citizenship
  - 5.1 Begin to state and follow rules for safe use of the computer and other technology tools.
  - 5.2 Begin to understand how technology can be used inappropriately.
  - 5.3 Identify the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling).
  - 5.4 Identify personal information that should not be shared on the Internet or phone (name, address, phone number).
  - 5.5 Know to use the computer only when an adult is supervising and to inform a trusted adult if anything on the Internet creates discomfort.
6. Technology Operations and Concepts
  - 6.1 Can follow simple directions to use common technology tools.
  - 6.2 Recognize and name the major parts of a computer and other devices.
  - 6.3 Understand the need for and demonstrate basic care for technology equipment.
  - 6.4 Use adaptive devices to operate a software program as necessary.

F. Social, Emotional and Physical Health and Development (SEP)

1. Understanding of Self
  - 1.1 Show emerging sense of self-awareness.
  - 1.2 Continue to develop personal preferences.
  - 1.3 Demonstrate growing confidence in expressing their feelings, needs and opinions.
  - 1.4 Become increasingly more independent.
  - 1.5 Recognize and have positive feelings about their own gender, family, race, culture and language.
  - 1.6 Identify a variety of feelings and moods (in themselves and others).
2. Expressing Emotions
  - 2.1 Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.
  - 2.2 Grow in their ability to follow simple, clear and consistent directions and rules.
  - 2.3 Use materials purposefully, safely, and respectfully more and more of the time.
  - 2.4 Begin to know when and how to seek help from an adult or peer.
  - 2.5 Manage transitions and follow routines most of the time.
  - 2.6 Can adapt to different environments.
3. Relationships with Others
  - 3.1 Increase their ability to initiate and sustain age-appropriate interactions with peers and adults.



- 3.2 Begin to develop and practice the use of problem-solving and conflict resolution skills.
- 3.3 Recognize similarities and differences in people (gender, race, culture, language).
- 3.4 Increase their capacity to take another's perspective.
- 3.5 Show increasing respect for the rights of other.
- 3.6 Show progress in developing and keeping friendships.
- 3.7 Participate successfully as a group member.
- 3.8 Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom and community.
4. Body Control and Activity
  - 4.1 Begin to recognize and learn the names of body parts.
  - 4.2 Begin to understand spatial awareness for themselves, others and their environment.
  - 4.3 Participate actively and on a regular basis, in games, outdoor play, and other forms of vigorous exercise that enhance physical fitness.
  - 4.4 Increasingly develops greater self-awareness; identifies his or her own interest and strengths.
5. Gross Motor Development
  - 5.1 Begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping.
  - 5.2 Show their ability to use different body parts in a rhythmic pattern.
  - 5.3 Show increasing abilities to coordinate movements (throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina.
  - 5.4 Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries (riding a tricycle or bike, using their bodies in helpful vs. hurtful ways, being a 'leader' in a game).
6. Fine Motor Development
  - 6.1 Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age appropriate tools (scissors, pencil, markers, crayons, blocks, puzzles).
  - 6.2 Use fine motor skills they are learning in daily activities (dressing themselves).
7. Positive Activity
  - 7.1 Learn to cooperate with others through games and other activities and actions that show a growing knowledge of the rights of others.
  - 7.2 Take pride in their own abilities and increase self-motivation.
  - 7.3 Begin to develop an appreciation and respect for the varying physical abilities and capabilities of others.
  - 7.4 Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and /or making positive efforts for the good of all.

8. Healthy Eating
  - 8.1 Grow in their understanding of the importance of eating nutritious meals and snacks at regular intervals, and how this relates to good health.
  - 8.2 Begin to listen to body signals of hunger and fullness, learn to choose how much to eat at meals and snacks and are able to convey their needs for food to adults.
  - 8.3 Use age/developmentally appropriate eating utensils safely and correctly.
  - 8.4 Become aware of foods that cause allergic reactions for some children and/or other dietary restrictions.
9. Healthy Choices
  - 9.1 Show growing independence in keeping themselves clean, personal care when eating, dressing, washing hands, brushing teeth, use of tissues for nose-blowing and toileting.
  - 9.2 Grow in understanding of the importance of good health and its relationship to physical activity.
  - 9.3 Talk about ways to prevent spreading germs and diseases to other people.
  - 9.4 Develop an understanding of basic oral hygiene.
  - 9.5 Begin to be able to recognize activities that contribute to the spread of diseases (sharing of cups, eating utensils, hats, clothing, foods).
  - 9.6 Can begin to recognize some symptoms of disease or health issues (sore throat) and common instruments used in diagnosing disease (thermometer).
  - 9.7 Begin to become aware of activities, substances and situations that may pose potential hazards to health (smoking, poisonous material plants, berries, medications).
10. Personal Safety
  - 10.1 Begin to learn appropriate safety procedures (in the home, at school, as a pedestrian, outdoors, on the playground, with cars, with bikes, around water).
  - 10.2 Identify persons who they can turn to in an emergency situation.
  - 10.3 Begin to know important facts about themselves (address, phone number, parents' names).
  - 10.4 Become aware of issues relative to personal safety (inappropriate touching, good and bad secrets, learning how to say no to inappropriate touching by any other person, recognizing when to tell an adult about an uncomfortable situation).
  - 10.5 Begin to learn the correct procedure for self-protection in emergency situations (tornados, fire storms, gun fire, chemical spills, avoidance of other's blood and vomit).
  - 10.6 Begin to try new activities with just manageable risk (riding a tricycle, climbing safely, jumping, exploring).
  - 10.7 Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.

## G. Early Learning in Mathematics (M)

### 1. Math Practice

- 1.1 Try to solve problems in their daily lives using mathematics (how many napkins are needed).
- 1.2 Generate new problems from every day mathematical situations and use current knowledge and experience to solve them (distribute crackers).
- 1.3 Begin to develop and use various approaches to problem solving based upon their trial and error experience.
- 1.4 Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations.
- 1.5 Begin to generate problems that involve prediction, collection and analyzing information and using simple estimation.

### 2. Mathematical Literacy

- 2.1 Participate regularly in informal conversations about mathematical concepts and number relationships.
- 2.2 Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number and other mathematical symbols.
- 2.3 Begin to use symbols to represent real objects and quantities.
- 2.4 Make progress from matching and recognizing number symbols to reading and writing numbers.
- 2.5 Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity related words.
- 2.6 Begin to recognize that information comes in many forms and can be organized and displayed in different ways.
- 2.7 Begin to describe comparative relationships (more/less/same number of objects).

### 3. Classification and Patterns

- 3.1 Recognizing, describe, copy, extend, and create simple patterns with real objects and through pictures.
- 3.2 Identify patterns in their environment.
- 3.3 Investigate patterns and describe relationships.
- 3.4 Recognize patterns in various formats ( things that can be seen, heard or felt).

### 4. Counting and Cardinality

- 4.1 Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems.
- 4.2 Match, build, compare and label amounts of objects and events in their daily lives.
- 4.3 Make progress in moving beyond rote counting to an understanding of conceptual counting (one-to-one correspondence).

- 4.4 Recognize and match number symbols for small amounts with the appropriate amounts (subitizing).
- 4.5 Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways.
- 4.6 Show growth in understanding that number words and numerals represent quantities.
- 4.7 Use cardinal and ordinal numbers in daily home and classroom life.
- 4.8 Understand how numbers can be used to label various aspects of their lives (house number, phone number, age).
- 4.9 Develop an increasing ability to count in sequence up to ten and beyond.
- 5. Simple Operations and Beginning Algebraic Thinking
  - 5.1 Begin to develop the ability to solve problems involving joining, separating, combining and comparing amounts when using small quantities of concrete materials.
  - 5.2 Can generate problems that involve prediction, collection, and analyzing information.
  - 5.3 Use simple estimation to make better guesses.
  - 5.4 Identify likenesses and difference.
  - 5.5 Can place objects or events in order, according to a given criterion (color, size, shape, time).
  - 5.6 Recognize that the same group can be sorted and classified in more than one way and describe why they would group or sequence in a particular way.
  - 5.7 Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information.
- 6. Measuring
  - 6.1 Show awareness that things in their environment can be measured.
  - 6.2 Begin to understand concepts of weight.
  - 6.3 Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events and how time plays a role in their daily lives (breakfast, lunch, dinner).
  - 6.4 Show an awareness of temperature as it affects their daily lives.
  - 6.5 Use beginning skills of estimation in solving everyday measurement problems (about how many cookies are need for a small group of children).
  - 6.6 Begin to use nonstandard measurements (length of hand) for length and area of objects.
  - 6.7 Begin to understand that tools (rulers, scales, counters) can be used to measure properties of objects and amounts.

## 7. Geometry

- 7.1 Can make models, draw, name and classify common shapes and verbally describe them in simple terms.
- 7.2 Investigate and begin to predict the results of combining, subdividing, and changing shapes.
- 7.3 Begin to recognize and appreciate geometric shapes in their environment.
- 7.4 Begin to build an understanding of directionality, order and positions of objects through the use of words (up, down, over, under, top). Identify patterns in environment.
- 7.5 Recognize, describe, copy, extend and create simple patterns with real objects and through pictures.
- 7.6 Investigate patterns and describe relationships.
- 7.7 Recognize patterns in various formats (seen, felt, heard).

## H. Early Learning in Science (S)

### 1. Observation and Inquiry

- 1.1 Demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science.
- 1.2 Ask questions related to their own interests and observations.
- 1.3 Talk about their own predictions, explanations and generalizations based on past and current experiences.
- 1.4 Expand their observational skills (extending the time they observe, being able to describe and confirm their observations by using a variety of resources).
- 1.5 Begin to participate in simple investigations (asking questions, manipulating materials, anticipating what might happen next, testing their observations).

### 2. Living and Non-living Things

- 2.1 Demonstrate a growing ability to collect, talk about and record information about living and non-living things (discussions, drawings).
- 2.2 Begin to categorize living and non-living things in their environment based on characteristics they can observe (texture, color, size, shape, temperature, weight).
- 2.3 Use observation skills to build awareness of plants and animals, their life cycles, (birth, aging, death) and basic needs (food, water, light, rest).
- 2.4 Begin to describe relationships among familiar plants and animals (caterpillars eat leaves).
- 2.5 Begin to describe the places in which familiar plants and animals in their neighborhoods live (city, pond, parks, fields, forests).
- 2.6 Demonstrate a greater knowledge and respect for their bodies (describe visible parts of the human body and their functions).
- 2.7 Observe, describe and compare the motions of common objects in terms of speed and direction (faster, slowest, up, down).

### 3. Knowledge about the Earth

- 3.1 Can talk about observable characteristics of different seasons.
- 3.2 Can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms.
- 3.3 Can talk about major features of the earth's surface (streams, hills, beaches) when found in the children's neighborhood and neighborhood they visit.
- 3.4 Begin to describe weather and its changing conditions (wind, rain, snow, clouds).
- 3.5 Talk about ways to be safe during bad weather and in outdoor explorations.

## I. Early Learning in the Social Studies (SS)

### 1. Relationship in Place

- 1.1 Explore the environment, experiment and play with natural materials, explore the texture, sound and smell of nature.
- 1.2 Extend information gained from books and stories or projects to learning in the outdoor setting in which they live and play.
- 1.3 Develop a sense of connectedness through the exploration of the natural environment and materials, caring for animals or plants.
- 1.4 Engage in conversations that reflect experiences and observations of the environment.
- 1.5 Demonstrate a developing sense of respect for nature and its components.
- 1.6 Use and understand words for location and direction.

### 2. How People Are Influenced

- 2.1 Can talk about personal information (name, family members, personal traits, address, telephone number).
- 2.2 Begin to recognize themselves as unique individuals and become aware of the uniqueness of others.
- 2.3 Show an understanding of family and how families are alike and different.
- 2.4 Talk about ways members of a family can work together to help one another.
- 2.5 Begin to recognize that people celebrate events in a variety of ways.
- 2.6 Grow in understanding of and respect for differences among cultural groups, as well as their contributions to society.
- 2.7 Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.
- 2.8 Participate in creating their own classroom celebrations.

### 3. Understanding Time

- 3.1 Use words to describe time (yesterday, today, tomorrow).
- 3.2 Can talk about recent and past events.
- 3.3 Show interest in nature and asks questions about what is seen and what has changed (temperature, trees, sunlight) over time.
- 3.4 Gather information and learns new concepts through experimentation and discovery, making connections with what they already know.

- 3.5 Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms and communities.
- 3.6 Contribute to their community (classroom, school, neighborhood) as age appropriate.
- 4. Why We Have Rules and Laws
  - 4.1 Grow in their understanding of the need for rules and boundaries in their learning and social environment.
  - 4.2 Begin to understand consequences of following and breaking rules.
  - 4.3 Can identify people (parents, teachers, bus drivers, lunchroom helpers) who have authority in their home and early learning programs (who helps them make rules, tells them when they are breaking rules, and reinforces rules).
  - 4.4 Show increasing respect for the rights of others.
- 5. Basic Ideas about Economics
  - 5.1 Can talk about some of the workers and services in their community.
  - 5.2 Can talk about some of the ways people earn a living.
  - 5.3 Begin to understand that people pay for things with a representation of money (currency, checks, debit cards, credit cards).
  - 5.4 Make simple choices about how to spend money.
- 6. People and Their Environment
  - 6.1 Begin to identify what families need to thrive (food, shelter, clothing, love).
  - 6.2 Can participate in improving their environment (pick up litter, recycle, plant a tree, conserve lights, water and paper).
  - 6.3 Engages in activities that promote a sense of contribution.
  - 6.4 Responds and recognizes naturally occurring events that reinforce the ideas of change and the connections to care giving of living things.



Michigan Early Childhood Standards for Prekindergarten Aligned with the  
Read It Once Again Curriculum Unit based on the story book

## **Jump, Frog, Jump**

by Robert Kalan

### **Speech and Language Section**

Michigan Early Childhood Standards for Prekindergarten

Grid Category Abbreviations:

- AL Approaches to Learning
- CA Creative Arts
- LL Language and Early Literacy Development
- DLL Dual Language Learners
- TL Technology Literacy
- SEP Social, Emotional and Physical Health and Development
- M Early Learning in Mathematics
- S Early Learning in Science
- SS Early Learning in the Social Studies

Sequencing Cards							Page 19	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2	4.5	1.A.1	1.1	These standards are met with the use of the Interactive White Board CD.	1.1	4.7		2.7
1.6	5.7	1.A.2	1.2		1.3	5.5		
1.7		1.C.3	1.3		2.2	7.4		
2.1		3.1	1.4		2.3			
2.2		3.2	1.5		2.5			
2.4		3.4	2.2		3.1			
4.1		3.6	2.3		3.4			
4.2		3.7	2.4		3.7			
5.2		4.1	3.1		3.8			
5.6		4.2	3.2		4.2			
6.1		4.3	3.3		6.6	7.1		
6.6		4.4	3.4					
6.7		4.5	5.2					
6.9		4.7	5.4					
7.1		5.1						
7.4		5.2						
7.10		6.1						
8.1		6.2						
8.2		6.3						
8.3								
8.7								
8.8								





Down by the Pond, Memory Game						Page 27		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2		1.A.1	1.1		2.2			
1.6		3.1	1.2		2.3			
2.2		3.2	1.3		2.4			
2.4		3.4	1.5		2.5			
4.1		4.2	3.2		3.7			
4.2		4.4	5.2		7.1			
5.5		5.1			7.2			
6.9					7.4			
7.4								
8.3								
8.7								



We're Goin' Fishing						Page 33		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.1		3.1	1.1		1.1	7.4		
1.2		4.2	1.2		2.2			
2.2		4.4	1.3		2.3			
6.1			1.5		3.1			
6.2			2.2		3.5			
6.6			5.2		4.2			
7.1					4.3			
7.10					5.1			
8.2					5.3			
8.3					5.4			
					6.2			
					7.1			
					7.2			
					7.4			
					10.7			



Catching Flies						Page 35		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.1		3.1	1.1		2.2	7.4		
2.2		3.2	1.2		2.3			
6.1		4.1	1.3		2.4			
8.3		4.2	2.2		6.1			
		4.4	5.2		7.1			



Jump, Frog, Jump! Craft Stick Puppets						Page 37		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2	4.2	1.A.1	1.1		2.2			
2.2	4.5	1.A.2	1.2		2.3			
2.4		3.1	1.3		2.4			
4.5		3.2	1.4		2.5			
6.2		3.4	1.5		3.1			
6.6		3.7	2.2		3.7			
6.9		4.1	3.1		6.1			
8.3		4.2	3.2		6.2			
8.7		4.3	3.3					
		4.4	3.4					
		4.5	5.2					
		4.7	5.4					
		5.3						
		6.1						
		6.2						
		6.3						



Positional Concepts, Level A						Page 39		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2	1.A.1		1.1		2.2	7.4		
1.7	3.1		1.2		2.5			
2.2	3.2		1.3		3.1			
2.4	3.4		1.4		3.7			
4.1	4.1		1.5					
4.2	4.2		2.2					
6.1	4.3							
6.2	4.4							
6.6								
6.9								
7.4								
8.1								
8.3								
8.5								
8.7								



Over, Under and Beside, Level B						Page 41		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2	1.A.1		1.1	These standards are met with the use of the Interactive White Board CD.	2.2	7.4		
1.7	3.1		1.2		2.5			
2.2	3.2		1.3		3.1			
2.4	3.4		1.4		3.7			
4.1	4.1		1.5		6.1			
4.2	4.2		2.2		6.2			
6.1	4.3							
6.2	4.4				1.1			
6.6	5.1				1.3			
6.9					4.1			
7.4					6.6			
8.1								
8.3								
8.5								
8.7								



Big and Little, Level A						Page 45		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2		1.A.1	1.1		2.2	3.4		
1.5		3.1	1.2		2.3	5.4		
1.6		3.2	1.3		2.4	5.5		
1.7		3.4	1.4		2.5			
2.2		4.1	1.5		3.1			
2.4		4.2	2.2		3.7			
4.1		4.3	5.2		6.1			
5.2		4.4			6.2			
5.7		4.7						
5.8		5.1						
6.2		6.4						
6.9		6.5						
7.4								
8.1								
8.3								
8.4								
8.7								



Big Pond, Little Pond, Level B						Page 47		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2		1.A.1	1.1	These standards are met with the use of the Interactive White Board CD.	2.2	3.4		
1.5		3.1	1.2		2.3	5.4		
1.6		3.2	1.3		2.4	5.5		
1.7		3.4	1.4		2.5			
2.2		4.1	1.5		3.1			
2.4		4.2	2.2		3.7			
4.1		4.3	5.2		6.1			
5.2		4.4			6.2			
5.7		4.7			1.1			
5.8		4.7			1.3			
6.2		5.1			4.1			
6.9		6.4			6.6			
7.4		6.5						
8.1								
8.3								
8.4								
8.7								



Which One is Different? Level A						Page 51		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2		1.A.1	1.1		2.2	5.4		
1.5		3.1	1.2		2.3			
1.6		3.2	1.3		2.4			
1.7		3.4	1.4		2.5			
2.2		4.1	1.5		3.1			
2.4		4.2	2.2		3.7			
4.1		4.3	5.2		6.1			
5.2		4.4			6.2			
5.7		4.7						
5.8		4.7						
6.2		5.1						
6.9		6.4						
7.4		6.5						
8.1								
8.3								
8.4								
8.7								



Which One is Different? Level B						Page 53		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2		1.A.1	1.1	These standards are met with the use of the Interactive White Board CD.	2.2	5.4		
1.5		3.1	1.2		2.3			
1.6		3.2	1.3		2.4			
1.7		3.4	1.4		2.5			
2.2		4.1	1.5		3.1			
2.4		4.2	2.2		3.7			
4.1		4.3	5.2		6.1			
5.2		4.4			6.2			
5.7		4.7			1.1			
5.8		4.7			1.3			
6.2		5.1			4.1			
6.9		6.4			6.6			
7.4		6.5						
8.1								
8.3								
8.4								
8.7								



Who, What and Where?						Page 57		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2		1.A.1	1.1	These standards are met with the use of the Interactive White Board CD.	2.2			
1.7		1.A.2	1.2		2.5			
2.2		1.C.2	1.3		3.1			
2.4		3.1	1.4		3.7			
4.5		3.4	1.5		6.1			
5.2		3.5	2.2		6.2			
5.7		3.7	5.2					
5.8		4.1			1.1			
6.1		4.2			1.3			
7.4		4.3			4.1			
8.1		4.4			6.6			
8.3		4.5						
		4.7						
		5.1						
		6.2						
		6.3						



Field Trip							Page 61	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2		3.1	1.1		1.1		1.1	2.7
1.7		3.2	1.2		1.3			3.4
2.2		3.4	1.3		1.4			
2.5		3.5	1.4		2.2			
3.1		3.6	1.5		2.5			
3.2		3.7	2.1		2.6			
4.2		4.1	2.2		3.1			
4.3		4.2	2.3		3.4			
5.2		4.3	5.2		3.7			
5.6		4.4			5.1			
5.7		6.5			7.1			
5.8					7.4			
6.1					10.1			
6.6								
6.9								
7.11								
8.1								
8.3								





Listening Center							Page 63	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2	1.A.3		3.1	1.2	1.4			
8.7	1.C.2			1.3	2.2			
8.8	4.1			6.1	2.3			
	4.2				2.4			
	6.1				6.1			
	6.2				7.2			
	6.4				10.7			



Bookless Story Time							Page 64	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2	5.7	1.A.1	1.3	1.2	1.1	5.5		
1.6		1.A.3	1.5	1.3	1.2			
2.2		1.C.2	2.1	6.1	1.4			
2.4		1.C.3	3.1		2.2			
4.1		3.4	3.2		2.3			
4.6		4.1			2.4			
8.3		4.2			2.5			
8.7		4.7			6.1			
8.8		5.1			6.2			
		6.1			7.2			
		6.2						
		6.3						
		6.4						



Packet Making Day						Page 65		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2		1.A.1	1.1		1.3			
1.7		1.B.2	1.2		1.4			
2.2		3.1	1.3		2.2			
2.4		3.4	1.4		2.3			
3.3		3.6	1.5		2.4			
4.1		4.1	2.2		3.7			
4.2		4.2	2.3		6.1			
6.9		4.3	3.2		6.2			
		4.4	5.2		7.2			
		4.7	5.4					
		6.4						
		6.5						
								

Take Your Packet Home						Page 66		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2		1.A.1	1.3		1.2			
1.5		1.A.4	1.5		1.3			
1.7		1.B.2	2.4		1.4			
5.7		1.C.2	3.1		6.1			
6.1		1.C.4	3.2		6.2			
		3.1	3.4		7.2			
		3.4						
		5.1						
		6.1						
		6.2						
		6.3						
								

## Cognitive Section

### Michigan Early Childhood Standards for Prekindergarten


#### Grid Category Abbreviations:


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- DLL Dual Language Learners
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- S Early Learning in Science
- SS Early Learning in the Social Studies


Matching Colors, Level A							Page 71	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2		1.A.1	1.1		2.2	5.4	2.2	
2.2		3.1	1.2		3.1	5.5		
2.4		3.2	1.3		3.7			
4.1		3.4	1.5		6.1			
5.2		3.7	2.1		6.2			
5.6		3.9	2.2					
5.7		4.1	2.4					
5.8		4.2	3.2					
6.6		4.3	5.2					
6.9		4.4						
7.11		4.7						
8.2		5.1						
8.3		6.3						
8.7		6.5						







Color Matching Flowers, Level B						Page 73		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2		1.A.1	1.1	These standards are met with the use of the Interactive White Board CD.	2.2	5.4	2.2	
2.2		3.1	1.2		3.1	5.5		
2.4		3.2	1.3		3.7			
4.1		3.4	1.5		6.1			
5.2		3.7	2.1		6.2			
5.6		3.9	2.2					
5.7		4.1	2.4					
5.8		4.2	3.2		1.1			
6.6		4.3	5.2		1.3			
6.9		4.4			4.1			
7.11		4.7			6.6			
8.2		5.1						
8.3		6.3						
8.7		6.5						

Flies, Frogs and Lily Pads						Page 75		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2		1.A.1	1.1		2.2	5.4	2.2	
2.2		3.1	1.2		3.1	5.5		
2.4		3.2	1.3		3.7			
4.1		3.4	1.5		6.1			
5.2		3.7	2.1		6.2			
5.6		3.9	2.2					
5.7		4.1	2.4					
5.8		4.2	3.2					
6.6		4.3	5.2					
6.9		4.4						
7.11		4.7						
8.2		5.1						
8.3		6.3						
8.7		6.5						

Shapes on a Turtle					Page 79			
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2		1.A.1	1.1	These standards are met with the use of the Interactive White Board CD. 1.1 1.3 4.1 6.6	1.3	2.1		
1.7		3.1	1.3		2.2	7.1		
2.2		3.2	1.5		2.3	7.3		
2.4		4.4	2.2		2.5			
4.2		4.7	5.2		3.1			
6.6		5.1			6.1			
6.9					6.2			
8.2					7.2			
8.3								

Snake and Shapes					Page 89			
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2		1.A.1	1.1	These standards are met with the use of the Interactive White Board CD. 1.1 1.3 4.1 6.6	1.3	2.1		
1.7		3.1	1.3		2.2	7.1		
2.2		3.2	1.5		2.3	7.3		
2.4		4.4	2.2		2.5			
4.2		4.7	5.2		3.1			
6.6		5.1			6.1			
6.9					6.2			
8.2					7.2			
8.3								

Flower Patterning, Level B					Page 91			
AL	CA	LL	DLL	TL	SEP	M	S	SS
2.2		1.A.1	1.1	These standards are met with the use of the Interactive White Board CD. 1.1 1.3 4.1 6.6	2.2	3.1		
2.4		3.4	1.2		2.3	7.4		
5.6		4.1	1.3		6.1	7.5		
6.1		4.2	1.5		6.2	7.7		
8.3		4.3	2.2					
		4.4	5.2					

Frogs and Lily Pads, Complete the Pattern							Page 97	
AL	CA	LL	DLL	TL	SEP	M	S	SS
2.2		1.A.1	1.1	These standards are met with the use of the Interactive White Board CD. 1.1 1.3 4.1 6.6	2.2	3.1		
2.4		3.4	1.2		2.3	7.5		
5.6		4.1	1.3		6.1			
6.1		4.2	1.5		6.2			
8.3		4.3	2.2					
		4.4	5.2					



Counting Objects From Jump, Frog, Jump							Page 101	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2	2.1	1.A.1	1.1	These standards are met with the use of the Interactive White Board CD. 1.1 1.3 4.1 6.6	2.2	2.4		
1.7		1.B.3	1.2		3.7	4.1		
6.1		3.1	1.3		4.2	4.3		
6.9		3.4	1.5		4.4	4.5		
		4.1	3.3		4.6	4.7		
		4.2	5.2		4.9			
		4.3						
		4.4						
		5.1						
		6.2						



Fancy Turtles , Level B							Page 103	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.7		1.A.1	1.1		2.2	4.1		
2.2		3.4	1.2		6.1	4.2		
2.4		4.1	1.3		6.2	4.3		
6.1		4.2	1.5			4.7		
8.3		4.3	2.2			4.9		
		4.4	5.2					
		5.1						



Turtles With Numbers							Page 115	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.7		1.A.1	1.1		2.2	2.4		
2.2		3.4	1.2		6.1	4.1		
2.4		4.1	1.3		6.2	4.2		
6.1		4.2	1.5			4.3		
8.3		4.3	2.2			4.4		
		4.4	5.2			4.5		
		5.1				4.6		
						4.7		
						4.9		



Count and Match the Flies							Page 127	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.7		1.A.1	1.1	These standards are met with the use of the Interactive White Board CD. 1.1 1.3 4.1 6.6	2.2	2.4		
2.2		3.4	1.2		6.1	4.1		
2.4		4.1	1.3		6.2	4.2		
6.1		4.2	1.5			4.3		
8.3		4.3	2.2			4.4		
		4.4	5.2			4.5		
		5.1				4.6		
						4.7		
						4.9		



Fishing for Numbers							Page 131	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.7		1.A.1	1.1	These standards are met with the use of the Interactive White Board CD. 1.1 1.3 4.1 6.6	2.2	2.4		
2.2		3.4	1.2		6.1	4.1		
2.4		4.1	1.3		6.2	4.2		
6.1		4.2	1.5			4.3		
8.3		4.3	2.2			4.4		
		4.4	5.2			4.5		
		5.1				4.6		
						4.7		
						4.9		



Frogs on Lily Pads							Page 135	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2		1.A.1	1.1		1.3	2.1		
1.5		1.A.2	1.2		2.2	2.7		
1.6		3.1	1.3		2.5	4.3		
2.4		3.2	1.5		3.1			
6.1		3.4	2.2		3.7			
8.1		4.1	3.1					
8.3		4.2	3.2					
		4.3	3.3					
		4.4	3.4					
		4.5	5.2					
		5.1						
		5.2						
		6.2						
		6.3						
		6.5						



Small, Medium and Large, Level A							Page 137	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2		1.A.1	1.1		2.2	2.7		
1.6		3.1	1.2		6.1	4.1		
1.7		3.2	1.3		6.2	4.3		
2.2		3.4	1.5			4.6		
6.1		4.1	2.2			4.7		
8.3		4.2	5.2			4.9		
		4.3				5.5		
		4.4						



A School of Fish, Level B							Page 139	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2		1.A.1	1.1		2.2	2.7		
1.6		3.1	1.2		6.1	5.4		
1.7		3.2	1.3		6.2	5.5		
2.2		3.4	1.5					
6.1		4.1	2.2					
8.3		4.2	5.2					
		4.3						
		4.4						



Connect the Dots						Page 141		
AL	CA	LL	DLL	TL	SEP	M	S	SS
2.2		1.A.1	1.2	These standards are met with the use of the Interactive White Board CD. 1.1 1.3 4.1 6.6	2.2	2.4		
2.4		2.8	1.3		2.4	4.7		
4.1		4.2	1.5		6.1	4.9		
8.3			2.2		6.2			
8.4			5.2					

Frogs, Turtles and Fish Puzzles						Page 149		
AL	CA	LL	DLL	TL	SEP	M	S	SS
2.2		4.2	1.1	These standards are met with the use of the Interactive White Board CD. 1.1 1.3 4.1 6.6	1.4			
2.4			1.3		2.2			
5.8			1.5		2.3			
8.3			2.2		2.4			
8.4			5.2		6.1			
8.7					6.2	7.2		

### Gross Motor Section

Michigan Early Childhood Standards for Prekindergarten

Grid Category Abbreviations:

- AL Approaches to Learning
- CA Creative Arts
- LL Language and Early Literacy Development
- DLL Dual Language Learners
- TL Technology Literacy
- SEP Social, Emotional and Physical Health and Development
- M Early Learning in Mathematics
- S Early Learning in Science
- SS Early Learning in the Social Studies

Frog Pond Hop						Page 163		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.1		3.1	1.1		1.1	7.4		
1.2		4.2	1.2		2.2			
2.2		4.4	1.3		2.3			
6.1			1.5		3.1			
6.2			2.2		3.5			
6.6			5.2		4.2			
7.1					4.3			
7.10					5.1			
8.2					5.3			
8.3					5.4			
					7.1			
					7.2			
					7.4			
					10.7			



Over, Under, On and In, Obstacle Course						Page 164		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.1	4.1	1.A.1	1.1		1.1	7.4		1.6
1.2	4.2	3.1	1.2		1.4			
1.6	4.5	3.2	1.3		2.2			
2.2	5.2	3.4	1.4		3.1			
2.4		4.1	1.5		4.2			
4.2		4.2	2.2		5.1			
5.6		4.4	2.3		6.1			
5.7		4.7	5.2		6.2			
					7.2			



Slow Like a Turtle, Follow the Path						Page 165		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.1	4.1	1.A.1	1.1		1.1	7.4		1.6
1.2	4.2	3.1	1.2		1.4			
1.6	4.5	3.2	1.3		2.2			
2.2	5.2	3.4	1.4		3.1			
2.4		4.1	1.5		4.2			
4.2		4.2	2.2		5.1			
5.6		4.4	2.3		6.1			
5.7		4.7	5.2		6.2			
					7.2			



Hide and Seek Turtles							Page 166	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2		1.A.1	1.1		1.1	7.4		1.6
1.6		3.1	1.2		1.4			
2.2		3.2	1.3		2.2			
2.4		3.4	1.4		2.4			
4.1		3.5	1.5		2.5			
4.2		3.9	2.2		3.7			
5.5		4.1	2.3		4.2			
5.8		4.2	5.2		5.1			
6.1		4.3			6.1			
6.9		4.4						
8.2		4.7						
8.3								



Froggy Feet							Page 167	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.1		3.1	1.1		1.1	7.4		
1.2		4.2	1.2		2.2			
2.2		4.4	1.3		2.3			
6.1			1.5		3.1			
6.2			2.2		3.5			
6.6			5.2		4.2			
7.1					4.3			
7.10					5.1			
8.2					5.3			
8.3					5.4			
					7.1			
					7.2			
					7.4			
					10.7			





Hopping Frogs						Page 169		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.1		3.1	1.1		1.1	7.4		
1.2		4.2	1.2		2.2			
2.2		4.4	1.3		2.3			
6.1			1.5		3.1			
6.2			2.2		3.5			
6.6			5.2		4.2			
7.1					4.3			
7.10					5.1			
8.2					5.3			
8.3					5.4			
					6.1			
					7.1			
					7.2			
					7.4			
					10.7			



Hop and Stop						Page 170		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.1	2.1	4.1	1.1		1.1	7.4		2.7
4.2	3.1	4.2	1.2		2.2			
6.1	3.3	4.4	1.3		3.1			
6.2			1.5		3.7			
8.2			5.2		5.1			
8.3					5.2			
					5.3			
					5.4			
					7.1			
					7.4			
					10.7			



Row, Row, Row Your Boat						Page 171		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.1	4.1	1.A.1	1.1		1.1	7.4		1.6
1.2	4.2	3.1	1.2		1.4			
1.6	4.5	3.2	1.3		2.2			
2.2	5.2	3.4	1.4		3.1			
2.4		4.1	1.5		4.2			
4.2		4.2	2.2		5.1			
5.6		4.4	2.3		6.1			
5.7		4.7	5.2		6.2			
					7.2			




Frog Flop and Lily Pad Learning							Page 173	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.1		3.1	1.1		1.1	7.4		
1.2		4.2	1.2		2.2			
2.2		4.4	1.3		2.3			
6.1			1.5		3.1			
6.2			2.2		3.5			
6.6			5.2		4.2			
7.1					4.3			
7.10					5.1			
8.2					5.3			
8.3					5.4			
					7.1			
					7.2			
					7.4			
					10.7			



Cooked Play Dough							Page 174	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2	1.1	3.1	1.1		1.1			
1.3	1.2	3.4	1.2		1.4			
1.6	5.1	4.2	1.3		2.2			
2.2	5.2	4.4	2.2		2.3			
3.3	5.3				3.2			
4.1	5.5				5.2			
6.1	5.9				5.3			
7.10					5.4			
7.11					6.1			
8.3					7.1			
8.4					10.1			
8.7								



Painting on the Easel						Page 175		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2		2.5	1.1		2.2	7.4		
1.6		2.8	1.2		2.3			
2.2		3.1	1.3		2.4			
2.4		3.4	1.5		2.5			
4.1		4.1	2.2		5.1			
5.7		4.2	3.2		5.2			
8.3			5.2		6.1			
8.7								

### Fine Motor Section

Michigan Early Childhood Standards for Prekindergarten

Grid Category Abbreviations:

- AL Approaches to Learning
- CA Creative Arts
- LL Language and Early Literacy Development
- DLL Dual Language Learners
- TL Technology Literacy
- SEP Social, Emotional and Physical Health and Development
- M Early Learning in Mathematics
- S Early Learning in Science
- SS Early Learning in the Social Studies

Paper Plate Frog Puppet						Page 177		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.1		1.A.1	1.1		1.1			
1.2		1.A.2	1.2		1.4			
1.7		3.1	1.3		2.2			
2.2		3.2	1.4		2.3			
4.1		3.4	1.5		3.1			
5.2		3.7	2.2		3.5			
6.1		4.1	2.3		3.7			
6.2		4.2	3.1		4.2			
6.6		4.3	3.2		4.3			
6.9		4.4	3.3		6.1			
8.1		4.5	3.4		6.2			
8.3		4.7	5.2		7.4			
8.7		5.1	5.4					
		5.2						
		6.1						
		6.2						
		6.3						



Froggy Headbands						Page 179		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.1	4.1	1.A.1	1.1		1.1			
1.2	4.2	1.A.2	1.2		1.4			
1.7		3.1	1.3		2.2			
2.2		3.2	1.4		2.3			
4.1		3.4	1.5		3.1			
5.2		3.7	2.2		3.5			
6.1		4.1	2.3		3.7			
6.2		4.2	3.1		4.2			
6.6		4.3	3.2		4.3			
6.9		4.4	3.3		6.1			
8.1		4.5	3.4		6.2			
8.3		4.7	5.2		7.4			
8.7		5.1	5.4					
		5.2						
		6.1						
		6.2						
		6.3						



In the Pond						Page 181		
AL	CA	LL	DLL	TL	SEP	M	S	SS
2.2		4.1	1.1		1.4	7.4		
2.4		4.2	1.2		2.2			
4.1		4.4	1.3		2.3			
8.3			1.5		2.4			
			2.1		2.5			
					6.1			
					6.2			



Cutting Grids						Page 185		
AL	CA	LL	DLL	TL	SEP	M	S	SS
2.2		4.1	1.1		1.4			
2.4		4.2	1.2		2.2			
4.1		4.4	1.3		2.3			
8.3			1.5		2.4			
			2.1		2.5			
					6.1			
					6.2			





Jump, Frog, Jump! Lacing						Page 191		
AL	CA	LL	DLL	TL	SEP	M	S	SS
2.2		3.1	1.1		1.4	7.4		
2.4		3.2	1.2		2.2			
4.1		3.4	1.3		2.3			
8.3		4.1	1.5		2.4			
		4.2	2.1		2.5			
		4.4	3.2		6.1			
			5.2		6.2			



Puffy Fish						Page 197		
AL	CA	LL	DLL	TL	SEP	M	S	SS
2.2		4.1	1.1		1.4	7.4		
2.4		4.2	1.2		2.2			
4.1		4.4	1.3		2.3			
8.3			1.5		2.4			
			2.1		2.5			
					6.1			
					6.2			



Turtle Sponge Painting							Page 201	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.2	5.2	4.1	1.1		1.4	7.1		
2.2		4.2	1.3		2.2	7.4		
2.4		4.4	1.5		2.3			
3.1			5.2		2.4			
8.3					6.1			
8.7					6.2			
					7.1			
				7.4				
				9.1				

Follow the Path							Page 203		
AL	CA	LL	DLL	TL	SEP	M	S	SS	
2.2		2.8	1.1	These standards are met with the use of the Interactive White Board CD. 1.1 1.3 4.1 6.6	1.4	7.1			
2.4		3.1	1.2		2.2	7.4			
4.1		3.2	1.3		2.3				
8.3		3.4	1.5		2.4				
		4.1	2.1		2.5				
		4.2	3.2		6.1				
		4.4	5.2		6.2				
									

### Daily Living Section

Michigan Early Childhood Standards for Prekindergarten

Grid Category Abbreviations:

- AL Approaches to Learning
- CA Creative Arts
- LL Language and Early Literacy Development
- DLL Dual Language Learners
- TL Technology Literacy
- SEP Social, Emotional and Physical Health and Development
- M Early Learning in Mathematics
- S Early Learning in Science
- SS Early Learning in the Social Studies


Mr. Happy Sock						Page 213		
AL	CA	LL	DLL	TL	SEP	M	S	SS
2.2		3.1	1.1		1.1			
2.4		3.2	1.2		1.4			
5.8		4.2	1.3		2,2			
8.3		4.4	1.5		2.4			
			2.2		4.1			
			5.2		6.1			
					6.2			
					7.4			


Barefoot Texture Trail						Page 215		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.1	4.1	1.A.1	1.1		1.1	7.4		1.6
1.2	4.2	3.1	1.2		1.4			
1.6	4.5	3.2	1.3		2.2			
2.2	5.2	3.4	1.4		3.1			
2.4		4.1	1.5		4.2			
4.2		4.2	2.2		5.1			
5.6		4.4	2.3		6.1			
5.7		4.7	5.2		6.2			
					7.2			




Froggy Shoes						Page 216		
AL	CA	LL	DLL	TL	SEP	M	S	SS
2.2		3.1	1.1		1.1			
2.4		3.2	1.2		1.4			
5.8		4.2	1.3		2,2			
8.3		4.4	1.5		2.4			
			2.2		4.1			
			5.2		6.1			
					6.2			
					7.4			



Rhymes for Bare Feet						Page 216		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.1	2.1	1.B.3	1.1		1.1			
1.2		3.1	1.2		1.4			
2.2		3.2	1.3		2,2			
2.4		3.3	1.5		2.4			
5.8		3.4	2.2		4.1			
6.1		4.1	5.2		6.1			
8.3		4.2			6.2			
		4.3			7.4			
		4.4						

Look Mom! Clean Hands!!						Page 219		
AL	CA	LL	DLL	TL	SEP	M	S	SS
8.3		4.2	1.3		2.2			
		4.4	2.1		2.5			
					4.2			
					6.1			
					6.2			
					9.1			
					9.3			

Recipes						Pages 221-230		
AL	CA	LL	DLL	TL	SEP	M	S	SS
2.2		3.1	1.1		1.1	1.1		
7.4		4.2	1.2		1.2	1.2		
7.10		4.4	1.3		1.3	6.3		
8.3		4.6	1.5		2.1	6.5		
			2.1		2.2	7.4		
			2.2		2.3			
			5.2		2.5			
					6.1			
					6.2			
					8.1			
					8.2			
					8.3			
					8.4			
					9.1			
					9.5			



### Socialization Section

#### Michigan Early Childhood Standards for Prekindergarten

##### Grid Category Abbreviations:

- AL Approaches to Learning
- CA Creative Arts
- LL Language and Early Literacy Development
- DLL Dual Language Learners
- TL Technology Literacy
- SEP Social, Emotional and Physical Health and Development
- M Early Learning in Mathematics
- S Early Learning in Science
- SS Early Learning in the Social Studies

<b>Dramatic Play and Prop Suggestions</b>							Page 233	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.1	4.1	3.1	1.1		1.1			2.7
1.2	4.2	3.2	1.2		1.3			3.5
1.3	4.4	3.4	1.3		1.4			4.4
1.6	4.5	3.5	1.4		2.1			
2.1	5.1	3.6	1.5		2.2			
2.2		3.7	2.1		2.3			
2.3		4.1	2.2		2.5			
4.2		4.2	2.3		3.1			
4.5		4.3	3.2		3.2			
6.1		4.4	5.2		3.4			
6.2			5.4		3.7			
6.3					6.1			
6.5					6.2			
6.6					7.1			
6.7								
6.9								
7.1								
7.3								
7.4								
7.5								
7.10								
8.1								
8.3								
8.4								
8.7								
8.7								
8.8								



Living in the Pond							Page 234	
AL	CA	LL	DLL	TL	SEP	M	S	SS
2.2	1.2	3.1	1.1		2.1	7.4		1.6
2.4	5.1	4.1	1.2		2.2			
2.5	5.2	4.2	1.3		2.3			
3.1		4.4	2.1		2.4			
4.1			2.2		3.1			
4.2			5.1		3.7			
6.1			5.2		3.8			
6.2					4.2			
6.6					6.1			
6.9					7.1			
7.2					7.2			
7.3					7.4			
7.5					10.7			
7.10								
8.1								
8.3								
8.4								
8.7								



Read, Read, Read in Your Boat							Page 235	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.1		1.A.1	1.1		1.1			
1.2		1.A.2	1.2		1.4			
1.7		3.1	1.3		2.2			
2.2		3.2	1.4		2.3			
4.1		3.4	1.5		3.1			
5.2		4.1	2.2		3.5			
6.1		4.2	2.3		3.7			
6.2		4.3	3.1		4.2			
6.6		4.4	3.2		4.3			
6.9		4.5	3.3					
8.1		4.7	3.4					
8.3		5.1	5.2					
8.7		5.2	5.4					
		6.1						
		6.2						
		6.3						



Who Will Feed the Fish?							Page236	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.6		3.1	1.1		1.1		1.1	1.3
1.7		4.1	1.2		1.4		1.2	3.5
3.2		4.2	1.3		2.2		1.4	
4.2		4.4	2.2		2.3		2.3	
5.6			5.2		2.4			
5.8					2.5			
6.1					3.8			
6.10					6.1			
7.7					6.2			
7.11								
8.1								
8.2								



Where is Froggy?							Page 237	
AL	CA	LL	DLL	TL	SEP	M	S	SS
2.2		3.1	1.1		2.1	7.4		
2.4		4.1	1.2		2.2			
2.5		4.2	1.3		2.3			
3.1		4.4	2.1		2.4			
4.1			2.2		3.1			
4.2			5.1		3.7			
6.1			5.2		3.8			
6.2					4.2			
6.6					6.1			
6.9					7.1			
7.2					7.2			
7.3					7.4			
7.5					10.7			
7.10								
8.1								
8.3								
8.4								
8.7								



Hop and Stop							Page 238	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.1	2.1	4.1	1.1		1.1	7.4		2.7
4.2	3.1	4.2	1.2		2.2			
6.1	3.3	4.4	1.3		3.1			
6.2			1.5		3.7			
8.2			5.2		5.1			
8.3					5.2			
					5.3			
					5.4			
					7.1			
					7.4			
					10.7			



Five Green and Speckled Frogs							Page 239	
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.1	2.1	1.B.3	1.1	These standards are met with the use of the Interactive White Board CD.	1.1	4.3		
1.2		3.1	1.2		1.4	4.4		
2.2		3.2	1.3		2.2	4.5		
2.4		3.3	1.5		2.4	4.6		
5.8		3.4	2.2		4.1			
6.1		4.1	5.2		5.1			
8.3		4.2			6.1			
		4.3			6.2			
		4.4			7.4			
					1.1			
				1.3				
				4.1				
				6.6				



Parent Party Invitation						Page 247		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.1		3.1	1.1		1.1			2.7
1.2		3.2	1.2		1.3			2.8
2.1		3.4	1.3		1.4			3.5
2.2		3.5	1.4		2.1			4.4
4.2		3.6	1.5		2.2			
6.1		3.7	2.1		2.3			
6.2		4.1	2.2		2.5			
6.3		4.2	2.3		3.1			
6.5		4.3	3.2		3.2			
6.6		4.4	5.2		3.4			
6.9			5.4		3.7			
6.10					5.1			
7.1					6.1			
7.2					6.2			
7.3					7.1			
7.4								
7.5								
7.10								
7.11								
8.1								
8.3								
8.7								
8.7								
8.8								



### Music and Rhymes Section

Michigan Early Childhood Standards for Prekindergarten  
Grid Category Abbreviations:

- AL Approaches to Learning
- CA Creative Arts
- LL Language and Early Literacy Development
- DLL Dual Language Learners
- TL Technology Literacy
- SEP Social, Emotional and Physical Health and Development
- M Early Learning in Mathematics
- S Early Learning in Science
- SS Early Learning in the Social Studies

Mother Goose Rhymes						Page 251		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.1	2.1	1.A.1	1.1	These standards are met with the use of the Interactive White Board CD. 1.1 1.3 4.1 6.6	2.2	5.5		
1.2	4.5	1.B.3	1.2		2.3	7.4		
6.1	5.2	3.1	1.3		2.5			
8.3	5.7	3.2	1.4		3.1			
8.7		3.3	1.5		5.2			
		3.4	2.2		6.1			
		4.1	3.1		6.2			
		4.2	3.2		7.1			
		4.3	5.2		7.4			
		4.4						
		4.7						
		5.1						
		6.2						
		6.3						
		6.4						



Mother Goose Every Day						Page 259		
AL	CA	LL	DLL	TL	SEP	M	S	SS
1.1	2.1	1.A.1	1.1		2.2	5.5		
1.2	4.5	1.B.3	1.2		2.3	7.4		
6.1	5.2	3.1	1.3		2.5			
8.3	5.7	3.2	1.4		3.1			
8.7		3.3	1.5		5.2			
		3.4	2.2		6.1			
		4.1	3.1		6.2			
		4.2	3.2		7.1			
		4.3	5.2		7.4			
		4.4						
		4.7						
		5.1						
		6.2						
		6.3						
		6.4						

