

# Frog Street Threes Correlation to 2014 Pennsylvania Learning Standards For Early Childhood Pre-Kindergarten



TEXTBOOK COMPANY: Frog Street Press, Inc.

Frog Street Threes

CORRELATION TO 2014 PENNSYLVANIA LEARNING STANDARDS FOR  
EARLY CHILDHOOD PRE-KINDERGARTEN

Pennsylvania Learning Standards for Early Childhood	Frog Street Threes Teaching Guide Page References
<b>Approaches To Learning Through Play (14)</b>	
<b>Standard Area AL.1: Constructing and Gathering Knowledge (3)</b>	
<b>Curiosity and Initiative</b> <b>AL.1.PK.A</b> <b>Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks.</b>	
A.1. Use senses to explore and learn from the environment	<i>Frog Street Threes</i> weekly <b>Practice Centers</b> offer opportunities for children to explore, ask questions, seek new information, show curiosity, interest, and willingness to learn. The word of the week for Theme 1, Week 4 is <i>curious</i> .  A.1. <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 5, 9, 15, 25, 35, 39, 42 <b>TG3:</b> 5, 15, 19, 25, 35, 39 <b>TG4:</b> 5, 9, 12, 15, 19, 25, 29, 32, 35, 41 <b>TG5:</b> 5, 10, 15, 25, 29, 30, 32, 35, 39 <b>TG6:</b> 5, 9, 15, 25, 29, 31, 35, 39 <b>TG7:</b> 5, 15, 25, 29, 31, 35
A.2. Show interest and interact with peers about their work or actions	A.2. <b>TG1:</b> 4, 10, 11, 14, 20, 21, 24, 29, 30, 31, 34, 41 <b>TG2:</b> 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 20, 24, 30, 32, 40, 42 <b>TG4:</b> 4, 10, 11, 14, 20, 28, 30, 34, 40 <b>TG5:</b> 4, 11, 17, 20 <b>TG6:</b> 4, 14, 19, 20, 21, 22, 30, 40, 42 <b>TG7:</b> 4, 11, 12, 14, 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 4, 14, 19, 20, 21, 30, 40, 42 <b>TG9:</b> 4, 12, 14, 20, 21, 29, 30, 40, 42
A.3. Demonstrate interest in new materials and experiences that are introduced into the classroom	A.3. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41

<p>A.4. Ask questions to understand something (e.g. “How does that work?”)</p>	<p>A.4. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42  <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 36, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42</p>
<p>A.5. Watch others play and ask to join in</p>	<p>A.5. <b>TG1:</b> 4, 10, 11, 14, 20, 21, 24, 29, 30, 31, 34, 41 <b>TG2:</b> 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 20, 24, 30, 32, 40, 42 <b>TG4:</b> 4, 10, 11, 14, 20, 28, 30, 34, 40 <b>TG5:</b> 4, 11, 17, 20 <b>TG6:</b> 4, 14, 19, 20, 21, 22, 30, 40, 42 <b>TG7:</b> 4, 11, 12, 14, 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 4, 14, 19, 20, 21, 30, 40, 42 <b>TG9:</b> 4, 12, 14, 20, 21, 29, 30, 40, 42</p>
<p><b>Risk Taking AL.1.PK.B</b>  <b>Demonstrate a willingness to participate in new and challenging experiences.</b></p>	
<p>B.1. Actively explore new materials that are introduced into the classroom</p>	<p>Throughout <i>Frog Street Threes</i> children are encouraged to take risks by trying out a new idea or approach.</p> <p>B.1. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41</p>
<p>B.2. Observe peers engaged in an unfamiliar or new activity before joining in.</p>	<p>B.2. <b>TG1:</b> 4, 10, 11, 14, 20, 21, 24, 29, 30, 31, 34, 41 <b>TG2:</b> 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 20, 24, 30, 32, 40, 42 <b>TG4:</b> 4, 10, 11, 14, 20, 28, 30, 34, 40 <b>TG5:</b> 4, 11, 17, 20 <b>TG6:</b> 4, 14, 19, 20, 21, 22, 30, 40, 42 <b>TG7:</b> 4, 11, 12, 14, 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 4, 14, 19, 20, 21, 30, 40, 42 <b>TG9:</b> 4, 12, 14, 20, 21, 29, 30, 40, 42</p>

B.3. Listen attentively to learn proper technique for a new skill, and then follow through using the learned technique	B.3. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
B.4. State discomfort at trying something new, but make attempts to try after encouragement	B.4. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
B.5. Differentiate between appropriate and inappropriate methods for learning information (e.g. understand that jumping from a high wall is a dangerous way to discover its height)	B.5. <b>TG1:</b> 10, 20, 21, 31, 40 <b>TG2:</b> 9, 10, 30, 31 <b>TG3:</b> 10, 11, 29, 31, 41 <b>TG4:</b> 10, 11, 19 <b>TG5:</b> 10, 20, 21, 31, 38, 41 <b>TG6:</b> 10, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 10, 20, 21, 22, 30, 32, 33, 41 <b>TG9:</b> 10, 11, 20, 21, 30, 31, 41
<b>Stages of Play AL.1.PK.C</b> <b>Engage in complex play sequences with two or more children.</b>	
C.1. Use materials and objects to represent other objects	<i>Frog Street Threes</i> provides many opportunities for children to engage in dramatic play—and to assume different roles and characters. <b>Pretend and Learn Practice Centers</b> provide children with ability to plan, coordinate roles, and engage in cooperative interaction with peers.  C.1. <b>TG1:</b> 11, 20, 31 <b>TG2:</b> 10, 13, 20, 21, 22 <b>TG3:</b> 20, 40 <b>TG4:</b> 10, 20, 30, 40 <b>TG6:</b> 19, 21, 22, 40, 42 <b>TG7:</b> 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 19, 20, 21, 30, 40, 42 <b>TG9:</b> 20, 21, 29, 30, 40
C.2. Initiate cooperative play with peers by establishing roles and a simple play scenario (e.g. act out a doctor's office scenario, assigning a doctor and patients)	C.2. <b>TG1:</b> 10 <b>TG2:</b> 30 <b>TG3:</b> 29, 32, 42 <b>TG4:</b> 10, 11, 20 <b>TG5:</b> 11 <b>TG6:</b> 11, 20, 40 <b>TG7:</b> 11, 12, 40 <b>TG9:</b> 12
C.3. Extend play scenarios over more than one day	C.3. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40,

	42 <b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
C.4. Incorporate personal experiences and themes learned into play scenarios	C.4. <b>TG1:</b> 8, 12, 18, 22, 27, 32 <b>TG2:</b> 11, 20, 38, 42 <b>TG3:</b> 7, 8, 19 <b>TG4:</b> 11 <b>TG5:</b> 6, 16, 30, 39, 41 <b>TG6:</b> 20, 39, 41 <b>TG7:</b> 10, 21, 27, 41 <b>TG8:</b> 10, 11, 41 <b>TG9:</b> 10, 11, 17, 21, 27, 40, 41
C.5. Engage in simple games with rules with adult reminders and support	C.5. <b>TG1:</b> 4, 10, 11, 14, 20, 21, 24, 29, 30, 31, 34, 41 <b>TG2:</b> 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 20, 24, 30, 32, 40, 42 <b>TG4:</b> 4, 10, 11, 14, 20, 28, 30, 34, 40 <b>TG5:</b> 4, 11, 17, 20 <b>TG6:</b> 4, 14, 19, 20, 21, 22, 30, 40, 42 <b>TG7:</b> 4, 11, 12, 14, 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 4, 14, 19, 20, 21, 30, 40, 42 <b>TG9:</b> 4, 12, 14, 20, 21, 29, 30, 40, 42
<b>Standard Area AL.2: Organizing and Understanding Information (5)</b>	
<b>Engagement and Attention AL.2.PK.A</b>	
<b>Work toward completing a task, even if challenging, and despite interruptions.</b>	
A.1. State when they are being distracted	As children grow and develop through ongoing participation in the <i>Frog Street Threes</i> program and <b>Conscious Discipline®</b> rituals, their ability to focus and attend to tasks is continuously supported. A key goal is for them to focus on a task as well as follow through despite interruptions or distractions.  A.1. <b>TG1:</b> 14, 15, 16, 17, 20, 22 <b>TG3:</b> 22 <b>TG5:</b> 4, 14 <b>TG6:</b> 42 <b>TG9:</b> 42
A.2. State when they are frustrated by a challenge	A.2. <b>TG1:</b> 14, 15, 16, 17, 20, 22 <b>TG3:</b> 22 <b>TG5:</b> 4, 14 <b>TG6:</b> 42 <b>TG9:</b> 42
A.3. Move away from distractions in order to complete a task	A.3. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
<b>Task Analysis</b>	
<b>AL.2.PK.B</b>	
<b>Independently break simple tasks into steps and complete them one at a time.</b>	

B.1. Attend and follow through on two step directions	B.1. <b>TG1:</b> 8, 12, 18, 22, 32 <b>TG2:</b> 11, 20, 38, 42 <b>TG3:</b> 8, 19 <b>TG4:</b> 11 <b>TG5:</b> 30, 39, 41 <b>TG6:</b> 20, 39, 41 <b>TG7:</b> 10, 21, 41 <b>TG8:</b> 10, 11, 41 <b>TG9:</b> 10, 11, 21, 40, 41
B.2. Explain a routine sequence	B.2. <b>TG1:</b> 8, 12, 18, 22, 32 <b>TG2:</b> 42 <b>TG3:</b> 19 <b>TG4:</b> 11
B.3. Relate the steps necessary to complete a task or activity	B.3. <b>TG1:</b> 8, 12, 18, 22, 32 <b>TG2:</b> 42 <b>TG3:</b> 19 <b>TG4:</b> 11
B.4. Relate the desired outcome or end goal of a task or activity	B.4. <b>TG1:</b> 21, 36, 40, 41 <b>TG2:</b> 11, 21, 30, 31 <b>TG3:</b> 30, 31, 39, 40 <b>TG4:</b> 10, 20, 21, 30, 40, 42 <b>TG5:</b> 21, 39, 40 <b>TG6:</b> 10, 11, 12, 39, 42 <b>TG7:</b> 40, 42 <b>TG8:</b> 9, 19, 22, 29, 40 <b>TG9:</b> 9, 19, 22, 29, 40
<b>Persistence</b> <b>AL.2.PK.C</b> <b>Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.</b>	
C.1. Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration	<i>Frog Street Threes Practice Center</i> activities provide opportunities for children to show persistence in completing tasks from beginning to end. During daily <b>Conscious Discipline®</b> Greeting Circle and daily Closing Circle, each child has opportunities to demonstrate confidence in his/her ability to successfully make decisions, accomplish tasks, and meet goals.  C.1. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
C.2. Stick to a task after stating frustration	C.2. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41

	<b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
C.3. Show pride in completion of a challenging task	C.3. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
<b>Patterning</b> <b>AL.2.PK.D</b> <b>Recognize and extend simple patterns.</b>	
D.1. Identify patterns in the environment (e.g. stripes on a flag)	Children learn to identify attributes and sort objects before they identify, copy, and extend patterns. These precursor skills are taught, then a deeper exploration of patterns starts in Theme 3, <i>Color, Shape, and Size</i> .  D.1. <b>TG4:</b> 8, 11, 18, 21, 22, 28, 31, 32, 38, 41 <b>TG5:</b> 8, 11, 12, 18, 21, 22 <b>TG7:</b> 28, 32
D.2. Clap out rhythmic patterns	D.2. <b>TG1:</b> 8, 12, 18, 22, 32 <b>TG2:</b> 42 <b>TG3:</b> 19 <b>TG4:</b> 11
D.3. Practice extending simple repeating patterns using manipulatives	D.3. <b>TG4:</b> 8, 11, 18, 21, 22, 28, 31, 32, 38, 41 <b>TG5:</b> 8, 11, 12, 18, 21, 22 <b>TG7:</b> 28, 32 <b>Resources:</b> Math Manipulatives, Pattern Cards
<b>Memory AL.2.PK.E</b> <b>Retain and recall information presented over a short period of time.</b>	
E.1. Relate information and/or experiences from the past	Throughout <i>Frog Street Threes</i> children have many opportunities are to draw on memory or experience (apply prior knowledge) including during the <b>Conscious Discipline®</b> Greeting Circle, <b>Practice Centers</b> , and during the daily Closing Circle.  E.1. <b>TG1:</b> 8, 12, 18, 22, 27, 32 <b>TG2:</b> 11, 20, 38, 42 <b>TG3:</b> 7, 8, 19 <b>TG4:</b> 11 <b>TG5:</b> 6, 16, 30, 39, 41 <b>TG6:</b> 20, 39, 41 <b>TG7:</b> 10, 21, 27, 41 <b>TG8:</b> 10, 11, 41 <b>TG9:</b> 10, 11, 17, 21, 27, 40, 41
E.2. Remember and update simple information (e.g. one's place in a story, song or game if interrupted)	E.2. <b>TG1:</b> 8, 12, 18, 22, 32 <b>TG2:</b> 11, 20, 38, 42 <b>TG3:</b> 8, 19 <b>TG4:</b> 11 <b>TG5:</b> 30, 39, 41 <b>TG6:</b> 20, 39, 41

	<b>TG7:</b> 10, 21, 41 <b>TG8:</b> 10, 11, 41 <b>TG9:</b> 10, 11, 21, 40, 41
E.3. Engage in memory games	E.3. <b>TG1:</b> 8, 12, 18, 22, 32 <b>TG2:</b> 11, 20, 38, 42 <b>TG3:</b> 8, 19 <b>TG4:</b> 11 <b>TG5:</b> 30, 39, 41 <b>TG6:</b> 20, 39, 41 <b>TG7:</b> 10, 21, 41 <b>TG8:</b> 10, 11, 41 <b>TG9:</b> 10, 11, 21, 40, 41
E.4. Recall details from stories, events, and experiences	E.4. <b>TG1:</b> 6, 7, 8, 12, 16, 17, 18, 22, 26, 27, 32, 37 <b>TG2:</b> 6, 7, 11, 16, 17, 20, 26, 27, 37, 38, 42 <b>TG3:</b> 6, 7, 8, 16, 17, 19, 26, 27, 36, 37 <b>TG4:</b> 6, 11, 16, 27, 36, 37 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 30, 36, 37, 39, 41 <b>TG6:</b> 7, 16, 20, 26, 27, 36, 37, 39, 41 <b>TG7:</b> 7, 10, 17, 21, 26, 27, 36, 37, 41 <b>TG8:</b> 6, 10, 11, 17, 26, 27, 36, 37, 41 <b>TG9:</b> 7, 10, 11, 17, 21, 27, 37, 40, 41
<b>Standard Area AL.3: Applying Knowledge (3)</b>	
<b>Engagement and Attention</b>	
<b>AL.3.PK.A</b>	
<b>Use music, art and/or stories to express ideas, thoughts, and feelings.</b>	
Reference 9.1.M.PK.E; 9.1.D.PK.E; 9.1.V.PK.E; 1.4.PK.M; 1.5.PK.E	<i>Frog Street Threes</i> provides children with a multitude of engaging lessons and rich resources to express themselves through the visual arts, music and movement, and dramatic play. Creative experiences are sometimes for free expression and representation. Other times the creative experiences are integrated with the other disciplines and domains to enrich the learning experience.  <b>TG2:</b> 10, 12, 16, 20 <b>TG3:</b> 10, 20, 40 <b>TG4:</b> 10, 12, 20, 30, 40 <b>TG6:</b> 10, 19, 30, 40 <b>TG7:</b> 10, 20, 30, 40 <b>TG8:</b> 10, 12, 20, 22, 30, 32, 40 <b>TG9:</b> 6, 10, 20, 30, 40
<b>Invention AL.3.PK.B</b>	
<b>Produce and explain the purpose for a new creation</b>	
B.1. Engage in a variety of creative activities	<i>Frog Street Threes</i> provides many opportunities for children to demonstrate their ability to plan, produce and explain their creations. Theme 6 focuses on <i>Creative Me</i> . During this theme children create, use recycled materials, experiment and design and build structures.



	B.1. <b>TG1:</b> 9, 10, 19, 20, 21, 31, 41 <b>TG2:</b> 9, 19, 21 <b>TG3:</b> 9, 11, 19, 21, 30 <b>TG4:</b> 9, 21, 31 <b>TG5:</b> 9, 19, 21, 31, 39, 40 <b>TG6:</b> 10, 19, 20, 31, 39, 41 <b>TG7:</b> 19, 20, 31, 39 <b>TG8:</b> 9, 10, 19, 20, 29, 31, 39 <b>TG9:</b> 19, 29, 31, 39, 41
B.2. Describe or draw a desired product (e.g. create a blueprint for a block structure)	B.2. <b>TG6:</b> 38, 39, 41, 42
B.3. Answer questions to explain the purpose of a creation	B.3. <b>TG1:</b> 10, 18, 19, 20, 21, 22, 31, 41 <b>TG3:</b> 6, 7, 11, 21, 26, 30
B.4. Show pride in a creation	B.4. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
<b>Representation AL.3.PK.C</b> <b>Use materials and objects to represent new concepts</b>	
• C.1. Use non-conforming objects to create representations of real life objects or activities (e.g. block for a phone, stick for a spoon)	C.1. <b>TG1:</b> 11, 20, 31 <b>TG2:</b> 10, 13, 20, 21, 22 <b>TG3:</b> 20, 40 <b>TG4:</b> 10, 20, 30, 40 <b>TG6:</b> 19, 21, 22, 40, 42 <b>TG7:</b> 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 19, 20, 21, 30, 40, 42 <b>TG9:</b> 20, 21, 29, 30, 40
• C.2. Use real life objects to represent make-believe or fantasy objects (e.g. spoon for a magic wand, broom for a flying horse)	C.2. <b>TG1:</b> 11, 20, 31 <b>TG2:</b> 10, 13, 20, 21, 22 <b>TG3:</b> 20, 40 <b>TG4:</b> 10, 20, 30, 40 <b>TG6:</b> 19, 21, 22, 40, 42 <b>TG7:</b> 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 19, 20, 21, 30, 40, 42 <b>TG9:</b> 20, 21, 29, 30, 40
Standard Area AL.4: Learning Through Experience (3)	
Making Connections AL.4.PK.A Relate knowledge learned from one experience to a similar experience in a new setting.	
• A.1. Relate personal (e.g. home, cultural, community) experiences during play, and other school activities	The Home School Connection component in each day's Closing Circle encourages children to make home, family, and community connections to what they are learning in class. Theme 2: <i>My Family and Friends</i> gives children many opportunities to talk about their family and home.  A.1. <b>TG1:</b> 6, 7, 8, 12, 16, 17, 18, 22, 26, 27, 32, 37

	<p><b>TG2:</b> 6, 7, 11, 16, 17, 20, 26, 27, 37, 38, 42 <b>TG3:</b> 6, 7, 8, 16, 17, 19, 26, 27, 36, 37 <b>TG4:</b> 6, 11, 16, 27, 36, 37 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 30, 36, 37, 39, 41 <b>TG6:</b> 7, 16, 20, 26, 27, 36, 37, 39, 41 <b>TG7:</b> 7, 10, 17, 21, 26, 27, 36, 37, 41 <b>TG8:</b> 6, 10, 11, 17, 26, 27, 36, 37, 41 <b>TG9:</b> 7, 10, 11, 17, 21, 27, 37, 40, 41</p>
<ul style="list-style-type: none"> <li>A.2. Understand that appropriate activities and events may differ from home to school</li> </ul>	<p>A.2. <b>TG1:</b> 10 <b>TG2:</b> 16, 17, 20, 30, 32 <b>TG3:</b> 14, 32, 42 <b>TG4:</b> 34, 38 <b>TG5:</b> 42 <b>TG6:</b> 40, 42 <b>TG7:</b> 40 <b>TG8:</b> 40 <b>TG9:</b> 40</p>
<ul style="list-style-type: none"> <li>A.3. Share new skills or tasks learned or practiced outside of school setting (e.g. “Mommy taught me how to tie my shoe”, demonstrate a forward roll that was learned in a weekend gymnastics class)</li> </ul>	<p>A.3. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41</p>
<ul style="list-style-type: none"> <li>A.4. Practice skills learned in whole group demonstration or role play during center exploration</li> </ul>	<p>A.4. <b>TG1:</b> 10 <b>TG2:</b> 30 <b>TG3:</b> 29, 32, 42 <b>TG4:</b> 10, 11, 20 <b>TG5:</b> 11 <b>TG6:</b> 11, 20, 40 <b>TG7:</b> 11, 12, 40 <b>TG9:</b> 12</p>
<ul style="list-style-type: none"> <li>A.5. Apply a skill to multiple tasks (e.g. use measuring cups in sensory table, outside, and in cooking activity)</li> </ul>	<p>A.5. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41</p>
<p><b>Resiliency</b>  <b>AL.4.PK.B</b>  <b>Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.</b></p>	
Reference 16.1.PK.C	<p><b>Conscious Discipline®</b> strategies for self-regulation are introduced in every Greeting Circle. Specifically, <i>Unite, Calm, Connect, and Commit</i> activities provide opportunities for children to learn and practice coping skills.</p> <p><b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41</p>

	<b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
<b>Problem Solving AL.4.PK.C</b> <b>Attempt problem solving activities to achieve a positive outcome.</b>	
C.1. Try new ways to complete a familiar task	Throughout <i>Frog Street Threes</i> children are encouraged to use flexible problem solving strategies. Activities in the <b>Practice Centers</b> provide children with the opportunity to explore and seek multiple solutions to a question, task, or problem. Also see <i>Welcome to Frog Street Threes</i> , pages 40-41.  C.1. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 36, 39, 40, 41 <b>TG2:</b> 10, 11, 21, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 30, 31, 39, 40, 41 <b>TG4:</b> 10, 11, 16, 20, 21, 30, 34, 40, 42 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 39, 40, 41 <b>TG6:</b> 4, 10, 11, 12, 20, 21, 22, 30, 31, 32, 38, 39, 40, 41, 42 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41, 42 <b>TG8:</b> 4, 9, 10, 19, 20, 21, 22, 29, 30, 31, 40, 41 <b>TG9:</b> 4, 9, 10, 11, 19, 20, 21, 22, 29, 30, 31, 32, 40, 41
C.2. Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration	C.2. <b>TG1:</b> 21, 36, 40, 41 <b>TG2:</b> 11, 21, 30, 31 <b>TG3:</b> 30, 31, 39, 40 <b>TG4:</b> 10, 20, 21, 30, 40, 42 <b>TG5:</b> 21, 39, 40 <b>TG6:</b> 10, 11, 12, 39, 42 <b>TG7:</b> 40, 42 <b>TG8:</b> 9, 19, 22, 29, 40 <b>TG9:</b> 9, 19, 22, 29, 40
C.3. Ask questions to clarify problems	C.3. <b>TG1:</b> 6, 10, 12, 16, 21, 22, 26, 30, 31, 32, 36, 38, 40, 41, 42 <b>TG2:</b> 4, 6, 10, 11, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 30, 31, 34, 36, 38, 39, 40, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 20, 21, 22, 24, 30, 32, 36, 40, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 21, 22, 24, 26, 30, 31, 32, 34, 39, 40, 42 <b>TG6:</b> 6, 10, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 39, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 9, 12, 14, 16, 19, 22, 24, 26, 29, 32, 34, 40, 42 <b>TG9:</b> 9, 12, 14, 16, 19, 22, 24, 26, 29, 32, 34, 40, 42
C.4. Discuss the different ways used to accomplish a task or to solve a problem	C.4. <b>TG1:</b> 21, 36, 40, 41 <b>TG2:</b> 11, 21, 30, 31 <b>TG3:</b> 30, 31, 39, 40 <b>TG4:</b> 10, 20, 21, 30, 40, 42 <b>TG5:</b> 21, 39, 40 <b>TG6:</b> 10, 11, 12, 39, 42 <b>TG7:</b> 40, 42 <b>TG8:</b> 9, 19, 22, 29, 40 <b>TG9:</b> 9, 19, 22, 29, 40
C.5. Recall and use a previously successful strategy	C.5. <b>TG1:</b> 21, 36, 40, 41 <b>TG2:</b> 11, 21, 30, 31

	<b>TG3:</b> 30, 31, 39, 40 <b>TG4:</b> 10, 20, 21, 30, 40, 42 <b>TG5:</b> 21, 39, 40 <b>TG6:</b> 10, 11, 12, 39, 42 <b>TG7:</b> 40, 42 <b>TG8:</b> 9, 19, 22, 29, 40 <b>TG9:</b> 9, 19, 22, 29, 40
C.6. Change plan if a better strategy presents itself	C.6. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 36, 39, 40, 41 <b>TG2:</b> 10, 11, 21, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 30, 31, 39, 40, 41 <b>TG4:</b> 10, 11, 16, 20, 21, 30, 34, 40, 42 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 39, 40, 41 <b>TG6:</b> 4, 10, 11, 12, 20, 21, 22, 30, 31, 32, 38, 39, 40, 41, 42 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41, 42 <b>TG8:</b> 4, 9, 10, 19, 20, 21, 22, 29, 30, 31, 40, 41 <b>TG9:</b> 4, 9, 10, 11, 19, 20, 21, 22, 29, 30, 31, 32, 40, 41
C.7. Observe mistakes and note the effectiveness of a difference solution (e.g. “That didn’t work because …”)	C.7. <b>TG1:</b> 21, 36, 40, 41 <b>TG2:</b> 11, 21, 30, 31 <b>TG3:</b> 30, 31, 39, 40 <b>TG4:</b> 10, 20, 21, 30, 40, 42 <b>TG5:</b> 21, 39, 40 <b>TG6:</b> 10, 11, 12, 39, 42 <b>TG7:</b> 40, 42 <b>TG8:</b> 9, 19, 22, 29, 40 <b>TG9:</b> 9, 19, 22, 29, 40
C.8. Demonstrate increasing flexibility in a variety of situations, task, and activities	C.8. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
<b>Language and Literacy Development (46)</b>	<b>Frog Street Threes Teaching Guide Page References</b>
<b>Standard Area 1.1 Foundational Skills (5)</b>	
<b>Book Handling 1.1PK.A Practice appropriate book handling skills.</b>	
A.1. Orient a book correctly	Morning Message and Read-Aloud Time provide opportunities for children to understand conventions of reading as teachers highlight book features, turn books page-by-page, and invite children to interact with text.  A.1. <i>Welcome To Frog Street Threes</i> , pages 38-39 <b>Resources:</b> Literature Library
A.2. Turn pages in order	A.2. <b>TG3:</b> 10

	<i>Welcome To Frog Street Threes</i> , pages 38-39 <b>Resources:</b> Literature Library
A.3. Use pointers or finger to track print on charts, posters, environmental print or in books	A.3. <b>TG1:</b> 6, 36 <b>TG3:</b> 36 <b>TG4:</b> 36 <b>Resources:</b> Literature Library
A.4. Practice tracking from top to bottom and left to right with scaffolding	A.4. <b>TG1:</b> 6, 36 <b>TG3:</b> 36 <b>TG4:</b> 36 <b>Resources:</b> Literature Library
<b>Print Concepts</b> <b>1.1 PK.B</b> <b>Identify basic features of print.</b>	
B.1. Differentiate between numbers and letters and letters and words	B.1. <b>TG2:</b> 5,15, 25, 35 <b>TG3:</b> 5, 15, 25, 35 <b>TG4:</b> 5, 15, 25, 35 <b>TG5:</b> 5, 15, 25, 35 <b>TG6:</b> 5, 15, 25, 35 <b>TG7:</b> 5, 15, 25, 35 <b>TG8:</b> 5, 15, 25, 35 <b>TG9:</b> 5, 15, 25, 35 <b>Resources:</b> Letter Cards
B.2. Recognize and name some upper and lower case letters of the alphabet	B.2. <b>TG2:</b> 5,15, 25, 35 <b>TG3:</b> 5, 15, 25, 35 <b>TG4:</b> 5, 15, 25, 35 <b>TG5:</b> 5, 15, 25, 35 <b>TG6:</b> 5, 15, 25, 35 <b>TG7:</b> 5, 15, 25, 35 <b>TG8:</b> 5, 15, 25, 35 <b>TG9:</b> 5, 15, 25, 35 <b>Resources:</b> Letter Cards, <i>Welcome to Frog Street Threes</i> , page 36
<b>Phonological Awareness</b> <b>1.1 PK.C</b> <b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>	
C.1. Recognize rhyming words	<i>Frog Street Threes</i> offers exposure and practice opportunities for the following phonological awareness skills: Themes 1 -2, children practice tapping words in the Morning Message focus sentences. In Theme 3, children begin clapping syllables in the Morning Message focus sentence. Many of the book selections in the Literature Library include rhyming verses. The Morning Message sentences feature alliteration. In Theme 8, Page 17 and Theme 9, Week 2, children hear examples of <i>onomatopoeia</i> .  C.1. <b>TG1:</b> 8, 12, 18, 22, 32 <b>TG2:</b> 11, 20, 38, 42 <b>TG3:</b> 8, 19 <b>TG4:</b> 6, 7, 11,17, 36 <b>TG5:</b> 6, 30, 36, 37, 39, 41 <b>TG6:</b> 6, 7, 20, 39, 41 <b>TG7:</b> 7, 10, 21, 26, 36, 41 <b>TG8:</b> 10, 11, 41 <b>TG9:</b> 7, 10, 11, 17, 21, 27, 40, 41

C.2. Recognize when two or more words begin with the same sound (alliteration)	C.2. <b>TG1:</b> 5 <b>TG2:</b> 5, 15, 25, 35 <b>TG3:</b> 5, 15, 25, 35, 42 <b>TG4:</b> 5, 15, 25, 35, 42 <b>TG5:</b> 5, 15, 22, 25, 35, 36, 42 <b>TG6:</b> 5, 6, 15, 25, 26, 32, 35, 36, 42 <b>TG7:</b> 5, 6, 15, 25, 26, 32, 35, 36, 42 <b>TG8:</b> 5, 6, 12, 15, 25, 26, 35, 36, 37 <b>TG9:</b> 5, 6, 15, 22, 25, 26, 35, 36
C.3. Count syllables in spoken word	C.3. <b>TG3:</b> 5, 15, 25, 35 <b>TG4:</b> 5,15, 25, 35 <b>TG5:</b> 5,15, 25, 35 <b>TG6:</b> 5,15, 25, 35 <b>TG7:</b> 5,15, 25, 35 <b>TG8:</b> 5,15, 25, 35 <b>TG9:</b> 5,15, 25, 35
C.4. Isolate and pronounce initial sounds Segment single-syllable spoken words into phonemes	C.4. <b>TG1:</b> 5 <b>TG2:</b> 5, 15, 25, 35 <b>TG3:</b> 5, 15, 25, 35, 42 <b>TG4:</b> 5, 15, 25, 35, 42 <b>TG5:</b> 5, 15, 22, 25, 35, 36, 42 <b>TG6:</b> 5, 6, 15, 25, 26, 32, 35, 36, 42 <b>TG7:</b> 5, 6, 15, 25, 26, 32, 35, 36, 42 <b>TG8:</b> 5, 6, 12, 15, 25, 26, 35, 36, 37 <b>TG9:</b> 5, 6, 15, 22, 25, 26, 35, 36
C.5. Segment single-syllable spoken words into phonemes	C.5. <b>TG2:</b> 5, 15, 25, 35 <b>TG3:</b> 5, 15, 25, 35, 42 <b>TG4:</b> 5, 15, 25, 35, 42 <b>TG5:</b> 5, 15, 22, 25, 35, 36, 42 <b>TG6:</b> 5, 6, 15, 25, 26, 32, 35, 36, 42 <b>TG7:</b> 5, 6, 15, 25, 26, 32, 35, 36, 42 <b>TG8:</b> 5, 6, 12, 15, 25, 26, 35, 36 <b>TG9:</b> 5, 6, 15, 22, 25, 26, 35, 36
<b>Phonics and Word Recognition 1.1.PK.D</b> <b>Develop beginning phonics and word skills.</b>	
D.1. Associate some letters with their names and sounds	<i>Frog Street Threes</i> Morning Message, <b>ABC Practice Center</b> , <b>Writer’s Corner</b> , and <b>Library &amp; Listening Center</b> give children opportunities to understand that symbols carry meaning—and to demonstrate awareness of environmental print.  D.1. <b>TG1:</b> 5, 15, 25, 35, 37 <b>TG2:</b> 5, 7, 10, 15, 20, 25, 30, 32, 35 <b>TG3:</b> 5, 6, 10, 15, 20, 25, 27, 30, 35, 37 <b>TG4:</b> 5, 10, 15, 25, 30, 35, 40 <b>TG5:</b> 5, 6, 7, 10, 12, 15, 20, 21, 25, 30, 32, 35, 40 <b>TG6:</b> 5, 10, 15, 20, 25, 26, 30, 35, 37, 40 <b>TG7:</b> 5, 10, 15, 17, 20, 25, 26, 27, 30, 35, 37, 40 <b>TG8:</b> 5, 10, 15, 17, 20, 22, 25, 30, 35, 37, 40 <b>TG9:</b> 5, 10, 15, 20, 25, 30, 35, 40 <b>Resources:</b> Songs for Threes CD—“The Alphabet Song,” Sing & Read Alphabet eStories
D.2. Identify familiar words and environmental print	D.2. <b>TG2:</b> 5, 15, 25, 35, 48 <b>TG3:</b> 5, 15, 25, 35 <i>Welcome to Frog Street Threes:</i> pages 36-37

<b>Fluency 1.1.PK.E</b>	
<b>Emerging to: Read emergent reader text with purpose and understanding.</b>	
E.1. Recite rhymes, songs, and familiar text while tracking with a finger or pointer	Children enjoy two read-aloud (shared reading) selections each day during Read-Aloud Time and they have many opportunities to practice and demonstrate fluency when looking at books in independent <b>Practice Centers</b> (Library and Listening Center).  E.1. <b>TG1:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG2:</b> 6, 7, 10, 12, 16, 17, 20, 26, 27, 36, 37, 40, 42 <b>TG3:</b> 6, 7, 10, 16, 17, 20, 26, 27, 36, 37, 40 <b>TG4:</b> 6, 7, 10, 12, 16, 17, 20, 26, 27, 30, 36, 37, 40 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 6, 7, 10, 16, 17, 19, 22, 26, 27, 30, 36, 37, 40 <b>TG7:</b> 6, 7, 10, 16, 17, 20, 22, 26, 27, 30, 36, 37, 40 <b>TG8:</b> 6, 7, 9, 10, 12, 16, 17, 20, 22, 26, 27, 30, 32, 36, 37, 40 <b>TG9:</b> 6, 7, 10, 17, 20, 27, 30, 32, 37, 40
E.2. Apply knowledge of letters, word and sounds to read simple sentences	E.2. <b>TG1:</b> 5, 15, 25, 35 <b>TG2:</b> 5, 15, 25, 35 <b>TG3:</b> 5, 15, 25, 35, 42 <b>TG4:</b> 5, 15, 25, 35, 42 <b>TG5:</b> 5, 15, 22, 25, 35, 36, 42 <b>TG6:</b> 5, 6, 15, 25, 26, 32, 35, 36, 42 <b>TG7:</b> 5, 6, 15, 25, 26, 32, 35, 36, 42 <b>TG8:</b> 5, 6, 12, 15, 25, 26, 35, 36 <b>TG9:</b> 5, 6, 15, 22, 25, 26, 35, 36
E.3. Assemble letters to form words and words to form sentences and (pretend) to read the words or sentences back	E.3. <b>Resources:</b> Literature Library, Sing & Read Alphabet eStories, Letter Cards <i>Welcome to Frog Street Threes:</i> pages 38-39
<b>Standard Area 1.2 Reading Informational Text (10)</b>	
<b>Key Ideas and Details- Main Idea 1.2.PK.A</b>	
<b>With prompting and support, retell key details of text that support a provided main idea.</b>	
A.1. Know that the details of a text can be used to support a main topic or idea	A.1. <b>TG1:</b> 36 <b>TG2:</b> 36 <b>TG4:</b> 7, 17, 26 <b>TG6:</b> 6, 17 <b>TG7:</b> 6, 16 <b>TG8:</b> 7, 16
A.2. Provide relevant details from a text which support a provided main idea	A.2. <b>TG1:</b> 36 <b>TG2:</b> 36 <b>TG4:</b> 7, 17, 26 <b>TG6:</b> 6, 17 <b>TG7:</b> 6, 16 <b>TG8:</b> 7, 16
<b>Key Ideas and Details- Text Analysis 1.2.PK.B</b>	
<b>Answer questions about a text.</b>	
B.1. Use specific details from the text to answer questions	B.1. <b>TG1:</b> 6, 7, 10, 16, 17, 19, 26, 27, 37, 40 <b>TG2:</b> 6, 7, 10, 16, 17, 26, 27, 32, 37 <b>TG3:</b> 6, 7, 10, 12, 16, 17, 22, 26, 27, 30, 36, 37, 40 <b>TG4:</b> 6, 10, 16, 20, 27, 30, 36, 37, 40 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 30, 36, 37, 40 <b>TG7:</b> 7, 12, 17,

	26, 27, 30, 36, 37, 40 <b>TG8:</b> 6, 17, 26, 27, 30, 36, 37, 40 <b>TG9:</b> 7, 17, 27, 30, 36, 37, 40 <b>Resources:</b> Literature Library, Sing & Read Alphabet eStories
B.2. Answer “who” or “what” the text is about	B.2. <b>TG1:</b> 6, 7, 10, 16, 17, 19, 26, 27, 37, 40 <b>TG2:</b> 6, 7, 10, 16, 17, 26, 27, 32, 37 <b>TG3:</b> 6, 7, 10, 12, 16, 17, 22, 26, 27, 30, 36, 37, 40 <b>TG4:</b> 6, 10, 16, 20, 27, 30, 36, 37, 40 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 30, 36, 37, 40 <b>TG7:</b> 7, 12, 17, 26, 27, 30, 36, 37, 40 <b>TG8:</b> 6, 17, 26, 27, 30, 36, 37, 40 <b>TG9:</b> 7, 17, 27, 30, 36, 37, 40 <b>Resources:</b> Literature Library, Sing & Read Alphabet eStories
B.3. Answer “how” and/or “why” questions using specifics from the text	B.3. <b>TG1:</b> 6, 7, 10, 16, 17, 19, 26, 27, 37, 40 <b>TG2:</b> 6, 7, 10, 16, 17, 26, 27, 32, 37 <b>TG3:</b> 6, 7, 10, 12, 16, 17, 22, 26, 27, 30, 36, 37, 40 <b>TG4:</b> 6, 10, 16, 20, 27, 30, 36, 37, 40 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 30, 36, 37, 40 <b>TG7:</b> 7, 12, 17, 26, 27, 30, 36, 37, 40 <b>TG8:</b> 6, 17, 26, 27, 30, 36, 37, 40 <b>TG9:</b> 7, 17, 27, 30, 36, 37, 40 <b>Resources:</b> Literature Library, Sing & Read Alphabet eStories
<b>Key Ideas and Details</b> <b>1.2. PK.C</b> <b>With prompting and support, make connections between information in a text and personal experience.</b>	
C.1. Share personal experience and prior knowledge that is relevant to the text	C.1. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>Resources:</b> Literature Library
C.2. Contribute relevant information to a K (know), W (what child wants to learn), L (what group learned) chart	C.2. <b>TG1:</b> 36 <b>TG2:</b> 36 <b>TG4:</b> 7, 17, 26 <b>TG6:</b> 6, 17 <b>TG7:</b> 6, 16 <b>TG8:</b> 7, 16
C.3. Choose text based on personal interests and experiences	C.3. <b>Resources:</b> Literature Library, Sing & Read Alphabet eStories



		<i>Welcome to Frog Streets Threes: page 38</i>
<b>Craft and Structure- Text Structure</b>		
<b>1.1 PK.E</b>		
<b>Identify the front cover, back cover and title page of a book.</b>		
E.1. Relate that texts are organized in a predictable format	E.1. <b>Resources:</b> Photo Activity Card #7 (reading), Literature Library	
E.2. Identify the title page of a book	E.2. <b>TG1:</b> 36 <b>TG2:</b> 36 <b>TG4:</b> 7, 17, 26 <b>TG6:</b> 6, 17 <b>TG7:</b> 6, 16 <b>TG8:</b> 7, 16 <b>Resources:</b> Photo Activity Card #7 (reading), Literature Library	
E.3. Identify the front cover of a book	E.3. <b>TG1:</b> 36 <b>TG2:</b> 36 <b>TG4:</b> 7, 17, 26 <b>TG6:</b> 6, 17 <b>TG7:</b> 6, 16 <b>TG8:</b> 7, 16 <b>Resources:</b> Photo Activity Card #7 (reading), Literature Library	
E.4. Identify the back cover of a book	E.4. <b>TG1:</b> 36 <b>TG2:</b> 36 <b>TG4:</b> 7, 17, 26 <b>TG6:</b> 6, 17 <b>TG7:</b> 6, 16 <b>TG8:</b> 7, 16 <b>Resources:</b> Photo Activity Card #7 (reading), Literature Library	
<b>Craft and Structure-Vocabulary</b>		
<b>1.2. PK.F</b>		
<b>With prompting and support, answer questions about unfamiliar words read aloud from a text.</b>		
F.1. Participate in discussions about unfamiliar words	During the weekly Teaching Guides' sections, <b>Conscious Discipline®</b> Greeting Circle and the Read-Aloud time, children learn new vocabulary, repeat words, sing simple songs, and repeat chants and finger plays.  F.1. <b>TG1:</b> 6 <b>TG2:</b> 6, 12, 16, 21, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 24, 34 <b>TG4:</b> 6, 10, 14, 22, 30 <b>TG5:</b> 4, 31, 40 <b>TG6:</b> 40 <b>TG7:</b> 40 <b>TG8:</b> 40 <b>TG9:</b> 40 <b>Resources:</b> Vocabulary Cards, Literature Library	
F.2. Connect prior understandings to unfamiliar words	F.2. <b>TG1:</b> 6 <b>TG2:</b> 6, 12, 16, 21, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 24, 34 <b>TG4:</b> 6, 10, 14, 22, 30 <b>TG5:</b> 4, 31, 40 <b>TG6:</b> 40 <b>TG7:</b> 40 <b>TG8:</b> 40 <b>TG9:</b> 40 <b>Resources:</b> Vocabulary Cards, Literature Library	
<b>Integration of Knowledge and Ideas- Diverse Media</b>		
<b>1.2. PK.G</b>		
<b>With prompting and support, answer questions to connect illustrations to the written word.</b>		

G.1. Retell a simple sequence in a text using picture support	G.1. <b>TG1:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG2:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG4:</b> 6, 16, 27, 36, 37 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 36, 37 <b>TG7:</b> 17, 26, 27, 36, 37 <b>TG8:</b> 6, 17, 26, 27, 36, 37 <b>TG9:</b> 7, 17, 27, 37 <b>Resources:</b> Literature Library, Sequence Cards
G.2. Match pictures to ideas, objects, or steps in a sequence	G.2. <b>TG1:</b> 6, 36 <b>TG3:</b> 36 <b>TG4:</b> 36 <b>Resources:</b> Literature Library, Sequence Cards, Photo Activity Cards
G.3. Describe pictures in a text in detail to answer specific questions about the text	G.3. <b>TG1:</b> 36 <b>TG2:</b> 36 <b>TG4:</b> 7, 17, 26 <b>TG6:</b> 6, 17 <b>TG7:</b> 6, 16 <b>TG8:</b> 7, 16 <b>Resources:</b> Literature Library, Sequence Cards, Photo Activity Cards
<b>Integration of Knowledge and Ideas –Analysis Across Texts</b>	
<b>1.2. PK.I</b>	
<b>With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic</b>	
I.1. Recognize that texts have similar components that can be compared and contrasted (e.g. main ideas, details)	I.1. <b>TG1:</b> 36 <b>TG2:</b> 6,7, 27, 36 <b>TG4:</b> 7, 17, 26 <b>TG5:</b> 6, 7, 26, 27, 36, 37 <b>TG6:</b> 6, 17 <b>TG7:</b> 6, 16 <b>TG8:</b> 7, 16 Welcome to Frog Street Threes: page 39
I.2. Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts (e.g. Venn diagrams, T-charts)	I.2. <b>TG1:</b> 40 <b>TG2:</b> 27 <b>TG4:</b> 9, 41 <b>TG5:</b> 19 <b>TG8:</b> 26 <b>TG9:</b> 19, 26, 29
<b>Vocabulary Acquisition and Use 1.2.PK.J</b>	
<b>Use new vocabulary and phrases acquired in conversations and being read to.</b>	
J.1. Talk about pictures using new vocabulary words or phrases	Read-Aloud time and each day's Greeting Circle introduce new vocabulary to children in the context of conversations, activities, stories, and books. <b>Practice Center</b> activities provide opportunities for children to use vocabulary during play. Photo Activity Cards used throughout each theme support children in determining meaning of words and concepts through conversations using vocabulary lists and discussion prompts.  J.1. <b>TG1:</b> 6, 10, 12, 16, 18, 22, 26, 28, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 16, 22, 24, 26, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30,

	31, 32, 34, 40, 42 <b>TG6:</b> 6, 10, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42 <b>Resources:</b> Photo Activity Cards, Literature Library
J.2. Use new vocabulary in the context of dramatic play, daily routines and classroom conversations	J.2. <b>TG1:</b> 6, 10, 12, 16, 18, 22, 26, 28, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 16, 22, 24, 26, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 10, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42 <b>Resources:</b> Photo Activity Cards, Literature Library
J.3. Begin to use new vocabulary when asking questions or describing situations or objects	J.3. <b>TG1:</b> 6, 10, 12, 16, 18, 22, 26, 28, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 16, 22, 24, 26, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 10, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42 <b>Resources:</b> Photo Activity Cards, Literature Library
<b>Vocabulary/Acquisition and Use</b>	
<b>1.2.PK.K</b>	
<b>With prompting and support, clarify unknown words or phrases read aloud.</b>	
K.1. Recognize words or phrases that are unfamiliar to them	K.1. <b>TG1:</b> 21, 36, 40, 41 <b>TG2:</b> 11, 21, 30, 31 <b>TG3:</b> 30, 31, 39, 40 <b>TG4:</b> 10, 20, 21, 30, 40, 42 <b>TG5:</b> 21, 39, 40 <b>TG6:</b> 10, 11, 12, 39, 42 <b>TG7:</b> 40, 42 <b>TG8:</b> 9, 19, 22, 29, 40 <b>TG9:</b> 9, 19, 22, 29, 40 <i>Welcome to Frog Street Threes: p. 38</i>
K.2. Ask, "What does that mean?"	K.2. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6,

	10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
K.3. Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn)	K.3. <b>TG1:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG2:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG4:</b> 6, 16, 27, 36, 37 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 36, 37 <b>TG7:</b> 7, 17, 26, 27, 36, 37 <b>TG8:</b> 6, 17, 26, 27, 36, 37 <b>TG9:</b> 7, 17, 27, 37 <b>Resources:</b> Vocabulary Cards, Photo Activity Cards
<b>Range of Reading</b> <b>1.2.PK.L</b>	
<b>With prompting and support, actively engage in group reading activities with purpose and understanding</b>	
L.1. Ask and answer questions about text being read aloud	Read-Aloud time occurs twice daily in <i>Frog Street Threes</i> . During this period, children have opportunities to ask and answer questions to engage with purpose, to build content area knowledge and understanding, focus and extend vocabulary, participate in conversation about books, and establish a love for literature.  L.1. <b>TG1:</b> 6, 7, 10, 16, 17, 19, 26, 27, 37, 40 <b>TG2:</b> 6, 7, 10, 16, 17, 26, 27, 32, 37 <b>TG3:</b> 6, 7, 10, 12, 16, 17, 22, 26, 27, 30, 36, 37, 40 <b>TG4:</b> 6, 10, 16, 20, 27, 30, 36, 37, 40 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 30, 36, 37, 40 <b>TG7:</b> 7, 12, 17, 26, 27, 30, 36, 37, 40 <b>TG8:</b> 6, 17, 26, 27, 30, 36, 37, 40 <b>TG9:</b> 7, 17, 27, 30, 36, 37, 40 <b>Resources:</b> Literature Library
L.2. Share relevant prior knowledge about text being read aloud	L.2. <b>TG1:</b> 8, 12, 18, 22, 32 <b>TG2:</b> 42 <b>TG3:</b> 19 <b>TG4:</b> 11 <b>TG7:</b> 10, 21, 41 <b>TG8:</b> 10, 11, 41 <b>TG9:</b> 10, 11, 21, 40, 41 <b>Resources:</b> Literature Library
L.3. Respond to and build on comments from other children	L.3. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34,
L.4. Use ideas gained in group reading activities in other daily routines, learning centers, and activities	L.4. <b>TG1:</b> 8, 10, 11, 12, 18, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG2:</b> 10, 11, 20, 21, 30, 31, 40, 41, 42 <b>TG3:</b> 10, 11, 19, 20, 21, 30, 31, 40, 41 <b>TG4:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG5:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG6:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG7:</b> 10, 11,

	20,21, 30, 31, 40, 41 <b>TG8:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG9:</b> 10, 11, 20, 21, 30, 31, 40, 41
<b>Standard 1.3: Reading Literature (11)</b>	
<b>Key Ideas and Details-Theme</b>	
<b>1.3.PK.A</b>	
<b>With prompting and support, retell a familiar story in a sequence with picture support</b>	
A.1. Retell a story in sequential order using various materials	Read-Aloud times, Greeting Circles and <b>Practice Centers</b> provide rich opportunities for children to respond by retelling a familiar story or poem in sequential order through conversation, dramatic expression, drawing, and/or writing.  A.1. <b>TG1:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG2:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG4:</b> 6, 16, 27, 36, 37 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 36, 37 <b>TG7:</b> 17, 26, 27, 36, 37 <b>TG8:</b> 6, 17, 26, 27, 36, 37 <b>TG9:</b> 7, 17, 27, 37
<b>Key Ideas and Details-Text Analysis</b>	
<b>1.2 PK.B</b>	
<b>Answer questions about a particular story (who, what, how, when, and where).</b>	
B.1. Use specific details from the story to answer questions	B.1. <b>TG1:</b> 6, 7, 10, 16, 17, 19, 26, 27, 37, 40 <b>TG2:</b> 6, 7, 10, 16, 17, 26, 27, 32, 37 <b>TG3:</b> 6, 7, 10, 12, 16, 17, 22, 26, 27, 30, 36, 37, 40 <b>TG4:</b> 6, 10, 16, 20, 27, 30, 36, 37, 40 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 30, 36, 37, 40 <b>TG7:</b> 7, 12, 17, 26, 27, 30, 36, 37, 40 <b>TG8:</b> 6, 17, 26, 27, 30, 36, 37, 40 <b>TG9:</b> 7, 17, 27, 30, 36, 37, 40
<b>Key Ideas and Details-Literacy Elements</b>	
<b>1.3.PK.C</b>	
<b>With prompting and support, answer questions to identify characters, settings, and major events in a story</b>	
C.1. Demonstrate understanding that “setting” is where a story takes place	C.1. <b>TG1:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG2:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG4:</b> 6, 16, 27, 36, 37 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 36, 37 <b>TG7:</b> 17, 26, 27, 36, 37 <b>TG8:</b> 6, 17, 26, 27, 36, 37 <b>TG9:</b> 7, 17, 27, 37
C.2. Demonstrate understanding that “characters” are people or animals who have a role in the story	C.2. <b>TG1:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG2:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG4:</b> 6, 16, 27, 36, 37 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 36, 37 <b>TG7:</b> 17, 26, 27, 36, 37 <b>TG8:</b> 6, 17, 26, 27, 36, 37 <b>TG9:</b> 7, 17, 27, 37

C.3. Respond to questions and prompts about characters, settings and events during a read aloud	C.3. <b>TG1:</b> 6, 7, 10, 16, 17, 19, 26, 27, 37, 40 <b>TG2:</b> 6, 7, 10, 16, 17, 26, 27, 32, 37 <b>TG3:</b> 6, 7, 10, 12, 16, 17, 22, 26, 27, 30, 36, 37, 40 <b>TG4:</b> 6, 10, 16, 20, 27, 30, 36, 37, 40 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 30, 36, 37, 40 <b>TG7:</b> 7, 12, 17, 26, 27, 30, 36, 37, 40 <b>TG8:</b> 6, 17, 26, 27, 30, 36, 37, 40 <b>TG9:</b> 7, 17, 27, 30, 36, 37, 40 <b>Resources:</b> Literature Library
<b>Craft and Structure Point of View</b> <b>1.3.PK.D</b>	
<b>With prompting and support, name the author and illustrator of a story</b>	
D.1. Understand that an author writes the story	D.1. <b>TG1:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG2:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG4:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG7:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG8:</b> 6, 7, 16, 17, 26, 36, 37 <b>TG9:</b> 7, 17
D.2. Understand that the illustrator draws the pictures	D.2. <b>TG1:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG2:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG4:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG7:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG8:</b> 6, 7, 16, 17, 26, 36, 37 <b>TG9:</b> 7, 17
<b>Craft and Structure- Text Structure</b> <b>1.3. PK.E</b>	
<b>With prompting and support, recognize common types of text.</b>	
E.1. Understand that different types of texts are used for different purposes	<i>Frog Street Threes</i> provides children with consistent opportunities to explore and demonstrate understanding of differences between fantasy and reality in Pretend and Learn centers. In Theme 5 the focus is on <i>Favorite Tales and Rhymes</i> . E.1. <b>TG1:</b> 36 <b>TG2:</b> 36 <b>TG4:</b> 7, 17, 26 <b>TG6:</b> 6, 17 <b>TG7:</b> 6, 16 <b>TG8:</b> 7, 16
E.2. Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations	E.2. <b>TG1:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG2:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG4:</b> 6, 16, 27, 36, 37 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 36, 37 <b>TG7:</b> 17, 26, 27, 36, 37 <b>TG8:</b> 6, 17, 26, 27, 36, 37 <b>TG9:</b> 7, 17, 27, 37

E.3. Understand that a poem consists of words arranged in patterns of sound (e.g. rhyming words, alliteration)	E.3. <b>TG4:</b> 6, 7, 17, 36 <b>TG5:</b> 6, 36, 37 <b>TG6:</b> 6, 7 <b>TG7:</b> 7, 26, 36 <b>TG8:</b> 37 <b>TG9:</b> 27
E.4. Tell if a text is storybook or poem	E.4. <b>TG1:</b> 44-47 <b>TG2:</b> 44-47 <b>TG3:</b> 44-47 <b>TG4:</b> 44-47 <b>TG5:</b> 44-47 <b>TG6:</b> 44-47 <b>TG7:</b> 44-47 <b>TG8:</b> 44-47 <b>TG9:</b> 44-47 <b>Resources:</b> Songs for Threes CD, Literature Library
E.5. Differentiate between real and make-believe	E.5. <b>TG1:</b> 11, 20, 31 <b>TG2:</b> 10, 13, 20, 21, 22 <b>TG3:</b> 20, 40 <b>TG4:</b> 10, 20, 30, 40 <b>TG5:</b> 17, 26, 27 <b>TG6:</b> 19, 21, 22, 40, 42 <b>TG7:</b> 19, 20, 21, 22, 30, 36, 40, 42 <b>TG8:</b> 19, 20, 21, 30, 40, 42 <b>TG9:</b> 20, 21, 29, 30, 40 <b>Resources:</b> Vocabulary Card (make-believe)
<b>Craft and Structure-Vocabulary</b>	
<b>1.3. PK.F</b>	
<b>Answer questions about unfamiliar words read aloud from a story.</b>	
F.1. Participate in discussions about unfamiliar words	During each Read-Aloud time children are introduced to new vocabulary in the context of conversations, activities, stories, and books. Photo Activity Cards used throughout each theme support children in determining meaning of words and concepts through conversations using vocabulary lists and discussion prompts.  F.1. <b>TG1:</b> 6, 7, 8, 16, 17, 18, 26, 27, 36, 37, 38 <b>TG2:</b> 6, 7, 8, 16, 17, 18, 26, 27, 36, 37, 38 <b>TG3:</b> 6, 7, 8, 16, 17, 18, 26, 27, 36, 37, 38 <b>TG4:</b> 6, 7, 8, 16, 17, 18, 26, 27, 36, 37, 38 <b>TG5:</b> 6, 7, 8, 16, 17, 18, 26, 27, 36, 37, 38 <b>TG6:</b> 6, 7, 8, 16, 17, 18, 26, 27, 36, 37, 38 <b>TG7:</b> 6, 7, 8, 16, 17, 18, 26, 27, 36, 37, 38 <b>TG8:</b> 6, 7, 8, 16, 17, 18, 26, 27, 36, 37, 38 <b>TG9:</b> 6, 7, 8, 16, 17, 18, 26, 27, 36, 37, 38 <b>Resources:</b> Vocabulary Cards, Photo Activity Cards, Literature Library
F.2. Connect prior understandings to unfamiliar words	F.2. <b>TG1:</b> 36 <b>TG2:</b> 36 <b>TG4:</b> 7, 17, 26 <b>TG6:</b> 6, 17 <b>TG7:</b> 6, 16 <b>TG8:</b> 7, 16 <b>Resources:</b> Vocabulary Cards, Photo Activity Cards
<b>Integration of Knowledge and Ideas-- Sources of Information</b>	
<b>1.3.PK.G</b>	
<b>Describe pictures in books using detail.</b>	

G.1. Attach action and descriptive words to illustrations (e.g. "That man in the yellow hat is running fast")	G.1. <b>TG1:</b> 6, 7, 16, 17, 26, 27, 37, 40, 41 <b>TG2:</b> 6, 7, 9, 16, 17, 19, 26, 27, 37 <b>TG3:</b> 6, 7, 9, 12, 16, 17, 26, 27, 36, 37 <b>TG4:</b> 6, 16, 27, 29, 36, 37 <b>TG5:</b> 6, 7, 9, 16, 17, 26, 27, 29, 30, 36, 37 <b>TG6:</b> 7, 9, 12, 16, 26, 27, 29, 31, 36, 37 <b>TG7:</b> 7, 17, 26, 27, 29, 31, 36, 37 <b>TG8:</b> 6, 17, 26, 27, 36, 37 <b>TG9:</b> 7, 17, 27, 37
<b>Integration of Knowledge and Ideas-- Text Analysis</b> <b>1.3.PK.H</b>	
<b>Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</b>	
H.1. Understand that characters within the same story or characters from different stories can be compared and contrasted	H.1. <b>TG1:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG2:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG4:</b> 6, 16, 27, 36, 37 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 36, 37 <b>TG7:</b> 26, 27, 36, 37 <b>TG8:</b> 6, 17, 26, 27, 36, 37 <b>TG9:</b> 7, 17, 27, 37
H.2. Participate in strategies that provide opportunities to compare and contrast the experiences of characters (e.g. Venn diagrams, T-charts, dramatic play)	H.2. <b>TG2:</b> 27 <b>TG5:</b> 19 <b>TG8:</b> 39 <b>TG9:</b> 9
<b>Vocabulary Acquisition &amp; Use Strategies</b> <b>1.3.PK.I</b>	
<b>With prompting and support, clarify unknown words or phrases read aloud.</b>	
I.1. Recognize words or phrases that are unfamiliar to them	I.1. <b>TG1:</b> 21, 36, 40, 41 <b>TG2:</b> 11, 21, 30, 31 <b>TG3:</b> 30, 31, 39, 40 <b>TG4:</b> 10, 20, 21, 30, 40, 42 <b>TG5:</b> 21, 39, 40 <b>TG6:</b> 10, 11, 12, 39, 42 <b>TG7:</b> 40, 42 <b>TG8:</b> 9, 19, 22, 29, 40 <b>TG9:</b> 9, 19, 22, 29, 40 <i>Welcome to Frog Street Threes: p. 38</i>
I.2. Ask, "What does that mean?"	I.2. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40 <b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
I.3. Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn)	I.3. <b>TG1:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG2:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG4:</b> 6, 16, 27, 36, 37 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 36, 37 <b>TG7:</b> 7, 17, 26, 27, 36, 37 <b>TG8:</b> 6, 17, 26, 27, 36, 37 <b>TG9:</b> 7, 17, 27, 37 <b>Resources:</b> Vocabulary Cards, Photo Activity Cards



<b>Vocabulary Acquisition and Use</b>	
<b>1.3.PK.J</b>	
<b>Use new vocabulary and phrases acquired in conversations and being read to.</b>	
J.1. Talk about pictures using new vocabulary words or phrases	<p>Each Read-Aloud time lesson introduces new vocabulary to children in the context of conversations, activities, stories, and books. <b>Practice Center</b> activities provide opportunities for children to use vocabulary during play. Photo Activity Cards used throughout each theme support children in determining meaning of words and concepts through conversations using vocabulary lists and discussion prompts.</p> <p>J.1. <b>TG1:</b> 6, 10, 12, 16, 18, 22, 26, 28, 30, 31, 32, 36, 38, 41, 42  <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 16, 22, 24, 26, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 10, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42  <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42</p> <p><b>Resources:</b> Photo Activity Cards, Literature Library, Vocabulary Cards</p>
J.2. Use new vocabulary in the context of dramatic play, daily routines and classroom conversations	<p>J.2. <b>TG1:</b> 6, 10, 12, 16, 18, 22, 26, 28, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 16, 22, 24, 26, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 10, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42  <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42</p> <p><b>Resources:</b> Photo Activity Cards, Literature Library</p>
J.3. Begin to use new vocabulary when asking questions or describing situations or objects	<p>J.3. <b>TG1:</b> 6, 10, 12, 16, 18, 22, 26, 28, 30, 31, 32, 36, 38, 41, 42  <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 16, 22, 24, 26, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 10, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42</p>

	<p><b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42</p> <p><b>Resources:</b> Photo Activity Cards, Literature Library</p>
<p><b>Range of Reading</b> <b>1.3.PK.K</b></p>	
<p><b>With prompting and support, actively engage in group reading activities with purpose and understanding.</b></p>	
<p>K.1. Ask and answer questions about story or poem being read aloud</p>	<p>During Read-Aloud time in <i>Frog Street Threes</i>, children have opportunities to ask and answer questions to engage with purpose to build content area knowledge and understanding, focus and extend vocabulary, participate in conversation about books, and establish a love for literature.</p> <p>K.1. <b>TG1:</b> 6, 7, 10, 16, 17, 19, 26, 27, 37, 40 <b>TG2:</b> 6, 7, 10, 16, 17, 26, 27, 32, 37 <b>TG3:</b> 6, 7, 10, 12, 16, 17, 22, 26, 27, 30, 36, 37, 40 <b>TG4:</b> 6, 10, 16, 20, 27, 30, 36, 37, 40 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 30, 36, 37, 40 <b>TG7:</b> 7, 12, 17, 26, 27, 30, 36, 37, 40 <b>TG8:</b> 6, 17, 26, 27, 30, 36, 37, 40 <b>TG9:</b> 7, 17, 27, 30, 36, 37, 40</p> <p><b>Resources:</b> Literature Library</p>
<p>K.2. Share relevant prior knowledge about text being read aloud</p>	<p>K.2. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42</p> <p><b>Resources:</b> Literature Library</p>
<p>K.3. Respond to and build on comments from other children</p>	<p>K.3. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34</p>
<p>K.4. Use ideas gained in group reading activities in other daily routines, learning centers, and activities</p>	<p>K.4. <b>TG1:</b> 8, 12, 18, 22, 32 <b>TG2:</b> 42 <b>TG3:</b> 19 <b>TG4:</b> 11 <b>TG7:</b> 10, 21, 41 <b>TG8:</b> 10, 11, 41 <b>TG9:</b> 10, 11, 21, 40, 41</p>
<p><b>Standard Area 1.4 Writing (14)</b></p>	
<p><b>Informative/Explanatory</b> <b>1.4.PK.A</b></p>	

<b>Draw/dictate to compose informative /explanatory texts examining a topic</b>	
A.1. Use illustration/dictation to convey meaning about a particular topic	The <b>Writer’s Corner</b> is specifically designed to give children opportunities to develop and practice writing skills. Children are encouraged to draw/dictate about fiction or non-fiction topics.  A.1. <b>TG1:</b> 19, 19, 29 <b>TG2:</b> 9, 19, 40, 42 <b>TG3:</b> 9, 19 <b>TG4:</b> 9, 10, 20, 26 <b>TG5:</b> 9, 19, 39 <b>TG6:</b> 10, 19, 22, 30, 39, 40 <b>TG7:</b> 10, 19, 22, 30, 39 <b>TG8:</b> 9, 10, 19, 20, 29, 30, 39 <b>TG9:</b> 10, 19, 29, 32, 39
A.2. Create a picture about a nonfiction topic and talk about it with the teacher	A.2. <b>TG1:</b> 20, 40 <b>TG2:</b> 40 <b>TG4:</b> 10, 20, 30 <b>TG5:</b> 10, 20 <b>TG6:</b> 10, 20, 30, 40 <b>TG9:</b> 31, 41
<b>Informative / Explanatory-- Focus</b>	
<b>1.4.PK.B</b>	
<b>With prompting and support, draw/dictate about one specific topic.</b>	
B.1. Create a picture about a nonfiction topic and talk about it with the teacher	The <b>Writer’s Corner</b> is specifically designed to give children opportunities to develop and practice writing skills. Children are encouraged to draw/dictate about fiction or non-fiction topics.  B.1. <b>TG1:</b> 20, 40 <b>TG2:</b> 40 <b>TG4:</b> 10, 20, 30 <b>TG5:</b> 10, 20 <b>TG6:</b> 10, 20, 30, 40 <b>TG9:</b> 31, 41
<b>Informative / Explanatory—Organization</b>	
<b>1.4.PK.C</b>	
<b>With prompting and support, generate ideas to convey information.</b>	
C.1. Brainstorm ideas for pictures and stories	C.1. <b>TG1:</b> 36 <b>TG2:</b> 40, 42 <b>TG4:</b> 10, 20, 26 <b>TG6:</b> 10, 22, 30, 40 <b>TG7:</b> 10, 22, 30 <b>TG8:</b> 9, 10, 20, 30 <b>TG9:</b> 10, 32
C.2. Tell teacher what she/he will draw	C.2. <b>TG1:</b> 10, 18, 19, 20, 21, 22, 31, 41 <b>TG3:</b> 6, 7, 11, 21, 26, 30
<b>Informative/ Explanatory-- Organization</b>	
<b>1.4.PK.D</b>	
<b>With prompting and support, make logical connections between drawing and dictation.</b>	
D.1. Understand that words are connected to print	D.1. <b>TG1:</b> 6, 36 <b>TG3:</b> 36 <b>TG4:</b> 36
D.2. Work with teacher to create words or sentences that relate to drawings	D.2. <b>TG2:</b> 40, 42 <b>TG4:</b> 10, 20, 26 <b>TG6:</b> 10, 22, 30, 40 <b>TG7:</b> 10, 22, 30 <b>TG8:</b> 9, 10, 20, 30 <b>TG9:</b> 10, 32
<b>Informative / Explanatory-- Conventions of Language</b>	
<b>1.4.PK.F</b>	

<b>Emerging to...Spell simple words phonetically.</b>	
F.1. Write symbols, letters, or letter-like shapes	F.1. <b>TG2:</b> 40, 42 <b>TG4:</b> 10, 20, 26 <b>TG6:</b> 10, 22, 30, 40 <b>TG7:</b> 10, 22, 30 <b>TG8:</b> 9, 10, 20, 30 <b>TG9:</b> 10, 32
F.2. Attempt to reproduce own name and/or simple words, with most letters correct	F.2. <b>TG2:</b> 40, 42 <b>TG4:</b> 10, 20, 26 <b>TG6:</b> 10, 22, 30, 40 <b>TG7:</b> 10, 22, 30 <b>TG8:</b> 9, 10, 20, 30 <b>TG9:</b> 10, 32
<b>Narrative</b> <b>1.4.PK.M</b>	
<b>Dictate narratives to describe real or imagined experiences or events</b>	
M.1. Use illustration/dictation to convey meaning about an experience or event	M.1. <b>TG1:</b> 30 <b>TG2:</b> 4, 10, 20, 22, 26 <b>TG3:</b> 4, 12, 22, 34, 36, 42 <b>TG4:</b> 10, 16, 22, 24, 32, 42 <b>TG5:</b> 12, 14, 16, 22, 24, 26, 31, 32, 34, 42 <b>TG6:</b> 6, 12, 14, 16, 20, 22, 24, 26, 32, 34, 42 <b>TG7:</b> 6, 10, 12, 14, 16, 22, 24, 32, 34, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 34, 42
M.2. Create a picture about an experience or event and talk about it with the teacher	M.2. <b>TG1:</b> 21, 36, 40, 41 <b>TG2:</b> 11, 21, 30, 31 <b>TG3:</b> 30, 31, 39, 40 <b>TG4:</b> 10, 20, 21, 30, 40, 42 <b>TG5:</b> 21, 39, 40 <b>TG6:</b> 10, 11, 12, 39, 42 <b>TG7:</b> 40, 42 <b>TG8:</b> 9, 19, 22, 29, 40 <b>TG9:</b> 9, 19, 22, 29, 40
<b>Narrative-- Focus</b> <b>1.4.PK.N</b>	
<b>Establish “who” and “what” the narrative will be about.</b>	
N.1. Generate ideas for writing	<b>Writer’s Corner</b> is specifically designed to give children opportunities to develop and practice writing skills. In addition, the <b>Creativity Station</b> and <b>Fine Motor Center</b> also provide opportunities for children to draw pictures, add adult- written dictation, and write to tell a story, express an opinion or an idea.  N.1. <b>TG1:</b> 36 <b>TG2:</b> 40, 42 <b>TG4:</b> 10, 20, 26 <b>TG6:</b> 10, 22, 30, 40 <b>TG7:</b> 10, 22, 30 <b>TG8:</b> 9, 10, 20, 30 <b>TG9:</b> 10, 32
N.2. Understand that “who” a story will be about refers to the person, animal, or animated object that the story will be about	N.2. <b>TG1:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG2:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG4:</b> 6, 16, 27, 36, 37 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 36, 37 <b>TG7:</b> 26, 27, 36, 37 <b>TG8:</b> 6, 17, 26, 27, 36, 37 <b>TG9:</b> 7, 17, 27, 37
N.3. Understand that “what” a story will be about refers to the sequenced events that happen to the referenced “who”	N.3 <b>TG5:</b> 6 <b>TG7:</b> 27

N.4. Respond when asked “who” or “what” a story is about, and follow through when drawing about or dictating the story	N.4. <b>TG1:</b> 10 <b>TG2:</b> 10, 40 <b>TG3:</b> 6, 10, 24, 38, 41 <b>TG4:</b> 6, 12, 22, 36 <b>TG5:</b> 11, 16 <b>TG6:</b> 11 <b>TG7:</b> 11
<b>Narrative--Content</b>	
<b>1.4.PK.O</b>	
<b>With prompting and support, describe experiences and events.</b>	
O.1. When prompted, provide details (e.g. descriptive words, feelings and thoughts of the character) to further develop a story	The <b>Writer’s Corner</b> is specifically designed to give children opportunities to experiment with writing tools and materials to communicate.  O.1. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
O.2. Tell teacher what she/he has drawn/written about	O.2. <b>TG1:</b> 10, 18, 19, 20, 21, 22, 31, 41 <b>TG3:</b> 6, 7, 11, 21, 26, 30
<b>Narrative-- Organization</b>	
<b>1.4.PK.P</b>	
<b>Recount a single event and tell about the events in the order in which they occurred.</b>	
P.1. Understand that stories can be told about a single event	P.1. <b>TG1:</b> 26, 37 <b>TG2:</b> 17, 27 <b>TG3:</b> 17, 36 <b>TG4:</b> 6, 26 <b>TG6:</b> 27, 37
P.2. Understand that a single event is made up of a series of smaller events that are in a sequence (before, next, end)	P.2. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 6, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 27, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
P.3. Respond with a logical sequence of events when asked “what” their story is about	P.3. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 6, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42

	<b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 27, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
<b>TG7: 16 Narrative-- Conventions of Language</b>	
<b>1.4.PK.R</b>	
<b>Emerging to. . . Spell simple words phonetically.</b>	
R.1. Write symbols, letters, or letter like shapes	R.1. <b>TG2:</b> 40, 42 <b>TG4:</b> 10, 20, 26 <b>TG6:</b> 10, 22, 30, 40 <b>TG7:</b> 10, 22, 30 <b>TG8:</b> 9, 10, 20, 30 <b>TG9:</b> 10, 32 <b>Resource:</b> Letter Cards
R.2. Attempt to reproduce own name and/or simple words, with most letters correct	R.2. <b>TG2:</b> 40, 42 <b>TG4:</b> 10, 20, 26 <b>TG6:</b> 10, 22, 30, 40 <b>TG7:</b> 10, 22, 30 <b>TG8:</b> 9, 10, 20, 30 <b>TG9:</b> 10, 32 <b>Resource:</b> Letter Cards
<b>Production and Distribution of Writing—Writing Process</b>	
<b>1.4.PK.T</b>	
<b>With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</b>	
T.1. Understand that drawings and dictations can convey meaning to an audience	T.1. <b>TG2:</b> 40, 42 <b>TG4:</b> 10, 20, 26 <b>TG6:</b> 10, 22, 30, 40 <b>TG7:</b> 10, 22, 30 <b>TG8:</b> 9, 10, 20, 30 <b>TG9:</b> 10, 32
T.2. Understand that stories may have to be changed to make meaning more clear	T.2. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41, 42 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 20, 22, 24, 26, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 10, 11, 12, 14, 16, 20, 22, 24, 26, 30, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 30, 32, 34, 40, 42 <b>TG8:</b> 6, 9, 10, 12, 14, 16, 20, 22, 24, 26, 30, 32, 34, 40, 42 <b>TG9:</b> 10, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
T.3. Share work with others	T.3. <b>TG1:</b> 5, 10, 15, 20, 25, 30, 31, 35, 40 <b>TG2:</b> 5, 10, 15, 20, 22, 25, 30, 35, 40, 42 <b>TG3:</b> 5, 15, 16, 20, 25, 30, 35, 40 <b>TG4:</b> 5, 10, 15, 20, 25, 26, 30, 32, 35 <b>TG5:</b> 5, 6, 15, 20, 25, 26, 30, 35, 40 <b>TG6:</b> 5, 10, 12, 15, 20, 22, 25, 26, 30, 35, 40 <b>TG7:</b> 5, 10, 15, 20, 22, 25, 26, 30, 35, 40 <b>TG8:</b> 5, 9, 10, 15, 20, 25, 26, 30, 35, 40 <b>TG9:</b> 5, 10, 12, 15, 20, 25, 30, 32, 35, 40
T.4. Participate in discussions about their work	T.4. <b>TG1:</b> 5, 10, 15, 20, 25, 30, 31, 35, 40 <b>TG2:</b> 5, 10, 15, 20, 22, 25, 30, 35, 40, 42 <b>TG3:</b> 5, 15, 16, 20, 25, 30, 35, 40 <b>TG4:</b> 5, 10, 15, 20, 25, 26, 30, 32, 35 <b>TG5:</b> 5, 6, 15, 20, 25, 26, 30, 35, 40 <b>TG6:</b> 5, 10, 12, 15, 20, 22, 25, 26, 30, 35, 40 <b>TG7:</b> 5, 10, 15,

	20, 22, 25, 26, 30, 35, 40 <b>TG8:</b> 5, 9, 10, 15, 20, 25, 26, 30, 35, 40 <b>TG9:</b> 5, 10, 12, 15, 20, 25, 30, 32, 35, 40
T.5. When prompted, make changes to work based on feedback	T.5. <b>TG1:</b> 36 <b>TG2:</b> 40, 42 <b>TG4:</b> 10, 20, 26 <b>TG6:</b> 10, 22, 30, 40 <b>TG7:</b> 10, 22, 30 <b>TG8:</b> 9, 10, 20, 30 <b>TG9:</b> 10, 32
<b>Conducting Research</b>	
<b>1.4.PK.V</b>	
<b>Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.</b>	
V.1. Ask adults for explanations or information using why, how, where and when questions (e.g. "Why do leaves turn colors?" "Why doesn't Jamal like pizza?")	V.1. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 6, 10, 11, 12, 22, 24, 29, 31, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 10, 11, 12, 14, 16, 21, 22, 24, 26, 30, 31, 32, 34, 38, 40, 41 <b>TG6:</b> 6, 10, 11, 12, 14, 16, 20, 21, 22, 24, 26, 30, 32, 34, 38, 40, 41 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 20, 21, 22, 24, 30, 32, 34, 40, 41 <b>TG8:</b> 6, 10, 12, 14, 16, 20, 21, 22, 24, 26, 30, 32, 34, 41 <b>TG9:</b> 10, 12, 14, 16, 20, 21, 22, 24, 26, 30, 32, 34, 40, 41
V.2. Use a variety of resources (e.g. adults and peers, books, digital media, maps, recipes, experts) to find new information	V.2. <b>TG1:</b> 21, 36, 40, 41 <b>TG2:</b> 11, 21, 30, 31 <b>TG3:</b> 30, 31, 39, 40 <b>TG4:</b> 10, 20, 21, 30, 40, 42 <b>TG5:</b> 21, 39, 40 <b>TG6:</b> 10, 11, 12, 39, 42 <b>TG7:</b> 40, 42 <b>TG8:</b> 9, 19, 22, 29, 40 <b>TG9:</b> 9, 19, 22, 29, 40
<b>Credibility, Reliability, and Validity of Sources</b>	
<b>1.4.PK.W</b>	
<b>With guidance and support, recall information from experiences or books.</b>	
W.1. Respond to prompts which require reference to prior experiences	W.1. <b>TG1:</b> 36 <b>TG2:</b> 40, 42 <b>TG4:</b> 10, 20, 26 <b>TG6:</b> 10, 22, 30, 40 <b>TG7:</b> 10, 22, 30 <b>TG8:</b> 9, 10, 20, 30 <b>TG9:</b> 10, 32
W.2. Relate prior experiences and learning to a current topic	W.2. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>Resources:</b> Photo Activity Cards, Literature Library

<b>Range of Writing 1.4.PK.X</b>	
<b>Emerging to. . . Write routinely over short time frames</b>	
X.1. Engage in writing opportunities including journaling	The <b>Writer’s Corner Practice Center</b> and the <b>ABC Practice Center</b> provide suggestions for journal writing.  X.1. <b>TG4:</b> 10, 20, 30 <b>TG5:</b> 10, 20, 30, 40 <b>TG6:</b> 10, 20, 30, 40 <b>TG7:</b> 10, 20, 30 <b>TG8:</b> 10, 20, 30, 40 <b>TG9:</b> 10, 20, 30, 40
X.2. Ask adult to “write down the words” of his/her story or to his/her drawing	X.2. <b>TG1:</b> 20, 40 <b>TG2:</b> 40 <b>TG4:</b> 10, 20, 30 <b>TG5:</b> 10, 20 <b>TG6:</b> 10, 20, 30, 40 <b>TG9:</b> 31, 41
X.3. Ask to revisit previous work	X.3. <b>TG1:</b> 36 <b>TG2:</b> 40, 42 <b>TG4:</b> 10, 20, 26 <b>TG6:</b> 10, 22, 30, 40 <b>TG7:</b> 10, 22, 30 <b>TG8:</b> 9, 10, 20, 30 <b>TG9:</b> 10, 32
<b>Standard Area 1.5 Speaking and Listening (6)</b>	
<b>Comprehension and Collaboration- Collaborative Discussion</b>	
<b>1.5. PK.A</b>	
<b>Participate in collaborative conversations with peers and adults in small and larger groups.</b>	
A.1. Communicate using detail related to topic being discussed	Throughout <i>Frog Street Threes</i> children are prompted to engage in conversation with peers and adults. Children’s ability to follow conversational rules develops as they progress through the program.  A.1. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 11, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41, 42 <b>TG3:</b> 4, 6, 10, 12, 21, 22, 24, 32, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 10, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 20, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 6, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42
A.2. Pose questions related to topic being discussed	A.2. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 6, 10, 11, 12, 22, 24, 29, 31, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 10, 11, 12, 14, 16, 21, 22, 24, 26, 30, 31, 32, 34, 38, 40, 41 <b>TG6:</b> 6, 10, 11, 12, 14, 16, 20, 21, 22, 24, 26, 30, 32, 34, 38, 40, 41 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 20,



	21, 22, 24, 30, 32, 34, 40, 41 <b>TG8:</b> 6, 10, 12, 14, 16, 20, 21, 22, 24, 26, 30, 32, 34, 41 <b>TG9:</b> 10, 12, 14, 16, 20, 21, 22, 24, 26, 30, 32, 34, 40, 41
A.3. Allow wait time before responding	A.3. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
A.4. Engage in turn taking	A.4. <b>TG1:</b> 30, 31, 41 <b>TG2:</b> 4, 10, 20, 22, 26 <b>TG3:</b> 4, 12, 22, 34, 36, 42 <b>TG4:</b> 10, 16, 22, 24, 32, 42 <b>TG5:</b> 12, 14, 16, 22, 24, 26, 31, 32, 34, 42 <b>TG6:</b> 6, 12, 14, 16, 20, 22, 24, 26, 32, 34, 42 <b>TG7:</b> 6, 10, 12, 14, 16, 22, 24, 32, 34, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 34, 42 <i>Welcome to Frog Street Threes: page 39</i>
<b>Comprehension and Collaboration --Critical Listening</b>	
<b>1.5.PK.B</b>	
<b>Answer questions about key details in a text read aloud or information presented orally or through other media.</b>	
B.1. Respond to a question with an answer or details related to the topic being discussed	B.1. <b>TG1:</b> 6, 7, 10, 16, 17, 19, 26, 27, 37, 40 <b>TG2:</b> 6, 7, 10, 16, 17, 26, 27, 32, 37 <b>TG3:</b> 6, 7, 10, 12, 16, 17, 22, 26, 27, 30, 36, 37, 40 <b>TG4:</b> 6, 10, 16, 20, 27, 30, 36, 37, 40 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 30, 36, 37, 40 <b>TG7:</b> 7, 12, 17, 26, 27, 30, 36, 37, 40 <b>TG8:</b> 6, 17, 26, 27, 30, 36, 37, 40 <b>TG9:</b> 7, 17, 27, 30, 36, 37, 40
<b>Comprehension and Collaboration –Evaluation</b>	
<b>1.5.PK.C</b>	
<b>Respond to what a speaker says in order to follow directions, seek help, or gather information.</b>	
C.1. Follow two-step directions	<b>Practice Center</b> activities provide consistent opportunities for children to follow and/or give directions.  C.1. <b>TG1:</b> 8, 12, 18, 22, 32 <b>TG2:</b> 42 <b>TG3:</b> 19 <b>TG4:</b> 11
C.2. Act upon or respond to simple statements and questions showing understanding of intent	C.2. <b>TG1:</b> 14, 15, 16, 17, 20, 22 <b>TG3:</b> 22 <b>TG5:</b> 4, 14 <b>TG6:</b> 42 <b>TG9:</b> 42

<b>Presentation of Knowledge and Ideas Purpose, Audience, and Task</b>	
<b>1.5. PK.D</b>	
<b>Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.</b>	
D.1. Talk about stories, experiences, and interests using some detail	D.1. <b>TG1:</b> 6, 7, 10, 16, 17, 19, 26, 27, 37, 40 <b>TG2:</b> 6, 7, 10, 16, 17, 26, 27, 32, 37 <b>TG3:</b> 6, 7, 10, 12, 16, 17, 22, 26, 27, 30, 36, 37, 40 <b>TG4:</b> 6, 10, 16, 20, 27, 30, 36, 37, 40 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 30, 36, 37, 40 <b>TG7:</b> 7, 12, 17, 26, 27, 30, 36, 37, 40 <b>TG8:</b> 6, 17, 26, 27, 30, 36, 37, 40 <b>TG9:</b> 7, 17, 27, 30, 36, 37, 40
D.2. Use appropriate volume to be heard by group, paying attention to inside and outside voices	D.2. <b>TG1:</b> 5, 6, 10, 12, 14, 15, 16, 22, 24, 25, 26, 30, 31, 32, 34, 35, 36, 38, 41, 42 <b>TG2:</b> 4, 5, 6, 10, 12, 14, 15, 16, 20, 21, 22, 24, 25, 26, 30, 31, 34, 35, 36, 40, 41 <b>TG3:</b> 4, 5, 6, 10, 12, 14, 15, 22, 24, 25, 34, 35, 36, 38, 41, 42 <b>TG4:</b> 4, 5, 6, 10, 12, 14, 15, 16, 22, 24, 25, 30, 32, 34, 35, 36, 42 <b>TG5:</b> 4, 5, 11, 12, 14, 15, 16, 22, 24, 25, 26, 30, 31, 32, 34, 35, 40, 42 <b>TG6:</b> 4, 5, 6, 11, 12, 14, 15, 16, 20, 22, 24, 25, 26, 32, 34, 35, 40, 42 <b>TG7:</b> 4, 5, 6, 10, 11, 12, 14, 15, 16, 22, 24, 25, 32, 34, 35, 40, 42 <b>TG8:</b> 4, 5, 6, 12, 14, 15, 16, 22, 24, 25, 26, 32, 34, 35, 40, 42 <b>TG9:</b> 4, 5, 12, 14, 15, 16, 22, 24, 25, 26, 32, 34, 35, 40, 42
D.3. Use appropriate pacing when speaking	D.3. <b>TG1:</b> 12 <b>TG2:</b> 21, 40 <b>TG3:</b> 12, 22, 36 <b>TG4:</b> 12, 16, 36 <b>TG5:</b> 12, 22, 30, 31, 32, 34, 42 <b>TG6:</b> 12, 14, 16, 22, 32, 34, 42 <b>TG7:</b> 12, 14, 16, 22, 32, 34, 42 <b>TG8:</b> 12, 14, 16, 22, 32, 34, 42 <b>TG9:</b> 12, 14, 16, 22, 32, 34, 42
<b>Presentation of Knowledge and Ideas--Context</b>	
<b>1.5.PH.E</b>	
<b>Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.</b>	
E.1. Talk about personal thoughts, feelings, and ideas	Throughout <i>Frog Street Threes</i> children have many opportunities to speak clearly enough to be understood by familiar and unfamiliar adults and children.  E.1. <b>TG1:</b> 6, 7, 10, 16, 17, 19, 26, 27, 37, 40 <b>TG2:</b> 6, 7, 10, 16, 17, 26, 27, 32, 37 <b>TG3:</b> 6, 7, 10, 12, 16, 17, 22, 26, 27, 30, 36, 37, 40 <b>TG4:</b> 6, 10, 16, 20, 27, 30, 36, 37, 40

	<b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 30, 36, 37, 40 <b>TG7:</b> 7, 12, 17, 26, 27, 30, 36, 37, 40 <b>TG8:</b> 6, 17, 26, 27, 30, 36, 37, 40 <b>TG9:</b> 7, 17, 27, 30, 36, 37, 40
E.2. Use appropriate volume to be heard by group, paying attention to inside and outside voices	E.2. <b>TG1:</b> 5, 6, 10, 12, 14, 15, 16, 22, 24, 25, 26, 30, 31, 32, 34, 35, 36, 38, 41, 42 <b>TG2:</b> 4, 5, 6, 10, 12, 14, 15, 16, 20, 21, 22, 24, 25, 26, 30, 31, 34, 35, 36, 40, 41 <b>TG3:</b> 4, 5, 6, 10, 12, 14, 15, 22, 24, 25, 34, 35, 36, 38, 41, 42 <b>TG4:</b> 4, 5, 6, 10, 12, 14, 15, 16, 22, 24, 25, 30, 32, 34, 35, 36, 42 <b>TG5:</b> 4, 5, 11, 12, 14, 15, 16, 22, 24, 25, 26, 30, 31, 32, 34, 35, 40, 42 <b>TG6:</b> 4, 5, 6, 11, 12, 14, 15, 16, 20, 22, 24, 25, 26, 32, 34, 35, 40, 42 <b>TG7:</b> 4, 5, 6, 10, 11, 12, 14, 15, 16, 22, 24, 25, 32, 34, 35, 40, 42 <b>TG8:</b> 4, 5, 6, 12, 14, 15, 16, 22, 24, 25, 26, 32, 34, 35, 40, 42 <b>TG9:</b> 4, 5, 12, 14, 15, 16, 22, 24, 25, 26, 32, 34, 35, 40, 42
E.3. Use appropriate pacing when speaking	E.3. <b>TG1:</b> 12 <b>TG2:</b> 21, 40 <b>TG3:</b> 12, 22, 36 <b>TG4:</b> 12, 16, 36 <b>TG5:</b> 12, 22, 30, 31, 32, 34, 42 <b>TG6:</b> 12, 14, 16, 22, 32, 34, 42 <b>TG7:</b> 12, 14, 16, 22, 32, 34, 42 <b>TG8:</b> 12, 14, 16, 22, 32, 34, 42 <b>TG9:</b> 12, 14, 16, 22, 32, 34, 42
<b>Conventions of Standard English</b>	
<b>1.5.PK.G</b>	
<b>Demonstrate command of the conventions of standard English when speaking based on pre- kindergarten level and content.</b>	
G.1. Speak in complete sentences that contain more than three words	Throughout <i>Frog Street Threes</i> children have many opportunities to use age-appropriate grammar, including accepted word forms.  G.1. <b>TG1:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG2:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG4:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG7:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG8:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG9:</b> 7, 17, 27, 37
G.2. Use past tense	G.2. <b>TG2:</b> 10, 12, 16, 20 <b>TG3:</b> 10, 20, 40 <b>TG4:</b> 10, 12, 20, 30, 40 <b>TG6:</b> 10, 19, 30, 40 <b>TG7:</b> 10, 20, 30, 40 <b>TG8:</b> 10, 12, 20, 22, 30, 32, 40 <b>TG9:</b> 6, 10, 20, 30, 40
G.3. Use plurals including those which do not end in “s”	G.3. <b>TG1:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG2:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG4:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 6, 7, 16, 17, 26, 27,

	36, 37 <b>TG7:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG8:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG9:</b> 7, 17, 27, 37
G.4. Use pronouns	G.4. <i>Welcome to Frog Street Threes:</i> page 34
G.5. Use a variety of prepositions	G.5. <b>TG1:</b> 29, 38 <b>TG2:</b> 28, 31, 32 <b>TG3:</b> 12, 21, 32 <b>TG4:</b> 40 <b>TG5:</b> 31, 39 <b>TG6:</b> 39 <b>TG7:</b> 39 <i>Welcome to Frog Street Threes:</i> page 34
Mathematical Thinking and Expression	Frog Street Threes Teaching Guide Page References
<b>Standard Area 2.1: Numbers and Operation (4)</b>	
<b>Counting and Cardinality</b>	
<b>Cardinality</b>	
<b>2.1 PK.A.1</b>	
<b>Know number names and the count sequence.</b>	
A.1.1. Name numerals up to 10	A.1.1. <b>TG3:</b> 9, 11, 30, 31, 39 <b>TG5:</b> 28 <b>TG7:</b> 16 <b>TG8:</b> 8, 11, 18, 21, 22, 31, 32, 38, 40, 41, 42 <b>TG9:</b> 11, 18, 21, 22, 28, 31, 38, 41, 42
A.1.2. Rote count up to 20	A.1.2. <b>TG3:</b> 9, 11, 30, 31, 39 <b>TG5:</b> 28 <b>TG7:</b> 16 <b>TG8:</b> 8, 11, 18, 21, 22, 31, 32, 38, 40, 41, 42 <b>TG9:</b> 11, 18, 21, 22, 28, 31, 38, 41, 42
A.1.3. Match a numeral to a set of 0-10 objects	A.1.3. <b>TG8:</b> 21, 28, 31, 32, 38, 41 <b>TG9:</b> 11, 18, 21, 31, 32, 38, 41
A.1.4. Represent a number of objects with a written numeral 0-10	A.1.4. <b>TG8:</b> 21, 28, 31, 32, 38, 41 <b>TG9:</b> 11, 18, 21, 31, 32, 38, 41
A.1.5. Differentiate numerals from letters	A.1.5. <b>TG2:</b> 5, 15, 25, 35 <b>TG3:</b> 5, 15, 25, 35 <b>TG4:</b> 5, 15, 25, 35 <b>TG5:</b> 5, 15, 25, 35 <b>TG6:</b> 5, 15, 25, 35 <b>TG7:</b> 5, 15, 25, 35 <b>TG8:</b> 5, 15, 25, 35 <b>TG9:</b> 5, 15, 25, 35
A.1.6. Counts on when a specific number is provided	A.1.6. <b>TG3:</b> 9, 11, 30, 31, 39 <b>TG5:</b> 28 <b>TG7:</b> 16 <b>TG8:</b> 8, 11, 18, 21, 22, 31, 32, 38, 40, 41, 42 <b>TG9:</b> 11, 18, 21, 22, 28, 31, 38, 41, 42 <b>Resources:</b> Math Manipulatives
<b>Counting</b>	
<b>2.1 PK.A.2</b>	

<b>Count to tell the number of objects.</b>	
A.2.1. Subitize (visually quantify) to determine how many: attach a numerical value to a set of objects without counting up to 6	A.2.1. <b>TG2:</b> 29, 32 <b>TG3:</b> 30, 31 <b>TG7:</b> 38 <b>TG8:</b> 8, 11, 18, 21, 22, 28, 31, 32, 38, 41, 42 <b>TG9:</b> 8, 11, 18, 21, 31, 38, 41, 42
A.2.2. Use one-to-one correspondence when counting to 10	A.2.2. <b>TG2:</b> 8, 18, 29 <b>TG5:</b> 28, 31, 38, 41, 42 <b>TG6:</b> 8, 11, 12, 18, 21, 22, 28, 31, 32, 41, 42 <b>TG7:</b> 18, 21, 28 <b>TG8:</b> 8, 18, 21, 22, 28, 31, 32, 38, 39, 42 <b>TG9:</b> 8, 11, 18, 21, 22, 28, 31, 38, 41
A.2.3. State the total number of objects counted, demonstrating understanding that the last number named tells the number of objects counted	A.2.3. <b>TG3:</b> 9, 11, 30, 31, 39 <b>TG5:</b> 28 <b>TG7:</b> 16 <b>TG8:</b> 8, 11, 18, 21, 22, 31, 32, 38, 40, 41, 42 <b>TG9:</b> 11, 18, 21, 22, 28, 31, 38, 41, 42
A.2.4. Use counting and numbers as part of play and as a means for determining quantity	A.2.4. <b>TG2:</b> 40, 42 <b>TG4:</b> 10, 20, 26 <b>TG6:</b> 10, 22, 30, 40 <b>TG7:</b> 10, 22, 30 <b>TG8:</b> 9, 10, 20, 30 <b>TG9:</b> 10, 32
<b>Comparing</b>	
<b>2.1 .PK.A.3</b>	
<b>Compare numbers</b>	
A.3.1. Create sets of objects with same and different amounts	A.3.1. <b>TG2:</b> 29, 32 <b>TG3:</b> 30, 31 <b>TG7:</b> 38 <b>TG8:</b> 8, 11, 18, 21, 22, 28, 31, 32, 38, 41, 42 <b>TG9:</b> 8, 11, 18, 21, 31, 38, 41, 42
A.3.2. Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10	A.3.2. <b>TG6:</b> 8, 12, 18, 28, 32, 38, 41, 42 <b>TG7:</b> 18, 41
A.3.3. Compare two numbers between 1 and 5 when presented as written numerals	A.3.3. <b>TG3:</b> 8, 18, 28, 31, 37, 38, 40, 41, 42 <b>TG4:</b> 8 <b>TG9:</b> 9, 10
A.3.4. Practice use of mathematical vocabulary to compare numbers of objects	A.3.4. <b>TG3:</b> 8, 18, 28, 31, 37, 38, 40, 41, 42 <b>TG4:</b> 8 <b>TG9:</b> 9, 10
<b>Mathematical Processes</b>	
<b>2.1.PK.MP</b>	
<b>Use mathematical processes when quantifying, comparing, representing, and modeling numbers.</b>	
MP.1. Engage in numerical play	MP.1. <b>TG3:</b> 8, 18, 28, 31, 37, 38, 40, 41, 42 <b>TG4:</b> 8 <b>TG9:</b> 9, 10
MP.2. Persist in numerical play (Reference AL.2.PK.C)	MP.2. <b>TG3:</b> 8, 18, 28, 31, 37, 38, 40, 41, 42 <b>TG4:</b> 8 <b>TG9:</b> 9, 10
MP.3. When prompted, communicate thinking while engaged in numerical play	MP.3. <b>TG8:</b> 21, 28, 31, 32, 38, 41 <b>TG9:</b> 11, 18, 21, 31, 32, 38, 41

MP.4. Talk and listen to peers during numerical play	MP.4. <b>TG8:</b> 21, 28, 31, 32, 38, 41 <b>TG9:</b> 11, 18, 21, 31, 32, 38, 41
MP.5. Use common forms of numerical representation (e.g. fingers, tally marks, dots)	MP.5. <b>TG3:</b> 9, 11, 30, 31, 39 <b>TG5:</b> 28 <b>TG7:</b> 16 <b>TG8:</b> 8, 11, 18, 21, 22, 31, 32, 38, 40, 41, 42 <b>TG9:</b> 11, 18, 21, 22, 28, 31, 38, 41, 42
<b>Standard Area 2.2: Algebraic Concepts (2)</b>	
<b>Operations and Algebraic Thinking</b>	
<b>2.2 .PK.A.1</b>	
<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	
A.1.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations	A.1.1. <b>TG1:</b> 29 <b>TG9:</b> 8, 28
A.1.2. Explain adding and subtracting sets of objects up to and including six, using basic math vocabulary (e.g. putting together, adding to, taking away, taking apart, taking from)	A.1.2. <b>TG1:</b> 29 <b>TG9:</b> 8, 28
A.1.3. Join sets of objects	A.1.3. <b>TG1:</b> 29 <b>TG3:</b> 9, 11, 30, 31, 39 <b>TG5:</b> 28 <b>TG7:</b> 16 <b>TG8:</b> 8, 11, 18, 21, 22, 31, 32, 38, 40, 41, 42 <b>TG9:</b> 8, 11, 18, 21, 22, 28, 31, 38, 41, 42
A.1.4. Separate sets of objects	A.1.4. <b>TG1:</b> 29 <b>TG3:</b> 9, 11, 30, 31, 39 <b>TG5:</b> 28 <b>TG7:</b> 16 <b>TG8:</b> 8, 11, 18, 21, 22, 31, 32, 38, 40, 41, 42 <b>TG9:</b> 8, 11, 18, 21, 22, 28, 31, 38, 41, 42
A.1.5. Add objects to a set and tell a number story about it	A.1.5. <b>TG1:</b> 29 <b>TG9:</b> 8, 28
<b>Operations and Algebraic Thinking</b>	
<b>Mathematical Processes</b>	
<b>2.2.PK.MP</b>	
<b>Use mathematical processes when representing relationships.</b>	
MP.1. Engage in mathematical play	MP.1. <b>TG1:</b> 29 <b>TG9:</b> 8, 28
MP.2. Persist in mathematical play (Reference AL.2.PK.C)	MP.2. <b>TG1:</b> 29 <b>TG9:</b> 8, 28
MP.3. Problem solve during mathematical play (Reference AL.4.PK.C)	MP.3. <b>TG1:</b> 21, 29, 36, 40, 41 <b>TG2:</b> 11, 21, 30, 31 <b>TG3:</b> 30, 31, 39, 40 <b>TG4:</b> 10, 20, 21, 30, 40, 42 <b>TG5:</b> 21, 39, 40 <b>TG6:</b> 10, 11, 12, 39, 42 <b>TG7:</b> 40, 42 <b>TG8:</b> 9, 19, 22, 29, 40 <b>TG9:</b> 8, 9, 19, 22, 28, 29, 40

MP.4. When prompted, communicate thinking while engaged in mathematical play	MP.4. <b>TG1:</b> 21, 29, 36, 40, 41 <b>TG2:</b> 11, 21, 30, 31 <b>TG3:</b> 30, 31, 39, 40 <b>TG4:</b> 10, 20, 21, 30, 40, 42 <b>TG5:</b> 21, 39, 40 <b>TG6:</b> 10, 11, 12, 39, 42 <b>TG7:</b> 40, 42 <b>TG8:</b> 9, 19, 22, 29, 40 <b>TG9:</b> 8, 9, 19, 22, 28, 29, 40
MP.5. Talk and listen to peers during mathematical play	MP.5. <b>TG1:</b> 21, 29, 36, 40, 41 <b>TG2:</b> 11, 21, 30, 31 <b>TG3:</b> 30, 31, 39, 40 <b>TG4:</b> 10, 20, 21, 30, 40, 42 <b>TG5:</b> 21, 39, 40 <b>TG6:</b> 10, 11, 12, 39, 42 <b>TG7:</b> 40, 42 <b>TG8:</b> 9, 19, 22, 29, 40 <b>TG9:</b> 8, 9, 19, 22, 28, 29, 40
MP.6. Use common forms of numerical representation (e.g. fingers, tally marks, dots)	MP.6. <b>TG3:</b> 9, 11, 30, 31, 39 <b>TG5:</b> 28 <b>TG7:</b> 16 <b>TG8:</b> 8, 11, 18, 21, 22, 31, 32, 38, 40, 41, 42 <b>TG9:</b> 11, 18, 21, 22, 28, 31, 38, 41, 42
<b>Standard Area 2.3: Geometry (3)</b>	
<b>Geometry Identification</b>	
<b>2.3.PK.A.1</b>	
<b>Identify and describe shapes.</b>	
A.1.1. Describe objects in the environment using names of shapes	<i>Frog Street Threes</i> provides ongoing opportunities for children to recognize, identify, and describe a variety of different shapes. Children also describe attributes and positions of objects and shapes. Theme 3 focuses on <i>Color, Shape, and Size</i> of objects.  A.1.1. <b>TG1:</b> 28 <b>TG2:</b> 27, 30, 38, 41, 42 <b>TG3:</b> 8, 12, 16, 17, 18, 20, 21, 22, 28, 29, 31, 37, 38, 40, 41, 42 <b>TG4:</b> 8 <b>TG5:</b> 29 <b>TG6:</b> 36, 37 <b>TG7:</b> 41 <b>TG8:</b> 41 <b>TG9:</b> 41
A.1.2. Recognize and describe the attributes of geometric figures	A.1.2. <b>TG1:</b> 28 <b>TG2:</b> 27, 30, 38, 41, 42 <b>TG3:</b> 12, 16, 17, 18, 20, 21, 22, 28, 29 <b>TG5:</b> 29 <b>TG6:</b> 36, 37 <b>TG7:</b> 41 <b>TG8:</b> 41 <b>TG9:</b> 41
A.1.3. Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to	A.1.3. <b>TG1:</b> 29, 38 <b>TG2:</b> 28, 31, 32 <b>TG3:</b> 12, 21, 32 <b>TG4:</b> 40 <b>TG5:</b> 31, 39 <b>TG6:</b> 39 <b>TG7:</b> 39 <b>Resources:</b> Math Manipulatives
A.1.4. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (solid)	A.1.4. <b>TG1:</b> 28 <b>TG2:</b> 27, 30, 38, 41, 42 <b>TG3:</b> 12, 16, 17, 18, 20, 21, 22, 28, 29 <b>TG5:</b> 29 <b>TG6:</b> 36, 37 <b>TG7:</b> 41 <b>TG8:</b> 41 <b>TG9:</b> 41 <b>Resources:</b> Math Manipulatives

<b>Application</b>	
<b>2.3. PK.A.2</b>	
<b>Analyze, compare, create, and compose shapes</b>	
A.2.1. Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes	<p><i>Frog Street Threes</i> provides children with hands-on experiences with two- and three-dimensional shapes during <b>Construction Practice Center</b> activities throughout each Theme.</p> <p>A.2.1. <b>TG1:</b> 28 <b>TG2:</b> 27, 30, 38, 41, 42  <b>TG3:</b> 12, 16, 17, 18, 20, 21, 22, 28, 29 <b>TG5:</b> 29  <b>TG6:</b> 36, 37 <b>TG7:</b> 41 <b>TG8:</b> 41 <b>TG9:</b> 41</p>
A.2.2. Model shapes in the world by building shapes from components and drawing shapes	<p>A.2.2. <b>TG1:</b> 28 <b>TG2:</b> 27, 30, 38, 41, 42  <b>TG3:</b> 12, 16, 17, 18, 20, 21, 22, 28, 29 <b>TG5:</b> 29  <b>TG6:</b> 36, 37 <b>TG7:</b> 41 <b>TG8:</b> 41 <b>TG9:</b> 41  <b>Resources:</b> Math Manipulatives</p>
A.2.3. Use geoboards to create shapes with rubber bands	<p>A.2.3. <b>TG1:</b> 28 <b>TG2:</b> 27, 30, 38, 41, 42 <b>TG3:</b> 12, 16, 17, 18, 20, 21, 22, 28, 29 <b>TG5:</b> 29 <b>TG6:</b> 36, 37  <b>TG7:</b> 41 <b>TG8:</b> 41 <b>TG9:</b> 41</p>
A.2.4. Use simple shapes to compose larger shapes	<p>A.2.4. <b>TG1:</b> 28 <b>TG2:</b> 27, 30, 38, 41, 42 <b>TG3:</b> 12, 16, 17, 18, 20, 21, 22, 28, 29 <b>TG5:</b> 29 <b>TG6:</b> 36, 37  <b>TG7:</b> 41 <b>TG8:</b> 41 <b>TG9:</b> 41  <b>Resources:</b> Math Manipulatives</p>
<b>2.3. PK.MP</b>	
<b>Use mathematical processes when drawing, constructing, modeling, and representing shapes</b>	
MP.1. Engage in geometric play	<p>MP.1. <b>TG1:</b> 28 <b>TG2:</b> 27, 30, 38, 41, 42  <b>TG3:</b> 12, 16, 17, 18, 20, 21, 22, 28, 29 <b>TG5:</b> 29  <b>TG6:</b> 36, 37 <b>TG7:</b> 41 <b>TG8:</b> 41 <b>TG9:</b> 41  <b>Resources:</b> Math Manipulatives</p>
MP.2.Persist in geometric play (Reference AL.2.PK.C)	<p>MP.2. <b>TG1:</b> 28 <b>TG2:</b> 27, 30, 38, 41, 42  <b>TG3:</b> 12, 16, 17, 18, 20, 21, 22, 28, 29 <b>TG5:</b> 29  <b>TG6:</b> 36, 37 <b>TG7:</b> 41 <b>TG8:</b> 41 <b>TG9:</b> 41  <b>Resources:</b> Math Manipulatives</p>
MP.3. Problem solve during geometric play (Reference AL.4.PK.C)	<p>MP.3. <b>TG1:</b> 28 <b>TG2:</b> 27, 30, 38, 41, 42 <b>TG3:</b> 12, 16, 17, 18, 20, 21, 22, 28, 29 <b>TG5:</b> 29 <b>TG6:</b> 36, 37  <b>TG7:</b> 41 <b>TG8:</b> 41 <b>TG9:</b> 41  <b>Resources:</b> Math Manipulatives</p>



MP.4. When prompted, communicate thinking while engaged in geometric play	MP.4. <b>TG1:</b> 28 <b>TG2:</b> 27, 30, 38, 41, 42 <b>TG3:</b> 12, 16, 17, 18, 20, 21, 22, 28, 29 <b>TG5:</b> 29 <b>TG6:</b> 36, 37 <b>TG7:</b> 41 <b>TG8:</b> 41 <b>TG9:</b> 41 <b>Resources:</b> Math Manipulatives
MP.5. Talk and listen to peers during geometric play	MP.5. <b>TG1:</b> 28 <b>TG2:</b> 27, 30, 38, 41, 42 <b>TG3:</b> 12, 16, 17, 18, 20, 21, 22, 28, 29 <b>TG5:</b> 29 <b>TG6:</b> 36, 37 <b>TG7:</b> 41 <b>TG8:</b> 41 <b>TG9:</b> 41 <b>Resources:</b> Math Manipulatives
<b>Standard Area 2.4: Measurement, Data and Probability (3)</b>	
<b>Measurement and Data</b>	
<b>Measurement</b>	
<b>2.4.PK.A.1</b>	
<b>Describe and compare measurable attributes of length and weights of everyday objects.</b>	
A.1.1. Recognize attributes of objects that can be measured	<p><i>Frog Street Threes</i> provides ongoing opportunities for children to compare measurable attributes.</p> <p><u>Length, height, capacity:</u> <b>TG1:</b> 8 <b>TG2:</b> 8, 10, 11, 18 <b>TG5:</b> 19 <b>TG6:</b> 19 <b>TG7:</b> 9, 12, 19 <b>TG8:</b> 29, 32, 40, 42</p> <p>Weight: <u>Compare Weight of Two Objects</u> <b>TG1:</b> 8 <b>TG2:</b> 8, 10, 11, 18 <b>TG5:</b> 19 <b>TG6:</b> 19 <b>TG7:</b> 9, 12, 19 <b>TG8:</b> 29, 32, 40, 42</p> <p><u>Balancing Two Sides of a Scale</u> <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 9, 39, 42 <b>TG3:</b> 19, 39 <b>TG4:</b> 9, 12, 19, 29, 32, 41 <b>TG5:</b> 10, 29, 30, 32, 39 <b>TG6:</b> 9, 29, 31, 39 <b>TG7:</b> 29, 31 <b>Resources:</b> Math manipulatives</p>
A.1.2. Measure objects using non-standard items (e.g. hands, shoes, yarn, blocks)	<p><u>Length, height, capacity:</u> <b>TG1:</b> 8 <b>TG2:</b> 8, 10, 11, 18 <b>TG5:</b> 19 <b>TG6:</b> 19 <b>TG7:</b> 9, 12, 19 <b>TG8:</b> 29, 32, 40, 42</p> <p>Weight: <u>Compare Weight of Two Objects</u> <b>TG1:</b> 8 <b>TG2:</b> 8, 10, 11, 18 <b>TG5:</b> 19 <b>TG6:</b> 19 <b>TG7:</b> 9, 12, 19 <b>TG8:</b> 29, 32, 40, 42</p>

	<p><u>Balancing Two Sides of a Scale</u>  <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 9, 39, 42 <b>TG3:</b> 19, 39  <b>TG4:</b> 9, 12, 19, 29, 32, 41 <b>TG5:</b> 10, 29, 30, 32, 39  <b>TG6:</b> 9, 29, 31, 39 <b>TG7:</b> 29, 31</p>
A.1.3. Practice use of standard measurement tools	<p><u>Length, height, capacity:</u>  <b>TG1:</b> 8 <b>TG2:</b> 8, 10, 11, 18 <b>TG5:</b> 19 <b>TG6:</b> 19  <b>TG7:</b> 9, 12, 19 <b>TG8:</b> 29, 32, 40, 42  Weight:  <u>Compare Weight of Two Objects</u>  <b>TG1:</b> 8 <b>TG2:</b> 8, 10, 11, 18 <b>TG5:</b> 19 <b>TG6:</b> 19  <b>TG7:</b> 9, 12, 19 <b>TG8:</b> 29, 32, 40, 42  <u>Balancing Two Sides of a Scale</u>  <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 9, 39, 42 <b>TG3:</b> 19, 39  <b>TG4:</b> 9, 12, 19, 29, 32, 41 <b>TG5:</b> 10, 29, 30, 32, 39  <b>TG6:</b> 9, 29, 31, 39 <b>TG7:</b> 29, 31</p>
A.1.4. Practice using measurement vocabulary	<p><u>Length, height, capacity:</u>  <b>TG1:</b> 8 <b>TG2:</b> 8, 10, 11, 18 <b>TG5:</b> 19 <b>TG6:</b> 19  <b>TG7:</b> 9, 12, 19 <b>TG8:</b> 29, 32, 40, 42  Weight:  <u>Compare Weight of Two Objects</u>  <b>TG1:</b> 8 <b>TG2:</b> 8, 10, 11, 18 <b>TG5:</b> 19 <b>TG6:</b> 19  <b>TG7:</b> 9, 12, 19 <b>TG8:</b> 29, 32, 40, 42  <u>Balancing Two Sides of a Scale</u>  <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 9, 39, 42 <b>TG3:</b> 19, 39  <b>TG4:</b> 9, 12, 19, 29, 32, 41 <b>TG5:</b> 10, 29, 30, 32, 39  <b>TG6:</b> 9, 29, 31, 39 <b>TG7:</b> 29, 31</p>
A.1.5. Sort and order by one attribute	<p><u>Length, height, capacity:</u>  <b>TG1:</b> 8 <b>TG2:</b> 8, 10, 11, 18 <b>TG5:</b> 19 <b>TG6:</b> 19  <b>TG7:</b> 9, 12, 19 <b>TG8:</b> 29, 32, 40, 42  Weight:  <u>Compare Weight of Two Objects</u>  <b>TG1:</b> 8 <b>TG2:</b> 8, 10, 11, 18 <b>TG5:</b> 19 <b>TG6:</b> 19  <b>TG7:</b> 9, 12, 19 <b>TG8:</b> 29, 32, 40, 42  <u>Balancing Two Sides of a Scale</u>  <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 9, 39, 42 <b>TG3:</b> 19, 39  <b>TG4:</b> 9, 12, 19, 29, 32, 41 <b>TG5:</b> 10, 29, 30, 32, 39</p>

	<b>TG6:</b> 9, 29, 31, 39 <b>TG7:</b> 29, 31 <b>Resources:</b> Math manipulatives
A.1.6. Use ordinal number words to describe the position of objects (first, second, last)	A.1.6. <b>TG1:</b> 8 <b>TG2:</b> 8, 10, 11, 18 <b>TG5:</b> 19 <b>TG6:</b> 19 <b>TG7:</b> 9, 12, 19 <b>TG8:</b> 29, 32, 40, 42
A.1.7. Compare two objects with a measureable attribute in common to see which object has “more of”/ “less of” the attribute and describe the difference	A.1.7. <b>TG3:</b> 8, 18, 26, 27, 28, 31, 37, 38, 40, 41, 42 <b>TG4:</b> 8 <b>TG7:</b> 8, 11, 12, 18, 21, 22, 28, 31, 32, 38, 41, 42 <b>TG9:</b> 9, 10
<b>Data</b>	
<b>2.4 PK.A.4</b>	
<b>Classify objects and count the number of objects in each category.</b>	
A.4.1. Classify up to 10 objects using one attribute into categories	<i>Frog Street Threes</i> provides ongoing opportunities for children to demonstrate knowledge of grouping. Children sort, classify and compare quantities of objects by one or more attributes, into two or more groups.  A.4.1. <b>TG3:</b> 8, 18, 28, 31, 38, 40, 41, 42 <b>TG4:</b> 8 <b>TG7:</b> 8, 11, 12, 18, 21, 22, 28, 31, 32, 38, 41, 42 <b>TG9:</b> 9, 10 <b>Resources:</b> Math Manipulatives
A.4.2. Display the number of objects in each category	A.4.2. <b>TG1:</b> 11 <b>TG2:</b> 11, 21, 38 <b>TG3:</b> 21, 31, 32, 41 <b>TG4:</b> 30, 31, 41 <b>TG5:</b> 9 <b>TG6:</b> 32 <b>TG7:</b> 9, 11, 12, 32, 39, 41, 42 <b>TG8:</b> 9, 19, 29, 32, 39, 41, 42 <b>TG9:</b> 9, 19, 20, 22, 29, 39, 42 <b>Resources:</b> Math Manipulatives
A.4.3. Count and compare the quantities of each category to describe which category has “more of”/ “less of” the attribute	A.4.3. <b>TG3:</b> 9, 11, 30, 31, 39 <b>TG5:</b> 28 <b>TG6:</b> 8, 12, 18, 28, 32, 38, 41, 42 <b>TG7:</b> 16, 18, 41 <b>TG8:</b> 8, 11, 18, 21, 22, 31, 32, 38, 40, 41, 42 <b>TG9:</b> 11, 18, 21, 22, 28, 31, 38, 41, 42 <b>Resources:</b> Math Manipulatives
<b>2.1. PK.MP</b>	
<b>Use mathematical processes when measuring; representing, organizing, and understanding data.</b>	
MP.1. Engage in activities that include measuring, representing, organizing, and understanding data	<i>Frog Street Threes</i> provides children with opportunities to collect data by categories to answer questions. Example: in Theme 6: <i>Creative Me</i> , p. 28, students create graphs indicating if an item sinks or floats; is magnetic or not. On p. 38, students create graphs determined by which collage or structure each

	<p>prefers. In Theme 8: <i>Amazing Critters</i>, p. 39, students create a Reptile Graph.</p> <p>MP.1. <b>TG1:</b> 11, 19, 39, 40, 41 <b>TG2:</b> 9, 11, 21, 29, 32, 38, 39, 42  <b>TG3:</b> 9, 11, 19, 21, 31, 32, 39, 41 <b>TG4:</b> 9, 19, 29, 30, 31, 41  <b>TG5:</b> 9, 10, 12 <b>TG6:</b> 28, 31, 32, 38 <b>TG7:</b> 9, 11, 12, 31, 32, 39, 41, 42 <b>TG8:</b> 9, 19, 29, 32, 39, 42 <b>TG9:</b> 9, 19, 29, 39, 42</p>
MP.2. Persist in activities that include measuring, representing, organizing, and understanding data (Reference AL.2.PK.C)	<p>MP.2. <b>TG1:</b> 11, 19, 39, 40, 41 <b>TG2:</b> 9, 11, 21, 29, 32, 38, 39, 42  <b>TG3:</b> 9, 11, 19, 21, 31, 32, 39, 41 <b>TG4:</b> 9, 19, 29, 30, 31, 41  <b>TG5:</b> 9, 10, 12 <b>TG6:</b> 28, 31, 32, 38 <b>TG7:</b> 9, 11, 12, 31, 32, 39, 41, 42 <b>TG8:</b> 9, 19, 29, 32, 39, 42 <b>TG9:</b> 9, 19, 29, 39, 42</p>
MP.3. Problem solve in activities that include measuring, representing, organizing, and understanding data (Reference AL.4.PK.C)	<p>MP.3. <b>TG3:</b> 8, 18, 28, 31, 37, 38, 40, 41, 42 <b>TG4:</b> 8  <b>TG6:</b> 28, 38 <b>TG8:</b> 39 <b>TG9:</b> 9, 10</p>
MP.4. When prompted, communicate thinking while engaged in activities that include measuring, representing, organizing, and understanding data	<p>MP.4. <b>TG1:</b> 8, 11, 18, 21, 31 <b>TG2:</b> 8, 10, 11, 18  <b>TG3:</b> 8, 18, 28, 31, 37, 38, 40, 41, 42 <b>TG4:</b> 8  <b>TG5:</b> 19 <b>TG6:</b> 19, 28, 38 <b>TG7:</b> 9, 12, 19  <b>TG8:</b> 29, 32, 39, 40, 42 <b>TG9:</b> 9, 10</p>
MP.5. Talk and listen to peers during activities that include measuring, representing, organizing, and understanding data	<p>MP.5. <b>TG1:</b> 8, 11, 18, 21, 31 <b>TG2:</b> 8, 10, 11, 18  <b>TG3:</b> 8, 18, 28, 31, 37, 38, 40, 41, 42 <b>TG4:</b> 8  <b>TG5:</b> 19 <b>TG6:</b> 19, 28, 38 <b>TG7:</b> 9, 12, 19 <b>TG8:</b> 29, 32, 39, 40, 42  <b>TG9:</b> 9, 10</p>
Scientific Thinking and Technology: Exploring, Inquiry and Discovery	Frog Street Threes Teaching Guide Page References
<b>Standard Area Biological Sciences</b>	
<b>A. Living and Non-Living Organisms</b>	
<b>Common Characteristics of Life</b>	
<b>3.1 PK.A.1</b>	
<b>Recognize the difference between living and non- living things.</b>	
A.1.1. Sort objects by living and non-living	Children demonstrate recognition of the difference between living and non-living things by sorting objects and categorizing living things. Theme 8 focuses on <i>Amazing Critters</i> and Theme 9 explores <i>Animals</i> .

	A.1.1. <b>TG5:</b> 26, 27 <b>Resources:</b> Photo Activity Cards
A.1.2. Categorize common living things into plants and animals	A.1.2. <b>TG1:</b> 11 <b>TG4:</b> 29 <b>TG8:</b> 6, 7, 9, 10, 11, 14, 15, 16, 17, 19, 20, 21, 24, 25, 26, 27, 29, 30, 31, 34, 35, 36, 37, 39, 40 <b>TG9:</b> 4, 5, 6, 7, 9, 10, 14, 15, 16, 17, 20, 24, 25, 26, 27, 30, 34, 35, 36, 37 <b>Resources:</b> Photo Activity Cards
<b>Energy Flow</b> <b>3.1. PK.A.2</b>	
<b>Identify basic needs of plants (water and light) and animals (food, water and light).</b>	
A.2.1. Categorize common living things into plants and animals	A.2.1. <b>TG1:</b> 11 <b>TG4:</b> 29 <b>TG8:</b> 6, 7, 9, 10, 11, 14, 15, 16, 17, 19, 20, 21, 24, 25, 26, 27, 29, 30, 31, 34, 35, 36, 37, 39, 40 <b>TG9:</b> 4, 5, 6, 7, 9, 10, 14, 15, 16, 17, 20, 24, 25, 26, 27, 30, 34, 35, 36, 37 <b>Resources:</b> Photo Activity Cards
A.2.2. State that living things need air, food and water to survive	A.2.2. <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 9, 19, 39, 42 <b>TG3:</b> 9, 12, 19, 39 <b>TG4:</b> 9, 12, 19, 29, 32, 41 <b>TG5:</b> 9, 10, 29, 30, 32, 39 <b>TG6:</b> 9, 12, 29, 31, 39 <b>TG7:</b> 29, 31 <b>Resources:</b> Photo Activity Cards
A.2.3. Observe the effect of darkness and light on growing plants	A.2.3. <b>TG4:</b> 29
<b>Life Cycles</b> <b>3.1.PK.A.3</b>	
<b>Recognize that plants and animals grow and change.</b>	
A.3.1. Observe and document the growth of a living thing through drawings, writing, and/or photos	In Theme 8: <i>Amazing Critters</i> children are taught the word <i>metamorphosis</i> . They also learn and act out the poems "Metamorphosis" and "Beautiful Butterfly."  A.3.1. <b>TG8:</b> 16 17, 19, 20, 22, 40 <b>Resources:</b> Literature Library book <i>Monarchs</i> , Photo Activity Card #61 (monarch), Vocabulary Card (pupa)
A.3.2. Describe changes in people and animals over time (e.g. losing teeth, growing out of clothing, beans sprouting)	A.3.2. <b>TG2:</b> 27 <b>TG4:</b> 29

A.3.3. Care for plants and animals in the classroom	A.3.3. <b>TG2:</b> 27, 29 <b>TG4:</b> 29
<b>Form and Function 3.1.PK.A.5</b>	
<b>Name basic parts of living things.</b>	
A.5.1. Tell the parts of a person, an animal or a plant	In Theme 1, <i>Awesome Me</i> , Week 1 children identify body parts. In Them 8, children learn about <i>Amazing Critters</i> . In Theme 9, children focus on <i>Animals</i> .  A.5.1. <b>TG1:</b> 9, 11, 19, 21, 30 <b>TG2:</b> 11, 21 <b>TG3:</b> 10 <b>TG4:</b> 9, 19, 39 <b>TG5:</b> 10, 26, 27, 30, 32 <b>TG6:</b> 41 <b>TG7:</b> 39, 41, 42 <b>TG8:</b> 11, 30, 31 <b>TG9:</b> 20, 22, 31
A.5.2. Draw a picture of a person, an animal or plant including most of the major observable features	A.5.2. <b>TG1:</b> 10, 20 <b>TG8:</b> 10, 11, 19, 20, 21, 29, 39 <b>TG9:</b> 31
<b>Science and Inquiry</b>	
<b>3.1.PK.A.9</b>	
<b>Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction.</b>	
A.9.1. Ask questions about objects, organisms, and events	A.9.1. <b>TG1:</b> 40, 41 <b>TG2:</b> 9, 19 <b>TG3:</b> 9, 12 <b>TG4:</b> 29 <b>TG5:</b> 9, 29, 30 <b>TG6:</b> 9, 12, 29, 31 <b>TG7:</b> 29, 31
A.9.2. Use the five senses and simple equipment to gather data	A.9.2. <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 9, 39, 42 <b>TG3:</b> 19, 39 <b>TG4:</b> 9, 12, 19, 29, 32, 41 <b>TG5:</b> 10, 29, 30, 32, 39 <b>TG6:</b> 9, 29, 31, 39 <b>TG7:</b> 29, 31
A.9.3. Collect objects during a nature walk	A.9.3. <b>TG1:</b> 10, 18 <b>TG2:</b> 6, 10, 16, 26, 30, 36, 40, 41 <b>TG3:</b> 16, 26, 41 <b>TG4:</b> 30 <b>TG5:</b> 26 <b>TG6:</b> 10, 40 <b>TG7:</b> 22, 40 <b>TG8:</b> 30, 40 <b>TG9:</b> 30, 32, 40
A.9.4. Describe observations accurately	A.9.4. <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 5, 9, 15, 25, 35, 39, 42 <b>TG3:</b> 5, 15, 19, 25, 35, 39 <b>TG4:</b> 5, 9, 12, 15, 19, 25, 29, 32, 35, 41 <b>TG5:</b> 5, 10, 15, 25, 29, 30, 32, 35, 39 <b>TG6:</b> 5, 9, 15, 25, 29, 31, 35, 39 <b>TG7:</b> 5, 15, 25, 29, 31, 35
A.9.5. Compare observations with others	A.9.5. <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 5, 9, 15, 25, 35, 39, 42 <b>TG3:</b> 5, 15, 19, 25, 35, 39 <b>TG4:</b> 5, 9, 12, 15, 19, 25, 29, 32, 35, 41 <b>TG5:</b> 5, 10, 15, 25, 29, 30, 32, 35, 39 <b>TG6:</b> 5, 9, 15, 25, 29, 31, 35, 39 <b>TG7:</b> 5, 15, 25, 29, 31, 35
A.9.6. Make a prediction about the result of the experiment	A.9.6. <b>TG1:</b> 11, 19, 39, 40, 41 <b>TG2:</b> 9, 11, 21, 29, 32, 38, 39, 42 <b>TG3:</b> 9, 11, 19, 21, 31, 32, 39, 41 <b>TG4:</b> 9, 19, 29, 30, 31, 41

	<b>TG5:</b> 9, 10, 12 <b>TG6:</b> 31, 32 <b>TG7:</b> 9, 11, 12, 31, 32, 39, 41, 42 <b>TG8:</b> 9, 19, 29, 32, 39, 42 <b>TG9:</b> 9, 19, 29, 39, 42
<b>Standard Area 3.1.B Biological Sciences: Genetics (2)</b>	
<b>Heredity</b>	
<b>3.1.PK.B.1</b>	
<b>Recognize and compare physical characteristics of living things from same species.</b>	
B.1.1. Note things that are similar among family members when looking at photographs	Theme 2: <i>My Family and Friends</i> , Week 1 focuses on Immediate Family. Children recognize, identify and compare families, including parents and their offspring. Theme 9 focuses on <i>Animals</i> .  B.1.1. <b>TG2:</b> 4, 5, 12, 14, 16 <b>TG4:</b> 27, 30 <b>Resources:</b> Photo Activity Cards #11 (family), #12 (family #2)
B.1.2. Identify characteristics of own family (e.g. hair color, eye color and height)	B.1.2. <b>TG2:</b> 4, 5, 12, 14, 16 <b>TG4:</b> 27, 30 <b>Resources:</b> Photo Activity Cards #11 (family), #12 (family #2)
B.1.3. Match parent animal with offspring	B.1.3. <b>Resource:</b> Literature Library: <i>Grandpa's Farm</i>
<b>Science as Inquiry</b>	
<b>3.1.PK.B.6</b>	
<b>Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.</b>	
B.6.1. Ask questions about objects, organisms, and events	B.6.1. <b>TG1:</b> 6, 10, 12, 16, 21, 22, 26, 30, 31, 32, 36, 38, 40, 41, 42 <b>TG2:</b> 4, 6, 10, 11, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 30, 31, 34, 36, 38, 39, 40, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 20, 21, 22, 24, 30, 32, 36, 40, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 21, 22, 24, 26, 30, 31, 32, 34, 39, 40, 42 <b>TG6:</b> 6, 10, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 39, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 9, 12, 14, 16, 19, 22, 24, 26, 29, 32, 34, 40, 42 <b>TG9:</b> 9, 12, 14, 16, 19, 22, 24, 26, 29, 32, 34, 40, 42
B.6.2. Use the five senses and simple equipment to gather data	B.6.2. <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 9, 39, 42 <b>TG3:</b> 19, 39 <b>TG4:</b> 9, 12, 19, 29, 32, 41 <b>TG5:</b> 10, 29, 30, 32, 39 <b>TG6:</b> 9, 29, 31, 39 <b>TG7:</b> 29, 31

B.6.3. Describe observations accurately	B.6.3. <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 5, 9, 15, 25, 35, 39, 42 <b>TG3:</b> 5, 15, 19, 25, 35, 39 <b>TG4:</b> 5, 9, 12, 15, 19, 25, 29, 32, 35, 41 <b>TG5:</b> 5, 10, 15, 25, 29, 30 32, 35, 39 <b>TG6:</b> 5, 9, 15, 25, 29, 31, 35, 39 <b>TG7:</b> 5, 15, 25, 29, 31, 35
B.6.4. Compare observations with others	B.6.4. <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 5, 9, 15, 25, 35, 39, 42 <b>TG3:</b> 5, 15, 19, 25, 35, 39 <b>TG4:</b> 5, 9, 12, 15, 19, 25, 29, 32, 35, 41 <b>TG5:</b> 5, 10, 15, 25, 29, 30 32, 35, 39 <b>TG6:</b> 5, 9, 15, 25, 29, 31, 35, 39 <b>TG7:</b> 5, 15, 25, 29, 31, 35
B.6.5. Describe observable patterns in objects	B.6.5. <b>TG5:</b> 26, 27
B.6.6. Make a prediction about the results of the experiment	B.6.6. <b>TG1:</b> 11, 19, 39, 40, 41 <b>TG2:</b> 9, 11, 21, 29, 32, 38, 39, 42 <b>TG3:</b> 9, 11, 19, 21, 31, 32, 39, 41 <b>TG4:</b> 9, 19, 29, 30, 31, 41 <b>TG5:</b> 9, 10, 12 <b>TG6:</b> 31, 32 <b>TG7:</b> 9, 11, 12, 31, 32, 39, 41, 42 <b>TG8:</b> 9, 19, 29, 32, 39, 42 <b>TG9:</b> 9, 19, 29, 39, 42
B.6.7. Ask questions about objects, organisms, and events	B.6.7. <b>TG1:</b> 6, 10, 12, 16, 21, 22, 26, 30, 31, 32, 36, 38, 40, 41, 42 <b>TG2:</b> 4, 6, 10, 11, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 30, 31, 34, 36, 38, 39, 40, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 20, 21, 22, 24, 30, 32, 36, 40, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 21, 22, 24, 26, 30, 31, 32, 34, 39, 40, 42 <b>TG6:</b> 6, 10, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 39, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 9, 12, 14, 16, 19, 22, 24, 26, 29, 32, 34, 40, 42 <b>TG9:</b> 9, 12, 14, 16, 19, 22, 24, 26, 29, 32, 34, 40, 42
<b>Standard Area 3.1.C Biological Sciences Evolution (2)</b>	
<b>Unifying Themes (Constancy and Change)</b>	
<b>3.1.PK.C.3</b>	
<b>Describe changes that occur in animals.</b>	
C.3.1. Identify changes that occur in animals during the seasons	In <i>Frog Street Threes</i> Theme 8, <i>Amazing Critters</i> , children are taught the word <i>metamorphosis</i> . Children also sing songs, such as “Metamorphosis” and “Beautiful Butterfly,” reinforcing vocabulary such as <i>egg</i> , <i>worm</i> , <i>cocoon</i> , and <i>butterfly</i> . A Read-Aloud book for this theme is <i>Monarchs</i> . C.3.1. <b>TG8:</b> 16 17, 19, 20, 22, 40 <b>Resources:</b> Literature Library book <i>Monarchs</i> , Photo Activity Card #61 (monarch), Vocabulary Card (pupa)



C.3.2. Describe that some animals, such as bear, hibernate when it gets cold	C.3.2. <b>Resource:</b> Photo Activity Card: #43 (three bears)
<b>Science as Inquiry</b>	
<b>3.1.PK.B.6.</b>	
<b>Participate in simple investigations of changes in animals to answer a question or to test a prediction.</b>	
B.6.1. Ask questions about objects, organisms, and events	B.6.1. <b>TG1:</b> 6, 10, 12, 16, 21, 22, 26, 30, 31, 32, 36, 38, 40, 41, 42 <b>TG2:</b> 4, 6, 10, 11, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 30, 31, 34, 36, 38, 39, 40, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 20, 21, 22, 24, 30, 32, 36, 40, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 21, 22, 24, 26, 30, 31, 32, 34, 39, 40, 42 <b>TG6:</b> 6, 10, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 39, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 9, 12, 14, 16, 19, 22, 24, 26, 29, 32, 34, 40, 42 <b>TG9:</b> 9, 12, 14, 16, 19, 22, 24, 26, 29, 32, 34, 40, 42
B.6.2. Use the five senses and simple equipment to gather data	B.6.2. <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 9, 39, 42 <b>TG3:</b> 19, 39 <b>TG4:</b> 9, 12, 19, 29, 32, 41 <b>TG5:</b> 10, 29, 30, 32, 39 <b>TG6:</b> 9, 29, 31, 39 <b>TG7:</b> 29, 31
B.6.3. Describe observations accurately	B.6.3. <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 5, 9, 15, 25, 35, 39, 42 <b>TG3:</b> 5, 15, 19, 25, 35, 39 <b>TG4:</b> 5, 9, 12, 15, 19, 25, 29, 32, 35, 41 <b>TG5:</b> 5, 10, 15, 25, 29, 30, 32, 35, 39 <b>TG6:</b> 5, 9, 15, 25, 29, 31, 35, 39 <b>TG7:</b> 5, 15, 25, 29, 31, 35
B.6.4. Compare observations with others	B.6.4. <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 5, 9, 15, 25, 35, 39, 42 <b>TG3:</b> 5, 15, 19, 25, 35, 39 <b>TG4:</b> 5, 9, 12, 15, 19, 25, 29, 32, 35, 41 <b>TG5:</b> 5, 10, 15, 25, 29, 30, 32, 35, 39 <b>TG6:</b> 5, 9, 15, 25, 29, 31, 35, 39 <b>TG7:</b> 5, 15, 25, 29, 31, 35
B.6.5. Describe observable patterns in objects	B.6.5. <b>TG5:</b> 26, 27
B.6.6. Make a prediction about the results of the experiment	B.6.6. <b>TG1:</b> 11, 19, 39, 40, 41 <b>TG2:</b> 9, 11, 21, 29, 32, 38, 39, 42 <b>TG3:</b> 9, 11, 19, 21, 31, 32, 39, 41 <b>TG4:</b> 9, 19, 29, 30, 31, 41 <b>TG5:</b> 9, 10, 12 <b>TG6:</b> 31, 32 <b>TG7:</b> 9, 11, 12, 31, 32, 39, 41, 42 <b>TG8:</b> 9, 19, 29, 32, 39, 42 <b>TG9:</b> 9, 19, 29, 39, 42
<b>Standard Area 3.2.A Physical Sciences:</b>	
<b>Chemistry (4)</b>	
<b>Properties of Matter 3.2.PK.A.1</b>	

<b>Sort and describe objects according to size, shape, color and texture.</b>	
A.1.1. Recognize the different types of matter (e.g. solid, liquid, gas)	<i>Frog Street Threes</i> provides ongoing opportunities for children to recognize, identify, and describe a variety of different objects. Children also describe attributes and positions of objects. Theme 3 focuses on <i>Color, Shape, and Size</i> of objects.  A.1.1. <b>TG7:</b> 42
A.1.2. Describe objects according to size, shape, color or properties of matter	A.1.2. <b>TG1:</b> 28 <b>TG2:</b> 27, 30, 38, 41, 42 <b>TG3:</b> 12, 16, 17, 18, 20, 21, 22, 28, 29 <b>TG5:</b> 29 <b>TG6:</b> 36, 37 <b>TG7:</b> 41 <b>TG8:</b> 41 <b>TG9:</b> 41
A.1.3. Collect items and sort them according to shape, color or other attributes	A.1.3. <b>TG1:</b> 11 <b>TG2:</b> 11, 21, 38 <b>TG3:</b> 21, 31, 32, 41 <b>TG4:</b> 30, 31, 41 <b>TG5:</b> 9 <b>TG6:</b> 32 <b>TG7:</b> 9, 11, 12, 32, 39, 41, 42 <b>TG8:</b> 9, 19, 29, 32, 39, 42 <b>TG9:</b> 9, 19, 20, 22, 29, 39
<b>Matter and Energy</b> <b>3.2.PK.A.3</b>	
<b>Notice change in matter.</b>	
A.3.1. Point out when a change in matter occurs	A.3.1. <b>TG7:</b> 39, 42
A.3.2. Observe differences in water (e.g. ice cube or snow melting and freezing)	A.3.2. <b>TG7:</b> 39, 42
A.3.3. Notice changes in food substances during cooking	A.3.3. <b>TG2:</b> 19 <b>TG4:</b> 27 <b>TG9:</b> 19
<b>Unifying Themes</b> <b>3.2.PK.A.5</b>	
<b>Recognize that everything is made of matter.</b>	
A.5.1. Recognize that matter takes on different shapes depending upon its type (e.g. solids have a definite shape; liquids take the shape of their container; gas lacks shape and is present everywhere)	A.5.1. <b>TG7:</b> 39, 42
<b>Science as Inquiry</b> <b>3.2.PK.A.6</b>	
<b>Participate in simple investigations of matter to answer a question or to test a prediction.</b>	
A.6.1. Ask questions about object	A.6.1. <b>TG1:</b> 40, 41 <b>TG2:</b> 9, 19 <b>TG3:</b> 9, 12 <b>TG4:</b> 29 <b>TG5:</b> 9, 29, 30 <b>TG6:</b> 9, 12, 29, 31 <b>TG7:</b> 29, 31

A.6.2. Use the five senses and simple equipment to gather data	A.6.2 <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 9, 39, 42 <b>TG3:</b> 19, 39 <b>TG4:</b> 9, 12, 19, 29, 32, 41 <b>TG5:</b> 10, 29, 30, 32, 39 <b>TG6:</b> 9, 29, 31, 39 <b>TG7:</b> 29, 31
A.6.3. Experiment with changes in matter	A.6.3. <b>TG7:</b> 42
A.6.4. Experiment with changes in substances when combined	A.6.4. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
A.6.5. Make a prediction about the results of the experiment	A.6.5. <b>TG1:</b> 11, 19, 39, 40, 41 <b>TG2:</b> 9, 11, 21, 29, 32, 38, 39, 42 <b>TG3:</b> 9, 11, 19, 21, 31, 32, 39, 41 <b>TG4:</b> 9, 19, 29, 30, 31, 41 <b>TG5:</b> 9, 10, 12 <b>TG6:</b> 31, 32 <b>TG7:</b> 9, 11, 12, 31, 32, 39, 41, 42 <b>TG8:</b> 9, 19, 29, 32, 39, 42 <b>TG9:</b> 9, 19, 29, 39, 42
<b>Standard Area 3.2.B Physical Sciences: Physics (4)</b>	
<b>Force &amp; Motion of Practices and Rigid Bodies</b>	
<b>3.2.PK.B.1</b>	
<b>Explore and describe the motion of toys and objects.</b>	
B.1.1. Comment about the motion of a variety of objects during play	In Theme 7 children learn about being <i>On the Go</i> .  B.1.1. <b>TG1:</b> 29, 38 <b>TG2:</b> 28, 31, 32 <b>TG3:</b> 12, 21, 32 <b>TG4:</b> 40 <b>TG5:</b> 31, 39 <b>TG6:</b> 39 <b>TG7:</b> 39
B.1.2. Demonstrate an understanding of fast, slow, back and forth	B.1.2. <b>TG9:</b> 7, 17
<b>Nature of Waves (Sound and Light Energy)</b>	
<b>3.2.PK.B.5</b>	
<b>Create and describe variations of sound</b>	

B.5.1. Categorize and create sounds based on different attributes	B.5.1. <b>TG2:11</b>
B.5.2. Listen to sounds from outside or inside and identify if it is loud, soft, high, low	B.5.2. <b>TG1:</b> 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2:</b> 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 <b>TG3:</b> 7, 14, 17, 27 <b>TG4:</b> 4, 5, 7, 14, 15, 24, 25, 27, 34 <b>TG5:</b> 4, 5, 7, 14, 15, 17, 24, 27, 37 <b>TG6:</b> 4, 7, 15, 17, 25, 34 <b>TG7:</b> 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>TG8:</b> 4, 7, 14, 17, 24, 27, 34 <b>TG9:</b> 4, 7, 8, 14, 17, 24, 27, 34
B.5.3. Listen to sounds and identify the source	B.5.3. <b>TG2: 11</b>
B.5.4. Make sounds with instruments	B.5.4. <b>TG1:</b> 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2:</b> 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 <b>TG3:</b> 7, 14, 17, 27 <b>TG4:</b> 4, 5, 7, 14, 15, 24, 25, 27, 34 <b>TG5:</b> 4, 5, 7, 14, 15, 17, 24, 27, 37 <b>TG6:</b> 4, 7, 15, 17, 25, 34 <b>TG7:</b> 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>TG8:</b> 4, 7, 14, 17, 24, 27, 34 <b>TG9:</b> 4, 7, 8, 14, 17, 24, 27, 34
<b>Unifying Themes (Energy)</b> <b>3.2.PK.B.6</b>	
<b>Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.</b>	
B.6.1. Recognize basic energy types and sources (e.g. light from the sun, wind, water)	B.6.1. <b>TG1:</b> 36, 39 <b>TG5:</b> 4
B.6.2. Describe observations of and comment on basic energy types and sources	B.6.2. <b>TG7:</b> 29, 37, 48
B.6.3. Identify what plants and animals need to grow	B.6.3. <b>TG4:</b> 29 <b>TG8:</b> 16, 17, 19, 20
<b>Science as Inquiry</b> <b>3.2.PK.B.7</b>	
<b>Participate in simple investigations of energy and motion to answer a question or to test a prediction.</b>	
B.7.1. Ask questions about objects	B.7.1. <b>TG1:</b> 6, 10, 12, 16, 21, 22, 26, 30, 31, 32, 36, 38, 40, 41, 42 <b>TG2:</b> 4, 6, 10, 11, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 30, 31, 34, 36, 38, 39, 40, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 20, 21, 22, 24, 30, 32, 36, 40, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 21, 22, 24, 26, 30, 31, 32, 34, 39, 40, 42 <b>TG6:</b> 6, 10, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 39, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 9, 12, 14, 16, 19, 22,

	24, 26, 29, 32, 34, 40, 42 <b>TG9:</b> 9, 12, 14, 16, 19, 22, 24, 26, 29, 32, 34, 40, 42
B.7.2. Use the five senses and simple equipment to gather data	B.7.2. <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 9, 39, 42 <b>TG3:</b> 19, 39 <b>TG4:</b> 9, 12, 19, 29, 32, 41 <b>TG5:</b> 10, 29, 30, 32, 39 <b>TG6:</b> 9, 29, 31, 39 <b>TG7:</b> 29, 31
B.7.3. Experiment with objects or ideas to obtain a result	B.7.3. <b>TG1:</b> 9, 11, 21, 30, 39 <b>TG2:</b> 31, 40 <b>TG3:</b> 41 <b>TG5:</b> 19 <b>TG6:</b> 22, 32 <b>TG7:</b> 20, 21, 22, 32 <b>TG8:</b> 20 <b>TG9:</b> 20, 21
B.7.4. Make predictions about an outcome (e.g. “What might happen to a kite when the wind blows or slows down?”)	B.7.4. <b>TG1:</b> 40, 41 <b>TG2:</b> 9, 19 <b>TG3:</b> 9, 12 <b>TG4:</b> 29 <b>TG5:</b> 9, 29, 30 <b>TG6:</b> 9, 12, 29, 31 <b>TG7:</b> 29, 31
B.7.5. Describe observations accurately	B.7.5. <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 5, 9, 15, 25, 35, 39, 42 <b>TG3:</b> 5, 15, 19, 25, 35, 39 <b>TG4:</b> 5, 9, 12, 15, 19, 25, 29, 32, 35, 41 <b>TG5:</b> 5, 10, 15, 25, 29, 30 32, 35, 39 <b>TG6:</b> 5, 9, 15, 25, 29, 31, 35, 39 <b>TG7:</b> 5, 15, 25, 29, 31, 35
B.7.6. Compare observations with others	B.7.6. <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 5, 9, 15, 25, 35, 39, 42 <b>TG3:</b> 5, 15, 19, 25, 35, 39 <b>TG4:</b> 5, 9, 12, 15, 19, 25, 29, 32, 35, 41 <b>TG5:</b> 5, 10, 15, 25, 29, 30 32, 35, 39 <b>TG6:</b> 5, 9, 15, 25, 29, 31, 35, 39 <b>TG7:</b> 5, 15, 25, 29, 31, 35
<b>Standard Area 3.3.A Earth and Space Sciences</b>	
<b>Earth Structures, Processes and Cycles (4)</b>	
<b>Earth Features and the Processes that Change Them 3.3.PK.A.1</b>	
<b>Sort different types of earth materials.</b>	
A.1.1. Explore rocks, soil and sand using a hand magnifier	A.1.1. <b>TG1:</b> 11, 39
A.1.2. Answer questions about observations of earth matter	A.1.2. <b>TG1:</b> 39
A.1.3. Use senses and simple tools to explore earth materials	A.1.3. <b>TG1:</b> 11, 39
<b>Water</b>	
<b>3.3.PK.A.4</b>	
<b>Identify a variety of uses for water.</b>	
A.4.1. Identify ways water can be used (e.g. drinking, washing, watering plants, putting out fires, boating and fishing)	A.4.1. <b>TG1:</b> 11 <b>TG4:</b> 8, 10, 11, 16, 17, 18, 19, 20, 21, 26, 27, 30, 31, 32, 36, 37, 40 <b>TG5:</b> 26, 27 <b>TG7:</b> 7, 11, 21 <b>TG8:</b> 21, 31 <b>TG9:</b> 31

A.4.2. Explore water during play	A.4.2. <b>TG1:</b> 10, 19, 20, 31, 40, 41 <b>TG2:</b> 19, 21, 30, 40, 41 <b>TG3:</b> 10, 11, 20, 21, 30, 31, 32, 40, 41 <b>TG4:</b> 21, 31, 40, 41 <b>TG5:</b> 10, 11, 20, 29, 30, 31, 40, 41 <b>TG6:</b> 10, 11, 20, 29, 31, 41 <b>TG7:</b> 10, 11, 20, 22, 29, 30, 31, 41 <b>TG8:</b> 10, 11, 12, 20, 21, 22, 30, 31, 41 <b>TG9:</b> 20, 21, 30, 31, 41
<b>Weather and Climate</b> <b>3.3.PK.A.5</b>	
<b>Identify seasons that correspond with observable conditions and identify how weather affects daily life.</b>	
A.5.1. Name the four seasons and an observable condition for that season (e.g. falling leaves, snow, rain, buds on trees or green grass)	<i>Frog Street Threes</i> provides children with opportunities to identify seasons and weather conditions.  A.5.1. <b>TG1:</b> 36, 39 <b>TG5:</b> 4
A.5.2. Match types of clothing or activities to seasonal weather conditions (e.g. we use an umbrella when it is raining; we wear coats, hats, scarves and mittens when it's cold outside)	A.5.2. <b>TG1:</b> 39
A.5.3. Use a thermometer as a tool for measuring temperature	A.5.3.
A.5.4. Talk about current weather events that affect the community	A.5.4. <b>TG1:</b> 36, 39 <b>TG5:</b> 4
<b>Science as Inquiry</b> <b>3.3.PK.A.7</b>	
<b>Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.</b>	
A.7.1. Ask questions about objects, organisms, and events	A.7.1. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42

A.7.2. Use the five senses and simple equipment to gather data	A.7.2. <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 9, 39, 42 <b>TG3:</b> 19, 39 <b>TG4:</b> 9, 12, 19, 29, 32, 41 <b>TG5:</b> 10, 29, 30, 32, 39 <b>TG6:</b> 9, 29, 31, 39 <b>TG7:</b> 29, 31
A.7.3. Experiment with different types of earth materials	A.7.3. <b>TG1:</b> 11, 39
A.7.4. Make predictions about an outcome (e.g. "What might happen if we go out in the snow without our boots?")	A.7.4. <b>TG7:</b> 31, 32, 40, 41
A.7.5. Describe observations accurately	A.7.5. <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 5, 9, 15, 25, 35, 39, 42 <b>TG3:</b> 5, 15, 19, 25, 35, 39 <b>TG4:</b> 5, 9, 12, 15, 19, 25, 29, 32, 35, 41 <b>TG5:</b> 5, 10, 15, 25, 29, 30, 32, 35, 39 <b>TG6:</b> 5, 9, 15, 25, 29, 31, 35, 39 <b>TG7:</b> 5, 15, 25, 29, 31, 35
A.7.6. Compare observations with others	A.7.6. <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 5, 9, 15, 25, 35, 39, 42 <b>TG3:</b> 5, 15, 19, 25, 35, 39 <b>TG4:</b> 5, 9, 12, 15, 19, 25, 29, 32, 35, 41 <b>TG5:</b> 5, 10, 15, 25, 29, 30, 32, 35, 39 <b>TG6:</b> 5, 9, 15, 25, 29, 31, 35, 39 <b>TG7:</b> 5, 15, 25, 29, 31, 35
<b>Standard Area 3.3.B Origin and Evolution of the Universe (2)</b>	
<b>Comparisons and Structure 3.3.PK.B.1</b>	
<b>Identify objects that can be found in the day or night sky.</b>	
B.1.1. Talk about things that can be found in the day or night sky (e.g. moon, sun, stars, clouds)	B.1.1. <b>TG2:</b> 42 <b>TG5:</b> 7, 10 <b>TG6:</b> 12
B.1.2. Distinguish between objects found in the day sky and in the night sky	B.1.2. <b>TG2:</b> 42 <b>TG5:</b> 7, 10 <b>TG6:</b> 12
B.1.3. Observe and describe different types of clouds	B.1.3.
<b>Science as Inquiry</b>	
<b>3.3.PK.B.3</b>	
<b>Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.</b>	
B.3.1. Ask questions about objects, organisms, and events	B.3.1. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42

B.3.2. Use the five senses and simple equipment (e.g. prisms, binoculars) to gather data	B.3.2. <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 9, 39, 42 <b>TG3:</b> 19, 39 <b>TG4:</b> 9, 12, 19, 29, 32, 41 <b>TG5:</b> 10, 29, 30, 32, 39 <b>TG6:</b> 9, 29, 31, 39 <b>TG7:</b> 29, 31
B.3.3. Describe observations accurately	B.3.3. <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 5, 9, 15, 25, 35, 39, 42 <b>TG3:</b> 5, 15, 19, 25, 35, 39 <b>TG4:</b> 5, 9, 12, 15, 19, 25, 29, 32, 35, 41 <b>TG5:</b> 5, 10, 15, 25, 29, 30 32, 35, 39 <b>TG6:</b> 5, 9, 15, 25, 29, 31, 35, 39 <b>TG7:</b> 5, 15, 25, 29, 31, 35
B.3.4. Compare observations with others	B.3.4. <b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 5, 9, 15, 25, 35, 39, 42 <b>TG3:</b> 5, 15, 19, 25, 35, 39 <b>TG4:</b> 5, 9, 12, 15, 19, 25, 29, 32, 35, 41 <b>TG5:</b> 5, 10, 15, 25, 29, 30 32, 35, 39 <b>TG6:</b> 5, 9, 15, 25, 29, 31, 35, 39 <b>TG7:</b> 5, 15, 25, 29, 31, 35
B.3.5. Explore shadows made from the sun	B.3.5. <b>TG6:</b> 21
B.3.6. Use digital media to explore night sky, constellations, and other solar phenomena	B.3.6. <b>TG2:</b> 37
<b>Standard Area 4.1 Environment and Ecology (4)</b>	
<b>Ecology</b>	
<b>The Environment</b>	
<b>4.1.PK.A</b>	
<b>Identify living and non-living things in the immediate and surrounding environment.</b>	
A.1. Sort objects from the immediate environment by living and non-living	A.1. <b>TG5:</b> 26, 27
<b>Energy Flow</b>	
<b>4.1.PK.C</b>	
<b>Identify that plants need the sun to grow.</b>	
C.1. Participate in experiments that show the effects on plant growth when the sun is removed as a source of energy	C.1. <b>TG4:</b> 29
<b>Biodiversity</b>	
<b>4.1.PK.D</b>	
<b>Identify basic needs of living things.</b>	



Reference 3.1.PK.A.2	<b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 9, 19, 39, 42 <b>TG3:</b> 9, 12, 19, 39 <b>TG4:</b> 9, 12, 19, 29, 32, 41 <b>TG5:</b> 9, 10, 29, 30, 32, 39 <b>TG6:</b> 9, 12, 29, 31, 39 <b>TG7:</b> 29, 31
<b>Succession</b> <b>4.1.PK.E</b>	
<b>Identify the change of seasons in the environment.</b>	
E.1. Name the four seasons and an observable condition for that season (e.g. falling leaves, snow, rain, buds on trees or green grass)	<i>Frog Street Threes</i> provides children with many opportunities to identify seasons and weather conditions.  E.1. <b>TG1:</b> 36, 39 <b>TG5:</b> 4
E.2. Match types of clothing or activities to seasonal weather conditions	E.2. <b>TG1:</b> 39
E.3. Use a thermometer as a tool for measuring temperature	E.3.
<b>Standard Area 4.2 Watersheds and Wetlands (3)</b>	
<b>Watersheds</b> <b>4.2.PK.A</b>	
<b>Identify various types of moving water in Pennsylvania.</b>	
A.1. Identify bodies of water (e.g. rivers, lakes, streams, creeks, puddles) in the local area	A.1. <b>TG7:</b> 39, 40
A.2. Differentiate between water that moves and water that is still	A.2. <b>TG7:</b> 48 <b>Resource:</b> Vocabulary Card #77 (underwater)
<b>Wetlands</b> <b>4.2.PK.B</b>	
<b>Identify a wetland as an ecosystem in Pennsylvania.</b>	
B.1. Understand that an ecosystem is a community of living things and everything that surround them	B.1. <b>TG8:</b> 39, 42 <b>Resource:</b> Vocabulary Card #35 (habitat)
B.2. Understand that a wetland is an ecosystem in which the living things depend on a large amount of water for survival	B.2. <b>TG8:</b> 39, 42 <b>Resource:</b> Vocabulary Card #35 (habitat)
B.3. Participate in classroom activities about wetlands	B.3. <b>TG8:</b> 39, 42
<b>Aquatic Ecosystems</b>	

<b>4.2.PK.C</b>	
<b>Describe an aquatic (water) and terrestrial (land) habitat.</b>	
C.1. Understand that a habitat is where a living thing finds its basic needs for survival	C.1. <b>TG9:</b> 6, 7, 9, 12 <b>Resources:</b> Vocabulary Cards #35 (habitat), #18 (coral reef)
C.2. Describe different places animals can live	C.2. <b>Resources:</b> Vocabulary Cards #35 (habitat), #18 (coral reef), #82 (zookeeper), Literature Library ( <i>Backyard Bugs</i> , <i>Critter Camouflage</i> , <i>Monarchs</i> , <i>Little Bee's Journey</i> , <i>Grasshopper Gus</i> , <i>Ant and the Grasshopper</i> , <i>The Lizards in the Window</i> , <i>Kate the Chameleon</i> , <i>Zoo Day</i> , <i>Who's Who at the Zoo?</i> , <i>Grandpa's Farm</i> , <i>In the Deep Blue Sea</i> , <i>The Circus</i> )
C.3. Match animals to an aquatic (water) or terrestrial (land) habitat	C.3. <b>TG9:</b> 30 <b>Resources:</b> Literature Library ( <i>Backyard Bugs</i> , <i>Critter Camouflage</i> , <i>Monarchs</i> , <i>Little Bee's Journey</i> , <i>Grasshopper Gus</i> , <i>Ant and the Grasshopper</i> , <i>The Lizards in the Window</i> , <i>Kate the Chameleon</i> , <i>Zoo Day</i> , <i>Who's Who at the Zoo?</i> , <i>Grandpa's Farm</i> , <i>In the Deep Blue Sea</i> , <i>The Circus</i> ) Photo Activity Cards #83 (whale), #84 (fish), #85 (seahorse), #86 (dolphin), #87 (shark), #88 (crab), #89 (ocean), #71 (snake), #72 (elephant), #73 (lion), #74 (bear), #75 (zebra), #76 (tiger), #77 (monkey), #78 (cow), #79 (pig), #80 (donkey), #81 (chicken), #82 (goat), #80 (horse), #58 (spider), #59 (ant), #40 (duck and goose), #41 (turkey and fox), #42 (mouse)
C.4. Include a description of a specific habitat in drawing, creations, or dictations	C.4. <b>TG8:</b> 9, 10, 11, 19, 21, 29, 30, 42 <b>TG9:</b> 31
<b>Standard Area 4.3 Natural Resources (2)</b>	
<b>Use of Natural Resources</b>	
<b>4.3.PK.A</b>	
<b>Identify how the environment provides for the needs of people in their daily lives.</b>	
A.1. Understand that the things we use can be made from things found in the environment	A.1. <b>TG1:</b> 18 <b>TG2:</b> 6, 10, 16, 26, 30, 36, 40, 41 <b>TG3:</b> 16, 26, <b>TG4:</b> 30 <b>TG5:</b> 26 <b>TG6:</b> 10, 40 <b>TG7:</b> 22, 40 <b>TG8:</b> 30, 40 <b>TG9:</b> 30, 32, 40

A.2. Match simple items used by people to its natural resource (e.g. milk to cow, wood for building to tree, wool to sheep)	A.2. <b>TG9:</b> 19 <b>Resource:</b> Pattern Card (Milk)
<b>Availability of Natural Resources</b> <b>4.3.PK.B</b>	
<b>Identify natural resources available to people in their daily lives.</b>	
B.1. Understand that natural resources are materials that come from the environment and are used by people	B.1. <b>TG1:</b> 18 <b>TG2:</b> 6, 10, 16, 26, 30, 36, 40, 41 <b>TG3:</b> 16, 26, <b>TG4:</b> 30 <b>TG5:</b> 26 <b>TG6:</b> 10, 40 <b>TG7:</b> 22, 40 <b>TG8:</b> 30, 40 <b>TG9:</b> 30, 32, 40
B.2. Discuss and use natural items collected from the immediate environment	B.2. <b>TG1:</b> 10, <b>TG3:</b> 41
<b>Standard Area 4.4 Agriculture and Society (3)</b>	
<b>Food and Fiber Systems</b> <b>4.4.PK.A</b>	
<b>Identify what plants and animals need to grow.</b>	
Reference 3.1.PK.A.2	<i>Frog Street Threes</i> provides opportunities for children to learn what plants and animals need to grow.  <b>TG4:</b> 29 <b>TG8:</b> 16, 17, 19, 20
<b>Applying Sciences to Agriculture</b> <b>4.4. PK.C</b>	
<b>Recognize that plants and animals grow and change.</b>	
Reference 3.1. PK.A.3	In <i>Frog Street Threes</i> Theme 8, <i>Amazing Critters</i> , children are taught the word <i>metamorphosis</i> . Children also sing songs, such as “Metamorphosis” and “Beautiful Butterfly,” reinforcing vocabulary such as <i>egg</i> , <i>worm</i> , <i>cocoon</i> , and <i>butterfly</i> . A Read-Aloud book for this theme is <i>Monarchs</i> . C.3.1. <b>TG8:</b> 16 17, 19, 20, 22, 40 <b>Resources:</b> Literature Library book <i>Monarchs</i> , Photo Activity Card #61 (monarch), Vocabulary Card (pupa)
<b>Technology Influences on Agriculture</b>	

<b>4.4.PK.D</b>	
<b>Identify basic tools used in gardening at home and at school.</b>	
D.1. Discuss and answer questions about gardening	D.1. <b>TG9:</b> 16, 17, 19, 22 <b>Resource:</b> Literature Library: <i>Helping Grandma and Grandpa</i>
D.2. Use basic gardening tools	D.2. <b>TG7:</b> 27
<b>Standard Area 4.5 Humans and the Environment (4)</b>	
<b>Sustainability</b>	
<b>4.5.PK.A</b>	
<b>Identify what people need to survive</b>	
A.1. State that people are living things	A.1. <b>TG4:</b> 16, 17, 19, 20, 22, 26, 27
A.2. Label human needs as air, food, water, shelter, clothing	A.2. <b>TG4:</b> 13, 14, 15, 16, 17, 19, 20, 22
<b>Integrated Pest Management</b>	
<b>4.5.PK.B</b>	
<b>Identify things in the natural environment that can be harmful to people, pets and other living things.</b>	
B.1. Recognize and avoid unsafe things and situations within the immediate natural environment	B.1. <b>TG1:</b> 11 <b>TG4:</b> 8, 10, 11, 19 <b>TG7:</b> 11, 21 <b>TG8:</b> 21, 31 <b>TG9:</b> 31
B.2. Discuss plants, insects and animals that could be harmful; share personal experiences when relevant	B.2. <b>TG8:</b> 6, 7, 16, 17, 26, 27, 36, 37
<b>Pollution</b>	
<b>4.5.PK.C</b>	
<b>Identify ways people pollute the environment.</b>	
C.1. Identify how litter can have a negative impact on the environment	C.1. <b>TG6:</b> 14, 16, 17, 19 <b>Resource:</b> Literature Library: <i>Things Kids Do</i>
C.2. Participate in experiments that show how litter can impact the environment	C.2. <b>TG6:</b> 14, 16, 17, 19
C.3. Identify ways that litter should be handled	C.3. <b>TG6:</b> 14, 16, 17, 19 <b>Resource:</b> Literature Library: <i>Things Kids Do</i>
<b>Waste Management</b>	
<b>4.5.PK.D</b>	

<b>Describe how everyday human activities generate waste.</b>	
D.1. Sort waste into those things that can be recycled and those things that cannot	D.1. <b>TG6:</b> 17, 19, 22, 39
D.2. Practice recycling as part of classroom routine	D.2. <b>TG6:</b> 17, 19, 22, 39
<b>Standard Area 15.4 Computer and Information Technology (8)</b>	
<b>Influence of Emerging Technologies</b> <b>15.4.PK.A</b>	
<b>Identify various technologies used in the classroom and at home.</b>	
A.1. Label technology with appropriate vocabulary when using or shown (e.g. telephone, cell phone, computer, TV, camera, tablet, e-reader, Smart board)	Each <b>Library and Listening Practice center</b> encourages children to use the program’s Listening CD which includes a voice recording in English and Spanish of each book title in the Literature Library. A.1. <b>TG3:</b> 29, 39 <b>TG5:</b> 29 <b>TG6:</b> 29 <b>TG7:</b> 29
A.2. Discuss personal experiences with technology	A.2. <b>TG2:</b> 37 <b>TG3:</b> 29, 39 <b>TG5:</b> 29 <b>TG6:</b> 29 <b>TG7:</b> 29
<b>Digital Citizenship</b> <b>15.4.PK.B</b>	
<b>Demonstrate responsible use of technology and equipment.</b>	
B.1. Perform basic tasks using technological equipment (e.g. turning on a computer, taking a picture with a digital camera, pushing play button on a tape recorder)	Each <b>Library and Listening Practice center</b> encourages children to use the program’s Listening CD which includes a voice recording in English and Spanish of each book title in the Literature Library.  B.1. <b>TG3:</b> 29, 39 <b>TG5:</b> 29 <b>TG6:</b> 29 <b>TG7:</b> 29 <b>Resource:</b> Sing & Read Alphabet eStories
B.2. Use technology and components for intended purpose	B.2. <b>TG3:</b> 29, 39 <b>TG5:</b> 29 <b>TG6:</b> 29 <b>TG7:</b> 29 <b>Resource:</b> Sing & Read Alphabet eStories
B.3. Follow established rules (e.g. time limit, handling with care, putting away) when using technology	B.3. <b>TG3:</b> 29, 39 <b>TG5:</b> 29 <b>TG6:</b> 29 <b>TG7:</b> 29 <b>Resource:</b> Sing & Read Alphabet eStories

B.4. Choose technologies that are appropriate for an identified task	B.4. <b>TG3:</b> 29, 39 <b>TG5:</b> 29 <b>TG6:</b> 29 <b>TG7:</b> 29 <b>Resource:</b> Sing & Read Alphabet eStories
<b>Hardware 15.4.PK.C</b>	
<b>With prompting and support, identify peripheral devices of computer system including input and output devices.</b>	
C.1. Label computer components (e.g. mouse, printer, keyboard, screen) with appropriate terms when using	C.1. <b>TG3:</b> 29, 39 <b>TG5:</b> 29 <b>TG6:</b> 29 <b>TG7:</b> 29 <b>Resource:</b> Sing & Read Alphabet eStories
<b>Input Technologies 15.4.PK.D</b>	
<b>Demonstrate the correct use of simple input technologies (e.g. mouse, touch screen, microphone, etc.).</b>	
D.1. Perform basic tasks using simple input technologies (e.g. mouse, touch screen, microphone, etc.)	Each <b>Library and Listening Practice center</b> encourages children to use the program's Listening CD which includes a voice recording in English and Spanish of each book title in the Literature Library.  D.1. <b>Resource:</b> Sing & Read Alphabet eStories Listening CD
D.2. Use input technologies for intended purpose	D.2. <b>Resource:</b> Sing & Read Alphabet eStories, Listening CD
D.3. Follow established rules (e.g. time limit, handling with care, putting away) when using input technologies	D.3. <b>Resource:</b> Sing & Read Alphabet eStories, Listening CD
<b>Software/Applications 15.4.PK.G</b>	
<b>With help and support, select and use various software / applications for an intended purpose.</b>	
G.1. Describe a purpose for use of software/application	G.1. <b>Resource:</b> Sing & Read Alphabet eStories
G.2. Choose software/application from choices provided by the teacher	G.2. <b>Resource:</b> Sing & Read Alphabet eStories
<b>Digital Media 15.4.PK.K</b>	
<b>With help and support, identify similarities and differences between text, graphics, audio, animation, and video.</b>	

K.1. Describe various types of media, what technology is used to convey it, and some components (e.g. words, images, video) of it	K.1 <b>TG2:</b> 5, 15, 25, 35 <b>TG3:</b> 5, 15, 25, 29, 35, 39 <b>TG4:</b> 5, 15, 25, 35 <b>TG5:</b> 5, 15, 25, 29, 35 <b>TG6:</b> 5, 15, 25, 29, 35 <b>TG7:</b> 5, 15, 25, 29, 35 <b>TG8:</b> 5, 15, 25, 35 <b>TG9:</b> 5, 15, 25, 35 <b>Resource:</b> Sing & Read Alphabet eStories
K.2. Describe preferences for various types of media	K.2. <b>Resource:</b> Sing & Read Alphabet eStories
<b>Technology Research</b> <b>15.4. PK.L</b>	
<b>With help and support, use web browser to locate content-specific websites.</b>	
L.1. Generate or choose a topic to learn about	L.1.
L.2 Follow teacher or peer directions to use web browser to locate information specific to chosen topic	L.2.
<b>Emerging Technologies in Careers</b> <b>15.4.PK.M</b>	
<b>With help and support, identify various technologies used in the workplace</b>	
M.1. Attempt to use model and real medical equipment as it is used at the doctor's office during play	<b>Pretend and Learn Practice centers</b> provide children with opportunities to demonstrate various roles and services of workers and use model or real equipment. Photo Activity Cards are also used to discuss various vehicles and responsibilities of each worker.  M.1. <b>TG4:</b> 16, 17, 20 <b>Resource:</b> Photo Activity Cards
M.2. Identify the types of tools and materials used in construction	M.2. <b>TG6:</b> 36 <b>Resource:</b> Photo Activity Cards
M.3 Talk about various types of vehicles used in the workplace (e.g. construction vehicles, fire fighting vehicles, boats, airplanes)	M.3. <b>TG6:</b> 36 <b>Resources:</b> Photo Activity Cards #53 (backhoe), # 54 (tractor), #55 (airplane), #56 (sailboat), #57 (tugboat)

<p>M.4. Practice using hammers and nails or screws and screwdrivers in a construction center</p>	<p>M.4. <b>TG6:</b> 34</p> <p><b>Resources:</b> Photo Activity Cards: #18 (Police Officer), #17 (Fire Fighter), #20 (construction worker), #19 (Mail Carrier), #15 (Veterinarian), #16 (pet trainer), #35 (visiting the doctor), #56 (sailboat), #57 (tugboat) ; Vocabulary Cards: #3 (architect), #6 (aviator), #75 (tugboat), #4 (astronaut), #55 (airplane); Literature Library: Community Helpers, The House That Jack Built, Cowboy Mouse</p>
<p><b>Social Studies Thinking Connecting to Communities</b></p>	<p><b>Frog Street Threes Teaching Guide Page References</b></p>
<p><b>5. Civics and Government (7)</b></p>	
<p><b>Standard Area 5.1 Principles and Documents of Government (2)</b></p>	
<p><b>Rule of Law 5.1 PK.A</b></p>	
<p><b>State rules and their consequences.</b></p>	
<p>A.1. Describe classroom rules</p>	<p><i>Frog Street Threes</i> daily Greeting Circle builds a sense of classroom community. Children discuss classroom rules, and consequences should they choose not to follow the rules. Children are provided with opportunities to discuss how rules promote order, safety, fairness and respect.</p> <p>A.1. <b>TG1:</b> 5, 15, 25, 35 <b>TG2:</b> 5, 15, 25, 35 <b>TG3:</b> 5, 15, 25, 35 <b>TG4:</b> 5, 15, 25, 35 <b>TG5:</b> 5, 15, 25, 35 <b>TG6:</b> 5, 15, 25, 35 <b>TG7:</b> 5, 15, 25, 35 <b>TG8:</b> 5, 15, 25, 35 <b>TG9:</b> 5, 15, 25, 35</p>
<p>A.2. Explain a consequence for breaking a classroom rule</p>	<p>A.2. <b>TG1:</b> 5, 15, 25, 35 <b>TG2:</b> 5, 15, 25, 35 <b>TG3:</b> 5, 15, 25, 35 <b>TG4:</b> 5, 15, 25, 35 <b>TG5:</b> 5, 15, 25, 35 <b>TG6:</b> 5, 15, 25, 35 <b>TG7:</b> 5, 15, 25, 35 <b>TG8:</b> 5, 15, 25, 35 <b>TG9:</b> 5, 15, 25, 35</p>
<p><b>Symbols 5.1. PK.F</b></p>	
<p><b>Identify basic American symbols (e.g., American Flag).</b></p>	



F.1. Discuss images, pictures or items that are symbols of America	F.1. <b>TG7:7</b>
F.2. Identify the American Flag	F.2. <b>TG1: 38</b>
F.3. Replicate the American Flag using art materials	F.3.
<b>Standard Area 5.2 Rights and Responsibilities of Citizenship (3)</b>	
<b>Civic Rights and Responsibilities</b>	
<b>5.2.PK.A</b>	
<b>Identify self-membership of a group such as the class or family.</b>	
A.1. Display awareness of role as member of a group	<p><i>Frog Street Threes</i> incorporates <b>Conscious Discipline®</b>, a comprehensive social emotional program that helps build a sense of classroom community as children unite as a group and develop a sense of belonging. Children work cooperatively with others in each <b>Practice Center</b>.</p> <p>A.1. <b>TG1:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG2:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG3:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG4:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG5:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG6:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG7:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG8:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG9:</b> 4, 5, 14, 15, 24, 25, 34, 35</p>
A.2. Participate in group decision-making	A.2. <b>TG1:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG2:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG3:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG4:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG5:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG6:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG7:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG8:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG9:</b> 4, 5, 14, 15, 24, 25, 34, 35
A.3. Participate in classroom and family responsibilities	A.3 <b>TG1:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG2:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG3:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG4:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG5:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG6:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG7:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG8:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG9:</b> 4, 5, 14, 15, 24, 25, 34, 35
A.4. Talk about responsibilities at home	A.4. <b>TG2:</b> 22 <b>TG3:</b> 37, 40, 42
A.5. Work cooperatively with other children to achieve an outcome	A.5. <b>TG1:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG2:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG3:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG4:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG5:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG6:</b> 10,

	11, 20, 21, 30, 31, 40, 41 <b>TG7:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG8:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG9:</b> 10, 11, 20, 21, 30, 31, 40, 41
<b>Conflict and Resolution</b> <b>5.2.PK.B</b>	
<b>Identify a problem and discuss possible solutions with adult assistance. *see also 16.2. PK.D</b>	
B.1. Identify one or two solutions to a problem	<i>Frog Street Threes Conscious Discipline®</i> presented in each day's Greeting Circle (Commit) and reviewed in each Closing Circle help children appropriately deal with conflicts. Practice Center activities provide opportunities for children to use appropriate procedures for sharing materials, negotiating, and compromising with one another, with adult assistance as necessary.  B.1. <b>TG1:</b> 31 <b>TG2:</b> 12
B.2. Attempt to solve a conflict with a peer	B.2. <b>TG1:</b> 31 <b>TG2:</b> 12 <i>Welcome to Frog Street Threes: Pages 31, 32, 33</i>
B.3. Work with a peer to develop a solution to a problem (e.g. ways to share the play dough when there isn't enough)	B.3. <b>TG1:</b> 31 <b>TG2:</b> 12 <i>Welcome to Frog Street Threes: Pages 31, 32, 33</i>
B.4. Suggest simple solutions to conflict which are most often based upon own needs and desires	B.4. <b>TG1:</b> 31 <b>TG2:</b> 12 <i>Welcome to Frog Street Threes: Pages 31, 32, 33</i>
<b>Leadership and Public Service</b> <b>5.2.PK.C</b>	
<b>Emerging to . . .Identify classroom projects/activities that support leadership and service.</b>	
C.1. Show interest in leadership opportunities	<i>Frog Street Threes</i> provides opportunities for children to show leadership skills, specifically during daily Greeting Circle and <b>Practice Center</b> activities, when children work with teams or partners.  C.1. <b>TG3:</b> 6 <b>TG9:</b> 47
C.2. Choose a leader for a classroom project	C.2.

C.3. Ask to be the line leader	C.3. <b>TG3:</b> 6 <b>TG9:</b> 47
C.4. Request to help teacher	C.4. <b>TG8:</b> 27 <b>TG9:</b> 15
<b>Standard Area 5.3 How Government Works (2)</b>	
<b>Government Services</b>	
<b>5.3.PK.C</b>	
<b>Identify community workers through their uniforms and equipment.</b>	
C.1. Match descriptions of people's work in a community with picture illustrating the job	<i>Frog Street Threes</i> encourages children to meet different school and community workers. They use pretend play to demonstrate their various roles and services and identify the work that community workers do.  C.1. <b>TG2:</b> 33, 36, 39, 41 <b>TG4:</b> 37 <b>TG6:</b> 33, 34, 36, 38, 39, 41 <b>TG7:</b> 11, 39
C.2. Act out roles of community workers in dramatic play	C.2. <b>TG2:</b> 41 <b>TG4:</b> 37 <b>TG6:</b> 36, 37, 41 <b>TG7:</b> 11
C.3. Relay personal experiences to describe the work that community workers do	C.3. <b>TG6:</b> 37, 40, 41  <b>Resources:</b> Photo Activity Cards: #18 (Police Officer), #17 (Firefighter), Nurse, Dentist, Doctor, #19 (Mail Carrier) #20 (Construction Worker), #16 (pet trainer) #35 (visiting the doctor) Vocabulary Cards: #24 (Entomologist), #82 (Zookeeper), #80 (Veterinarian) #3 (architect) Literature Library: <i>Community Helpers</i>
<b>Conflict and the Court System</b>	
<b>5.3.PK.F</b>	
<b>Identify appropriate behaviors for responsible classroom citizens.</b>	
F.1. Use inside voices while indoors and outside voices when outdoors	<i>Frog Street Threes</i> incorporates <b>Conscious Discipline®</b> a comprehensive social-emotional program that helps build a sense of classroom community as children unite as a group and develop a sense of belonging.

	<p>Children become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision-making, and respect for majority rules and the views of group members who disagree with the majority.</p> <p>F.1. <b>TG1:</b> 35, 42 <b>TG2:</b> 35 <b>TG8:</b> 12 <b>TG9:</b> 12  <b>Resource:</b> Literature Library: <i>Sophie's Big Voice</i></p>
F.2. Cooperate in both large and small group activities that are facilitated by adult	F.2. <b>TG1:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG2:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG3:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG4:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG5:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG6:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG7:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG8:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG9:</b> 4, 5, 14, 15, 24, 25, 34, 35
F.3. Follow rules and routines in classroom	F.3. <b>TG1:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG2:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG3:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG4:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG5:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG6:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG7:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG8:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG9:</b> 4, 5, 14, 15, 24, 25, 34, 35
F.4. Respond with empathy to others who are upset	F.4. <b>TG1:</b> 4, 10, 11, 14, 16, 20, 21, 24, 29, 30, 31, 34, 41 <b>TG2:</b> 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 20, 24, 30, 32, 40, 42 <b>TG4:</b> 4, 10, 11, 14, 20, 28, 30, 34, 40 <b>TG5:</b> 4, 11, 14, 17, 20, 24 <b>TG6:</b> 4, 14, 19, 20, 21, 22, 24, 30, 40, 42 <b>TG7:</b> 4, 11, 12, 14, 19, 20, 21, 22, 24, 30, 40, 42 <b>TG8:</b> 4, 14, 19, 20, 21, 24, 30, 40, 42 <b>TG9:</b> 4, 12, 14, 20, 21, 24, 29, 30, 40, 42
F.5. Recognize when someone needs help and offer assistance	F.5. <b>TG1:</b> 43 <b>TG2:</b> 43 <b>TG3:</b> 43 <b>TG5:</b> 43
F.6. Respect another's attempts to complete tasks independently	F.6. <b>TG1:</b> 10, 14, 24, 34 <b>TG4:</b> 28, 34 <b>TG7:</b> 10, 30 <b>TG8:</b> 30, 41 <b>TG9:</b> 30, 41
<b>6. Economics (8)</b>	
<b>Standard Area 6.1 Scarcity and Choice (3)</b>	
<b>Scarcity and Choice</b>	
<b>6.1.PK.A</b>	
<b>Emerging to. . . Identify how scarcity influences choice.</b>	

A.1. Understand that some resources are limited	<i>Frog Street Threes</i> encourages children to make choices about classroom resources—in areas such as the <b>Practice Centers</b> .  A.1. <b>TG1:</b> 24 <b>TG2:</b> 4, 5, 15, 32 <b>TG4:</b> 5
A.2. Notice when materials are running low (e.g. “We need more paper in the art area.”)	A.2.
A.3. Offer to share materials when materials are scarce (e.g. one shovel in sensory table)	A.3. <b>TG1:</b> 24 <b>TG2:</b> 4, 5, 15, 32 <b>TG4:</b> 5 <b>Resource:</b> Literature Library: <i>Sophie Wants a Turn</i>
A.4. Show preference for one material/center, but choose a different material/center when materials are scarce or center is full	A.4. <b>TG1:</b> 24 <b>TG2:</b> 4, 5, 15, 32 <b>TG4:</b> 5 <b>Resource:</b> Literature Library: <i>Sophie Wants a Turn</i>
<b>Limited Resources</b> <b>6.1.PK.B</b>	
<b>Emerging to . . . Identify family wants and needs.</b>	
B.1. Identify what people need to survive	Theme 2, <i>My Family and Friends</i> and Home School Connection ideas provide opportunities for children to share information about family practices, customs, and culture.  B.1. <b>TG4:</b> 4, 17, 24, 26 <b>Resource:</b> Literature Library: <i>We Are Safe and Healthy Kids, Eat Green</i>
B.2. Demonstrates awareness of one’s own preferences	B.2. <b>TG2:</b> 19, 27, 41 <b>TG7:</b> 10
B.3. Identify personal wants	B.3. <b>TG2:</b> 19, 27, 41 <b>TG7:</b> 10
<b>Incentives and Choice 6.1.PK.D</b>	
<b>Identify a choice based on individual interest.</b>	
D.1. Make a choice and explain the reason for the choice	Children make ongoing, independent choices among various Practice Center activities.  D.1. <b>TG1:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG2:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG3:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG4:</b> 10, 11, 20,

	21, 30 31, 40, 41 <b>TG5:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG6:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG7:</b> 10, 11, 20, 21, 30, 31, 40,41 <b>TG8:</b> 10,11, 20, 21, 30, 31, 40, 41 <b>TG9:</b> 10, 11, 20, 21, 30, 31, 40, 41
D.2. Provide a reason for choosing to play in a particular center that shows interest in specific materials or people	D.2. <b>TG1:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG2:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG3:</b> 10, 11, 20, 21, 30,31, 40, 41 <b>TG4:</b> 10, 11, 20, 21, 30 31, 40, 41 <b>TG5:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG6:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG7:</b> 10, 11, 20, 21, 30, 31, 40,41 <b>TG8:</b> 10,11, 20, 21, 30, 31, 40, 41 <b>TG9:</b> 10, 11, 20, 21, 30, 31, 40, 41
<b>Standard Area 6.2 Markets and Economic Systems (2)</b>	
<b>Advertising and Media</b> <b>6.2.PK.C</b>	
<b>Emerging to. . . Identify advertisements that encourage us to buy things.</b>	
C.1. Recognize logos (environmental print) from local businesses	C.1. <b>TG3:</b> 35
C.2. Discuss advertisements (e.g. radio, print, TV)	C.2.
<b>Price Determination</b> <b>6.2.PK.D</b>	
<b>Explain how money is used.</b>	
D.1. Identify that money is used to buy things	When participating in <b>Pretend and Learn Practice Centers</b> children may have pretend money to exchange for goods during dramatic play.  D.1.
D.2. State that money can be saved	D.2.
D.3. Use pretend money while engaging in dramatic play activities	D.3.
D.4. Practice exchanging play money for goods	D.4.
<b>Standard 6.3 Functions of Government (1)</b>	
<b>Government's Role in International Trade</b> <b>6.3.PK.D</b>	

<b>Identify products produced locally.</b>	
D.1. Name items that come from farms, factories, and/or businesses within the community	D.1. <b>TG5:</b> 20, 48 <b>TG9:</b> 13, 14, 16, 19, 20, 22
D.2. Talk about products that can be found around their home	D.2. <b>TG1:</b> 41
<b>Standard Area 6.5 Income, Profit and Wealth (2)</b>	
<b>Factors Influencing Wages</b> <b>6.5.PK.A</b>	
<b>Differentiate between work and play.</b>	
A.1. Respond that adults work to earn money A.2. Relate that work involves performing an activity that is chosen and directed by someone else, and has a specific goal	A.1. <b>TG2:</b> 37  A.2. <b>TG2:</b> 37
A.3. Relate that play is a self-selected activity that may or may not have a specific purpose	A.3.
<b>Types of Business</b> <b>6.5.PK.C</b>	
<b>Identify local businesses.</b>	
C.1. Participate in role play that is related to a local business (e.g. pet store, hair salon, restaurant)	<i>Frog Street Threes</i> encourages children to meet different school and community workers. They use pretend play to demonstrate their various roles, and to demonstrate understanding of where goods and services originate and how they are obtained.  C.1. <b>TG1:</b> 11, 20, 31 <b>TG2:</b> 10, 13, 20, 21, 22 <b>TG3:</b> 20, 40 <b>TG4:</b> 10, 20, 30, 40 <b>TG6:</b> 19, 21, 22, 40, 42 <b>TG7:</b> 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 19, 20, 21, 30, 40, 42 <b>TG9:</b> 20, 21, 29, 30, 40 <b>Resource:</b> Photo Activity Cards
C.2. Describe where customers go to acquire specific goods or services (e.g. food purchased at grocery store, hammer and nails purchased at hardware store)	C.2. <b>TG2:</b> 20, 26, 27, 30  <b>Resources:</b> Photo Activity Cards: #18 (Police Officer), #17 (Firefighter),

	#19 (Mail Carrier) #20 (Construction Worker), #16 (pet trainer) #35 (visiting the doctor) Vocabulary Cards: #24 (Entomologist), #82 (Zookeeper), #80(Veterinarian) #3 (architect) Literature Library: <i>Community Helpers</i>
<b>7. Geography (3)</b>	
<b>Standard Area 7.1 Basic Geographic Literacy (2)</b>	
<b>Geographic Tools</b>	
<b>7.1.PK.A</b>	
<b>Explain how a map is a representation of places.</b>	
A.1. Use a simple map	A.1. <b>TG7:</b> 39, 40
A.2. Use available materials (e.g. blocks) to represent buildings, roads or houses	A.2. <b>TG1:</b> 29 <b>TG2:</b> 9, 41 <b>TG3:</b> 39 <b>TG4:</b> 11 <b>TG5:</b> 9, 11, 29, 39, 48 <b>TG6:</b> 41, 42
A.3. Include representations of roads, bodies of water and buildings in play	A.3. <b>TG1:</b> 29 <b>TG2:</b> 9, 41 <b>TG3:</b> 39 <b>TG4:</b> 11 <b>TG5:</b> 9, 11, 29, 39, 48 <b>TG6:</b> 41, 42
A.4. Discuss tools used to locate places	A.4. <b>TG7:</b> 39, 40
A.5. Use the term “map”	A.5. <b>TG7:</b> 39, 40
<b>Location of Places and Regions</b>	
<b>7.1.PK.B</b>	
<b>Emerging to. . . Describe the location of places in the home, school, and community to gain an understanding of relative location</b>	
B.1. Describe the location of items/areas in the classroom and at home	B.1. <b>TG1:</b> 38
B.2. Use directionality, size and position (e.g. left, right, first, last, little, big, top, bottom) to describe location	B.2. <b>TG1:</b> 38 <b>TG2:</b> 28 <b>TG5:</b> 12, 18 <b>TG7:</b> 11, 24, 28, 29 <b>TG8:</b> 28



B.3. Place pictures of common household items in the proper rooms of a floor plan	B.3. <b>TG1:</b> 41 <b>Resource:</b> Photo Activity Card: #10 (setting the table)
B.4. Listen to directions and retrieve items	B.4. <b>TG1:</b> 8, 12, 18, 22, 32 38 <b>TG2:</b> 28, 42 <b>TG3:</b> 19 <b>TG4:</b> 11 <b>TG5:</b> 12, 18 <b>TG7:</b> 11, 24, 28, 29 <b>TG8:</b> 28
<b>Standard Area 7.2 Physical Characteristics of Places and Regions (1)</b>	
<b>Physical Characteristics</b> 7.2. PK. A	
<b>Describe the characteristics of home and frequently visited locations to gain an understanding of physical features.</b>	
A.1. Describe simple characteristics of home (e.g. type of dwelling, where located, what surrounds it)	A.1. <b>TG1:</b> 4 <b>TG2:</b> 22 <b>TG3:</b> 16, 26 <b>TG5:</b> 39
A.2. Identify familiar places in the neighborhood	A.2. <b>TG1:</b> 4 <b>TG2:</b> 22 <b>TG3:</b> 16, 26 <b>TG5:</b> 39
A.3. Describe simple characteristics of business or community structures (e.g. type of dwelling, where located, what surrounds it)	A.3. <b>TG1:</b> 4 <b>TG2:</b> 22 <b>TG3:</b> 16, 26 <b>TG5:</b> 39
<b>8. History (2)</b>	
<b>Standard Area 8.1 Historical Analysis and Skills Development</b>	
<b>Continuity and Change Over Time</b> 8.1.PK.A	
<b>Identify a sequence of events through a day.</b>	
A.1. Demonstrate an understanding of past, present, and future (e.g. today is __, yesterday __ was and tomorrow will be __ , recall information from the immediate past, sequence pictures of self from birth to present)	A.1. <b>TG2:</b> 42 <b>TG5:</b> 7, 10 <b>TG6:</b> 12 <i>Welcome to Frog Street Threes: page 34</i>
A.2. Describe the daily routine (e.g., what happens first, before lunch, after lunch, at end of day)	A.2. <b>TG2:</b> 42 <b>TG5:</b> 7, 10 <b>TG6:</b> 12 <i>Welcome to Frog Street Threes: page 34</i>
A.3. Show anticipation for regularly scheduled events	A.3. <b>TG2:</b> 42 <b>TG5:</b> 7, 10 <b>TG6:</b> 12 <i>Welcome to Frog Street Threes: page 34</i>
A.4. Use words to describe time (e.g. yesterday, today, tomorrow, o'clock)	A.4. <b>TG2:</b> 42 <b>TG5:</b> 7, 10 <b>TG6:</b> 12 <i>Welcome to Frog Street Threes: page 34</i>
<b>Research</b> 8.1.PK.C	

<b>Understand that information comes from many sources such as books, computers, and newspapers</b>	
C.1. Label types of media and what information can be gained (e.g. recipes from a cookbook, prices from an advertisement)	C.1. <b>TG1:</b> 37 <b>TG4:</b> 30 <b>TG6:</b> 29 <b>TG7:</b> 12, 48
C.2. Locate information on identified topics using media (e.g. music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising)	C.2. <b>TG1:</b> 37 <b>TG4:</b> 30 <b>TG6:</b> 29 <b>TG7:</b> 12, 48
<b>Creative Thinking and Expression Communicating through the Arts (14)</b>	Frog Street Threes Teaching Guide Page References
<b>Standard Area 9.1.M Production and Performance-- Music and Movement (4)</b>	
<b>Elements and Principles 9.1.M.PK.A</b>	
<b>Know and use basic elements and principles of music and movement.</b>	
A.1. Practice rhythms in different forms of music and dance	<i>Frog Street Threes</i> provides children many opportunities to participate in movement activities with and without music. Moving and Learning experiences are included in each theme.  A.1. <b>TG1:</b> 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2:</b> 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 <b>TG3:</b> 7, 14, 17, 27 <b>TG4:</b> 4, 5, 7, 14, 15, 24, 25, 27, 34 <b>TG5:</b> 4, 5, 7, 14, 15, 17, 24, 27, 37 <b>TG6:</b> 4, 7, 15, 17, 25, 34 <b>TG7:</b> 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>TG8:</b> 4, 7, 14, 17, 24, 27, 34 <b>TG9:</b> 4, 7, 8, 14, 17, 24, 27, 34
A.2. Explore rhythm instruments	A.2. <b>TG1:</b> 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2:</b> 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 <b>TG3:</b> 7, 14, 17, 27 <b>TG4:</b> 4, 5, 7, 14, 15, 24, 25, 27, 34 <b>TG5:</b> 4, 5, 7, 14, 15, 17, 24, 27, 37 <b>TG6:</b> 4, 7, 15, 17, 25, 34 <b>TG7:</b> 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>TG8:</b> 4, 7, 14, 17, 24, 27, 34 <b>TG9:</b> 4, 7, 8, 14, 17, 24, 27, 34
A.3. Use rhythm instruments as intended	A.3. <b>TG1:</b> 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2:</b> 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 <b>TG3:</b> 7, 14, 17, 27 <b>TG4:</b> 4, 5, 7, 14, 15, 24, 25, 27, 34 <b>TG5:</b> 4, 5, 7, 14, 15, 17, 24, 27, 37 <b>TG6:</b>

	4, 7, 15, 17, 25, 34 <b>TG7:</b> 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>TG8:</b> 4, 7, 14, 17, 24, 27, 34 <b>TG9:</b> 4, 7, 8, 14, 17, 24, 27, 34
A.4. Participate in teacher-guided music and movement activities	A.4. <b>TG1:</b> 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2:</b> 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 <b>TG3:</b> 7, 14, 17, 27 <b>TG4:</b> 4, 5, 7, 14, 15, 24, 25, 27, 34 <b>TG5:</b> 4, 5, 7, 14, 15, 17, 24, 27, 37 <b>TG6:</b> 4, 7, 15, 17, 25, 34 <b>TG7:</b> 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>TG8:</b> 4, 7, 14, 17, 24, 27, 34 <b>TG9:</b> 4, 7, 8, 14, 17, 24, 27, 34
A.5. Participate in group movement activities demonstrating an awareness of shared space	A.5. <b>TG1:</b> 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2:</b> 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 <b>TG3:</b> 7, 14, 17, 27 <b>TG4:</b> 4, 5, 7, 14, 15, 24, 25, 27, 34 <b>TG5:</b> 4, 5, 7, 14, 15, 17, 24, 27, 37 <b>TG6:</b> 4, 7, 15, 17, 25, 34 <b>TG7:</b> 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>TG8:</b> 4, 7, 14, 17, 24, 27, 34 <b>TG9:</b> 4, 7, 8, 14, 17, 24, 27, 34
A.6. Demonstrate an understanding of “fast,” “slow,” “loud,” and “soft.”	A.6. <b>TG1:</b> 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2:</b> 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 <b>TG3:</b> 7, 14, 17, 27 <b>TG4:</b> 4, 5, 7, 14, 15, 24, 25, 27, 34 <b>TG5:</b> 4, 5, 7, 14, 15, 17, 24, 27, 37 <b>TG6:</b> 4, 7, 15, 17, 25, 34 <b>TG7:</b> 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>TG8:</b> 4, 7, 14, 17, 24, 27, 34 <b>TG9:</b> 4, 7, 8, 14, 17, 24, 27, 34  <i>Frog Street Threes</i> provides many opportunities to use a variety of instruments and other objects to produce sound. Children are encouraged to imitate and produce increasingly complex beats and rhythm patterns. <b>Resources:</b> Songs for Threes CDs
<b>Demonstration</b> <b>9.1.M.PK.B</b>	
<b>Respond to different types of music and dance through participation and discussion.</b>	
B.1. Participate in teacher-guided music and movement activities	<i>Frog Street Threes</i> provides children many opportunities to participate in movement activities with and without music. Moving and Learning experiences are included in each theme.  <b>B.1. TG1:</b> 7, 16, 27, 36 <b>TG2:</b> 7, 17, 27, 37 <b>TG3:</b> 7, 17, 27, 37 <b>TG4:</b> 7, 17, 27, 37 <b>TG5:</b> 7, 27, 37 <b>TG6:</b> 17, 29, 37 <b>TG7:</b> 17, 27 <b>TG8:</b> 7, 17, 27, 37 <b>TG9:</b> 7, 17, 27, 37

B.2. Sing familiar songs, chants, and finger plays	B.2. <b>TG1:</b> 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2:</b> 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 <b>TG3:</b> 7, 14, 17, 27 <b>TG4:</b> 4, 5, 7, 14, 15, 24, 25, 27, 34 <b>TG5:</b> 4, 5, 7, 14, 15, 17, 24, 27, 37 <b>TG6:</b> 4, 7, 15, 17, 24, 34 <b>TG7:</b> 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>TG8:</b> 4, 7, 14, 17, 24, 27, 34 <b>TG9:</b> 4, 7, 8, 14, 17, 24, 27, 34
B.3. Dance to different types of music	B.3. <b>TG1:</b> 4, 17, 27, 28, 34, 36 <b>TG2:</b> 7, 27, 37 <b>TG3:</b> 27 <b>TG4:</b> 27, 34 <b>TG5:</b> 7, 27 <b>TG6:</b> 7 <b>TG7:</b> 7, 27 <b>TG8:</b> 7, 17, 27 <b>TG9:</b> 7, 17, 27
B.4. Discuss music and movement experiences	B.4. <b>TG1:</b> 4, 17, 27, 28, 34, 36 <b>TG2:</b> 7, 27, 37 <b>TG3:</b> 27 <b>TG4:</b> 27, 34 <b>TG5:</b> 7, 27 <b>TG6:</b> 7 <b>TG7:</b> 7, 27 <b>TG8:</b> 7, 17, 27 <b>TG9:</b> 7, 17, 27
<b>Representation</b> <b>9.1.M.PK.E</b>	
<b>Use imagination and creativity to express self through music and dance.</b>	
E.1. Initiate music and movement activities	E.1. <b>TG1:</b> 10, 11, 20,21, 30, 31, 40, 41 <b>TG2:</b> 10,11, 20, 21, 30, 31, 40, 41 <b>TG3:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG4:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG5:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG6:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG7:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG8:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG9:</b> 10, 11, 20, 21, 30, 31, 40, 41
E.2. Select music and movement area during free choice	E.2. <b>TG1:</b> 10, 11, 20,21, 30, 31, 40, 41 <b>TG2:</b> 10,11, 20, 21, 30, 31, 40, 41 <b>TG3:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG4:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG5:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG6:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG7:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG8:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG9:</b> 10, 11, 20, 21, 30, 31, 40, 41
E.3. Improvise songs and rhythmic patterns	E.3. <b>TG9:</b> 7, 17
E.4. Change words or tune of familiar songs to make new songs	E.4. <b>TG9:</b> 7, 17
E.5. Use body to represent form in space, finger plays or stories	E.5. <b>TG6:</b> 27 <b>TG8:</b> 16
<b>Technologies</b> <b>9.1.M.PK.J</b>	
<b>Use a variety of technologies for producing or performing works of art.</b>	
J.1. Explore musical instruments	J.1. <b>TG1:</b> 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2:</b> 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 <b>TG3:</b> 7, 14, 17, 27 <b>TG4:</b> 4, 5, 7,

	14, 15, 24, 25, 27, 34 <b>TG5:</b> 4, 5, 7, 14, 15, 17, 24, 27, 37 <b>TG6:</b> 4, 7, 15, 17, 25, 34 <b>TG7:</b> 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>TG8:</b> 4, 7, 14, 17, 24, 27, 34 <b>TG9:</b> 4, 7, 8, 14, 17, 24, 27, 34
J.2. Use instruments to accompany music	J.2. <b>TG1:</b> 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2:</b> 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 <b>TG3:</b> 7, 14, 17, 27 <b>TG4:</b> 4, 5, 7, 14, 15, 24, 25, 27, 34 <b>TG5:</b> 4, 5, 7, 14, 15, 17, 24, 27, 37 <b>TG6:</b> 4, 7, 15, 17, 25, 34 <b>TG7:</b> 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>TG8:</b> 4, 7, 14, 17, 24, 27, 34 <b>TG9:</b> 4, 7, 8, 14, 17, 24, 27, 34
J.3. Use instruments as intended	J.3. <b>TG1:</b> 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2:</b> 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 <b>TG3:</b> 7, 14, 17, 27 <b>TG4:</b> 4, 5, 7, 14, 15, 24, 25, 27, 34 <b>TG5:</b> 4, 5, 7, 14, 15, 17, 24, 27, 37 <b>TG6:</b> 4, 7, 15, 17, 25, 34 <b>TG7:</b> 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>TG8:</b> 4, 7, 14, 17, 24, 27, 34 <b>TG9:</b> 4, 7, 8, 14, 17, 24, 27, 34
J.4. Use age appropriate digital media applications to create music	J.4
J.5. Use a variety of props to enhance movement activities (e.g. scarves, bean bags, ribbons)	J.5. <b>TG3:</b> 8, 37 <b>TG4:</b> 41 <b>TG6:</b> 2, 7, 8, 38 <b>TG7:</b> 27, 29 <b>TG9:</b> 27
J.6. Use recording devices (e.g. voice recorder, video recorder) to capture music and/or movement performances	J.6.
<b>Standard Area 9.1.D Production and Performance-Dramatic and Performance Play (2)</b>	
<b>Demonstration</b>	
<b>9.1.D.PK.B</b>	
<b>Recreate a dramatic play experience for an audience.</b>	
B.1. Create various voice inflections and facial expressions in play	B.1. <b>TG2:</b> 6, 7, 8, 9 <b>TG3:</b> 24
B.2. Change voice inflections when recreating various characters	B.2. <b>TG1:</b> 11, 20, 31 <b>TG2:</b> 10, 13, 20, 21, 22 <b>TG3:</b> 20, 40 <b>TG4:</b> 10, 20, 30, 40 <b>TG6:</b> 19, 21, 22, 40, 42 <b>TG7:</b> 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 19, 20, 21, 30, 40, 42 <b>TG9:</b> 20, 21, 29, 30, 40
B.3. Direct peers or follow peers' instructions about dramatic play schemes	B.3. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40

	<b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
B.4. Act out stories with guidance of the adult	B.4. <b>TG1:</b> 4, 14, 24, 34 <b>TG2:</b> 4, 10, 14, 24, 34 <b>TG3:</b> 4, 14, 24, 34 <b>TG4:</b> 4, 14, 24, 34 <b>TG5:</b> 4,14, 24, 34 <b>TG6:</b> 4, 14, 19, 20, 24, 34 <b>TG7:</b> 4, 14, 20, 24, 34 <b>TG8:</b> 4, 14, 24, 34 <b>TG9:</b> 4, 14, 24, 34
<b>Representation</b> <b>9.1.D.PKE</b>	
<b>Use imagination and creativity to express self through dramatic play.</b>	
E.1. Use nonconforming objects to create representations of real life objects or activities	<i>Frog Street Threes</i> provides many opportunities for children to engage in dramatic play—and to assume different roles and characters. <b>Pretend and Learn Practice Centers</b> provide children with ability to plan, coordinate roles, and engage in cooperative interaction with peers.  E.1. <b>TG1:</b> 11, 20, 31 <b>TG2:</b> 10, 13, 20, 21, 22 <b>TG3:</b> 20, 40 <b>TG4:</b> 10, 20, 30, 40 <b>TG6:</b> 19, 21, 22, 40, 42 <b>TG7:</b> 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 19, 20, 21, 30, 40, 42 <b>TG9:</b> 20, 21, 29, 30, 40
E.2. Represent fantasy and real-life experiences through pretend play	E.2. <b>TG1:</b> 11, 20, 31 <b>TG2:</b> 10, 13, 20, 21, 22 <b>TG3:</b> 20, 40 <b>TG4:</b> 10, 20, 30, 40 <b>TG6:</b> 19, 21, 22, 40, 42 <b>TG7:</b> 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 19, 20, 21, 30, 40, 42 <b>TG9:</b> 20, 21, 29, 30, 40
E.3. Imitate roles of people, animals, or objects observed in life experiences	E.3. <b>TG1:</b> 8, 12, 18, 22, 32 <b>TG2:</b> 11, 20, 38, 42 <b>TG3:</b> 8, 19 <b>TG4:</b> 11 <b>TG5:</b> 30, 39, 41 <b>TG6:</b> 8, 12, 18, 20, 28, 32, 38, 39, 41, 42 <b>TG7:</b> 10, 18, 21, 41 <b>TG8:</b> 10, 11, 41 <b>TG9:</b> 10, 11, 21, 40, 41
E.4. Use props and costumes during dramatic play	E.4. <b>TG2:</b> 10, 17, 18, 28 <b>TG3:</b> 7, 10, 17, 20, 30 <b>TG4:</b> 7, 10, 17, 20 <b>TG5:</b> 11 <b>TG7:</b> 40 <b>TG8:</b> 7, 17, 20, 40 <b>TG9:</b> 16, 17, 27, 28, 30, 40
E.5. Create props from available materials	E.5. <b>TG1:</b> 11, 20, 31 <b>TG2:</b> 10, 13, 20, 21, 22 <b>TG3:</b> 20, 40 <b>TG4:</b> 10, 20, 30, 40 <b>TG6:</b> 19, 21, 22, 40, 42 <b>TG7:</b> 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 19, 20, 21, 30, 40, 42 <b>TG9:</b> 20, 21, 29, 30, 40
<b>Standard Area 9.1.V Production and Performance--Visual Arts (4)</b>	
<b>Elements and Principles</b>	

<b>9.1.V.PK.A</b>	
<b>Know and use basic elements of visual arts.</b>	
A.1.Participate in teacher-guided visual arts activities	A.1. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
A.2.Choose art center during free choice	A.2. <b>TG1:</b> 9, 19, 29 <b>TG2:</b> 9, 19 <b>TG3:</b> 9, 19 <b>TG4:</b> 9 <b>TG5:</b> 9, 19, 39 <b>TG6:</b> 19, 39 <b>TG7:</b> 19, 39 <b>TG8:</b> 9, 19, 29, 39 <b>TG9:</b> 19, 29, 39
A.3.Demonstrate an understanding of “color,” “shape,” and “line”	A.3. <b>TG1:</b> 18, 19, 21, 22 <b>TG3:</b> 6, 7 <b>TG4:</b> 26
A.4.Create a picture using different colors, varying the intensity of strokes and combining colors	A.4. <b>TG1:</b> 18, 19, 21, 22 <b>TG3:</b> 6, 7 <b>TG4:</b> 26
<b>Demonstration</b>	
<b>9.1.V.PK.B</b>	
<b>Combine a variety of materials to create a work of art.</b>	
B.1.Participate in teacher-guided visual arts activities	B.1. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
B.2.Choose art center during free choice	B.2. <b>TG1:</b> 9, 19, 29 <b>TG2:</b> 9, 19 <b>TG3:</b> 9, 19 <b>TG4:</b> 9 <b>TG5:</b> 9, 19, 39 <b>TG6:</b> 19, 39 <b>TG7:</b> 19, 39 <b>TG8:</b> 9, 19, 29, 39 <b>TG9:</b> 19, 29, 39
B.3.Use a variety of materials (e.g. chalk, paint, crayons, pencils, markers, wood, play dough)	B.3. <b>TG1:</b> 9, 19 <b>TG6:</b> 7 <b>TG7:</b> 29 <b>TG8:</b> 9, 10, 20, 27 <b>TG9:</b> 31, 41
B.4. Draw to explore and extend themes in the classroom	B.4. <b>TG1:</b> 10, 20, 21, 31, 41 <b>TG2:</b> 21 <b>TG3:</b> 11, 21, 30 <b>TG4:</b> 21, 31 <b>TG5:</b> 21, 31, 40 <b>TG6:</b> 10, 20, 31, 41 <b>TG7:</b> 20, 31 <b>TG8:</b> 10, 20, 31 <b>TG9:</b> 31, 41
<b>Representation</b>	

<b>9.1.V.PK.E</b>	
<b>Use imagination and creativity to express self through visual arts.</b>	
E.1.Participate in teacher-guided visual arts activities	E.1. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
E.2.Choose art center during free choice	E.2. <b>TG1:</b> 9, 19, 29 <b>TG2:</b> 9, 19 <b>TG3:</b> 9, 19 <b>TG4:</b> 9 <b>TG5:</b> 9, 19, 39 <b>TG6:</b> 19, 39 <b>TG7:</b> 19, 39 <b>TG8:</b> 9, 19, 29, 39 <b>TG9:</b> 19, 29, 39
E.3.Draw self-portrait	E.3. <b>TG1:</b> 20
E.4.Create a work of art to represent a real or imagined object, animal, or person	E.4. <b>TG1:</b> 7, 11, 30 <b>TG2:</b> 21 <b>TG3:</b> 29 <b>TG4:</b> 20 <b>TG5:</b> 6, 29, 31 <b>TG7:</b> 11 <b>TG8:</b> 19, 27 <b>TG9:</b> 10, 27
E.5.Use a growing number of details and make more realistic representations	E.5. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
E.6 Choose different art materials to represent different types of thoughts or feelings	E.6. <b>TG1:</b> 9, 19 <b>TG6:</b> 7 <b>TG7:</b> 29 <b>TG8:</b> 9, 10, 20, 27 <b>TG9:</b> 31, 41
<b>Technologies</b>	
<b>9.1.V.PK.J</b>	
<b>Use a variety of technologies for producing works of art.</b>	
J.1 Explore a variety of art materials and tools	J.1. <b>TG1:</b> 18, 19, 21, 22 <b>TG3:</b> 6, 7 <b>TG4:</b> 26
J.2. Participate in teacher-guided visual arts activities	J.2. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41



	<b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
J.3. Choose art center during free choice	J.3. <b>TG1:</b> 9, 19, 29 <b>TG2:</b> 9, 19 <b>TG3:</b> 9, 19 <b>TG4:</b> 9 <b>TG5:</b> 9, 19, 39 <b>TG6:</b> 19, 39 <b>TG7:</b> 19, 39 <b>TG8:</b> 9, 19, 29, 39 <b>TG9:</b> 19, 29, 39
J.4. Use art materials and tools as intended	J.4. <b>TG1:</b> 18, 19, 21, <b>22</b> <b>TG3:</b> 6, 7 <b>TG4:</b> 26
J.5. Manipulate materials in a variety of ways (e.g. pounding, squeezing, cutting, rolling)	J.5. <b>TG1:</b> 21, 31 <b>TG2:</b> 21, 22 <b>TG3:</b> 10, 20, 30 <b>TG4:</b> 20, 41 <b>TG5:</b> 11, 19, 20
J.6. Use age appropriate digital media applications to create works of art	J.6.
J.7. Use recording devices (e.g. digital camera, video recorder) to capture works in progress and finished works of art	J.7.
<b>Standard Area 9.2 Historical and Cultural Context of Works in the Arts (1)</b>	
<b>Perspective 9.2. PK.D</b>	
<b>Explain that instruments or art forms represent cultural perspectives.</b>	
D.1. Explore instruments from different cultures	<i>Frog Street Threes</i> provides children with opportunities to use memory, observation and imagination to express their individuality. Children are able to connect their cultural perspective, life experiences, thoughts, and ideas through various art forms and/or instruments.  D.1. <b>TG1:</b> 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2:</b> 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 <b>TG3:</b> 7, 14, 17, 27 <b>TG4:</b> 4, 5, 7, 14, 15, 24, 25, 27, 34 <b>TG5:</b> 4, 5, 7, 14, 15, 17, 24, 27, 37 <b>TG6:</b> 4, 7, 15, 17, 25, 34 <b>TG7:</b> 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>TG8:</b> 4, 7, 14, 17, 24, 27, 34 <b>TG9:</b> 4, 7, 8, 14, 17, 24, 27, 34
D.2. Participate in discussions about where various instruments and art forms originate	D.2. <b>TG1:</b> 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2:</b> 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 <b>TG3:</b> 7, 14, 17, 27 <b>TG4:</b> 4, 5, 7, 14, 15, 24, 25, 27, 34 <b>TG5:</b> 4, 5, 7, 14, 15, 17, 24,

	27, 37 <b>TG6:</b> 4, 7, 15, 17, 25, 34 <b>TG7:</b> 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>TG8:</b> 4, 7, 14, 17, 24, 27, 34 <b>TG9:</b> 4, 7, 8, 14, 17, 24, 27, 34
D.3. Identify cultures represented by various art forms	D.3. <b>TG1:</b> 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2:</b> 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 <b>TG3:</b> 7, 14, 17, 27 <b>TG4:</b> 4, 5, 7, 14, 15, 24, 25, 27, 34 <b>TG5:</b> 4, 5, 7, 14, 15, 17, 24, 27, 37 <b>TG6:</b> 4, 7, 15, 17, 25, 34 <b>TG7:</b> 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>TG8:</b> 4, 7, 14, 17, 24, 27, 34 <b>TG9:</b> 4, 7, 8, 14, 17, 24, 27, 34
<b>Standard Area 9.3 Critical Response to Works in the Arts (2)</b>	
<b>Identification</b> <b>9.3. PK.F</b>	
<b>Recognize and name a variety of art forms.</b>	
F.1. Identify a photo, painting, drawing, dance, and songs	Children learn to express what they know and recognize how others express themselves through various art forms. <i>Frog Street Threes</i> provides children with a multitude of engaging lessons and rich resources to express themselves through the visual arts, music and movement, and dramatic play. Daily <b>Moving and Learning</b> —children explore music concepts, including volume, tempo, sound, and dance. <b>Pretend and Learn Practice centers</b> engage children in dramatic play—including assuming different roles and characters. <b>Creativity Station</b> — children explore a wide variety of materials and identify color, shape, and texture through art experiences.  F.1. <b>TG1:</b> 16, 36 <b>TG2:</b> 36 <b>TG3:</b> 6, 16 <b>TG4:</b> 6, 7, 17, 26 <b>TG6:</b> 6, 17, 26 <b>TG7:</b> 6, 16, 27, 37 <b>TG8:</b> 7, 16, 17, 36 <b>TG9:</b> 6, 7, 26 <b>Resources:</b> Photo Activity Cards
<b>Critical Response</b> <b>9.3.PK.G</b>	
<b>Formulate and share an opinion about others' art products.</b>	
G.1. Observe, applaud or comment on the works of others	<i>Frog Street Threes</i> provides children with many opportunities to explore a wide variety of materials and identify color, shape, and texture through art experiences. Children learn to express what they know and recognize how others express themselves

	through art. Children learn to appreciate various artistic styles, both their own and those of others.  G.1. <b>TG1:</b> 7, 11, 30 <b>TG2:</b> 21 <b>TG3:</b> 29 <b>TG4:</b> 20 <b>TG5:</b> 6, 29, 31 <b>TG7:</b> 11 <b>TG8:</b> 19, 27 <b>TG9:</b> 10, 27
G.2. Share an opinion about art work when asked, “What do you think this is about?”	G.2. <b>TG1:</b> 7, 11, 30 <b>TG2:</b> 21 <b>TG3:</b> 29 <b>TG4:</b> 20 <b>TG5:</b> 6, 29, 31 <b>TG7:</b> 11 <b>TG8:</b> 19, 27 <b>TG9:</b> 10, 27
<b>Standard Area 9.4 Aesthetic response to Works in the Arts (1)</b>	
<b>Emotional Response 9.4.PK.B</b>	
<b>Demonstrate an emotional response to viewing or creating various art works.</b>	
B.1. Respond through body language, facial expression or oral language	B.1. <b>TG1:</b> 9 <b>TG3:</b> 24 <b>TG4:</b> 12 17
B.2. Respond through humming, swaying, tapping foot to others’ work	B.2. <b>TG1:</b> 7 <b>TG4:</b> 38
B.3. Respond at appropriate times (laugh, sigh) at others’ performance	B.3. <b>TG6:</b> 26, 44
<b>Health and Wellness and Physical Development</b>	<b>Frog Street Threes Teaching Guide Page References</b>
<b>Learning About My Body (13)</b>	
<b>Standard Area 10.1 Concepts of Health (4)</b>	
<b>Interaction of Body Systems</b>	
<b>10.1.PK.B</b>	
<b>Identify and locate body parts.</b>	
B.1. Participate in body identification games and songs (e.g. Hokey Pokey)	In Theme 1: <i>Awesome Me</i> children learn about body parts and their locations and functions.  B.1. <b>TG4:</b> 37
B.2. Point to specific body parts when asked	B.2. <b>TG1:</b> 3, 10, 14, 41 <b>TG7:</b> 8 <b>Resources:</b> Photo Activity Cards: #1 (head), #2(feet) #3 (hands)

B.3. Draw pictures that include some body parts	B.3. <b>TG1:</b> 10
B.4. Participate in discussions about the functions of specific body parts	B.4. <b>TG1:</b> 9, 11, 19, 21, 30 <b>TG2:</b> 11, 21 <b>TG3:</b> 10 <b>TG4:</b> 9, 19, 39 <b>TG5:</b> 10, 26, 27, 30, 32 <b>TG6:</b> 41 <b>TG7:</b> 39, 41, 42 <b>TG8:</b> 11, 31 <b>TG9:</b> 20, 22, 31
<b>Nutrition</b> <b>10.1. PK. C</b>	
<b>Identify foods that keep our body healthy.</b>	
C.1 Identify healthy and non-healthy foods	In <i>Frog Street Threes</i> Theme 4, <i>Safe and Healthy Me</i> , children learn about the importance of maintaining healthy eating habits.  C.1. <b>TG4:</b> 26, 27 <b>Resources:</b> Photo Activity Card: #36 (five food groups) Vocabulary Cards: #29 (fruit) #79 (vegetables) Literature Library: <i>We Are Safe and Healthy Kids, Helping Granma and Grandpa, Eat Green</i>
C.2. Classify foods by their food groups (e.g. fruits, vegetables, dairy)	C.2. <b>TG4:</b> 26, 27 <b>Resources:</b> Photo Activity Card: #36 (five food groups) Vocabulary Cards: #29 (fruit) #79 (vegetables) Literature Library: <i>We Are Safe and Healthy Kids, Helping Granma and Grandpa, Eat Green</i>
C.3. Make healthy food choices	C.3. <b>TG4:</b> 26, 27 <b>Resources:</b> Photo Activity Card: #36 (five food groups) Vocabulary Cards: #29 (fruit) #79 (vegetables) Literature Library: <i>We Are Safe and Healthy Kids, Helping Granma and Grandpa, Eat Green</i>
<b>Alcohol, Tobacco and Chemical Substances</b> <b>10.1.PK.D</b>	
<b>Identify and discuss the purposes of medicine</b>	
D.1. Identify that medicine can be used to stay healthy	D.1. <b>Resource:</b> Photo Activity Card #35 (visiting the doctor)
D.2. Discuss times when medicine may be needed	D.2. <b>Resource:</b> Photo Activity Card #35 (visiting the doctor)

D.3. Discuss safety practices related to proper medicine use	D.3. <b>Resource:</b> Photo Activity Card #35 (visiting the doctor)
<b>Health Problems and Disease Prevention</b>	
<b>10.1.PK.E</b>	
<b>Identify and discuss common health problems.</b>	
E.1. Participate in discussions about infectious (e.g. colds, flu, chicken pox, pink eye) and non- infectious illnesses (e.g. asthma, allergies)	E.1. <b>TG4:</b> 14, 16, 19, 22 <b>Resource:</b> Vocabulary Card: #31 (germs)
E.2. Discuss the concept of “germs”	E.2. <b>TG4:</b> 14, 16, 19, 22 <b>Resource:</b> Vocabulary Card: #31 (germs)
E.3. Participate in activities that exemplify the spread of germs	E.3. <b>TG4:</b> 14, 16, 19, 22 <b>Resource:</b> Vocabulary Card: #31 (germs)
<b>Standard Area 10.2 Healthful Living (2)</b>	
<b>Health Practices, Products and Services</b>	
<b>10.2.PK.A</b>	
<b>Identify fundamental practices for good health.</b>	
A.1. Practice basic hygiene routines with adult reminders (e.g. hand washing, tooth brushing, cover nose and mouth when sneezing)	A.1. <b>TG1:</b> 11 <b>TG4:</b> 8, 10, 11, 16, 17, 18, 19, 20, 21, 26, 27, 30, 31, 32, 36, 37, 40 <b>TG7:</b> 7, 11, 21 <b>TG8:</b> 21, 31 <b>TG9:</b> 31 <b>Resources:</b> Sequence Cards: Brushing Teeth, Handwashing,
A.2. Explain that we need to eat well, get rest and exercise to stay healthy	A.2. <b>TG4:</b> 26, 27 <b>Resources:</b> Photo Activity Card: #36 (five food groups) Vocabulary Cards: #29 (fruit) #79 (vegetables) Literature Library: <i>We Are Safe and Healthy Kids, Helping Granma and Grandpa, Eat Green</i>
A.3. Identify people that help keep us healthy (e.g. doctor, nurse or dentist, gym teacher)	A.3. <b>TG4:</b> 16, 17 <b>Resource:</b> Photo Activity Card #35 (visiting the doctor)
A.4. Identify specific practices that support body development and function (e.g., exercise, good nutrition, rest)	A.4. <b>TG4:</b> 26, 27 <b>Resource:</b> Photo Activity Card: #36 (five food groups) Vocabulary Cards: #29 (fruit) #79 (vegetables) Literature Library: <i>We Are Safe and Healthy Kids, Helping Granma and Grandpa, Eat Green</i>
<b>Health and the Environment</b>	
<b>10.2.PK.E</b>	

<b>Identify environmental factors that affect health.</b>	
E.1. Discuss plants, insects and animals that could be harmful; share personal experiences when relevant	E.1. <b>TG4:</b> 16, 18, 20, 21, 40 <b>TG7:</b> 11
E.2. Identify harmful substances	E.2. <b>TG4:</b> 16, 18, 20, 21, 40 <b>TG7:</b> 11
E.3. Discuss how we protect our bodies in different seasons (e.g. use sunscreen in summer, wear warm clothing in winter)	E.3. <b>TG4:</b> 16, 18, 20, 21, 40 <b>TG7:</b> 11
<b>Standard Area 10.3 Safety and Injury Prevention (2)</b>	
<b>Safe and Unsafe Practices</b>	
<b>10.3.PK.A</b>	
<b>Recognize safe and unsafe practices</b>	
A.1. Identify and follow basic safety rules (e.g. on playground, in classroom, on field trip, crossing street)	A.1. <b>TG1:</b> 11 <b>TG4:</b> 8, 10, 11, 16, 19, 44, 45 <b>TG7:</b> 11, 21 <b>TG8:</b> 21, 31 <b>TG9:</b> 31 <b>Resource:</b> Literature Library: <i>We Are Safe and Healthy Kids, It's a Safety Rule</i>
A.2. Identify the consequence of an unsafe behavior	A.2. <b>Resource:</b> Literature Library: <i>Better Things to Do</i>
A.3. Identify and avoid unsafe practices (e.g. playing with matches, talking to strangers)	A.3. <b>TG1:</b> 11 <b>TG4:</b> 8, 10, 11, 19 <b>TG7:</b> 11, 21 <b>TG8:</b> 21, 31 <b>TG9:</b> 31
A.4. Explain how community helpers (e.g. firefighter, police officer) can keep us safe	A.4. <b>TG1:</b> 11 <b>TG4:</b> 8, 10, 11, 19 <b>TG7:</b> 11, 21 <b>TG8:</b> 21, 31 <b>TG9:</b> 31 <b>Resources:</b> Photo Activity Cards: #18 (Police Officer), #17 (Firefighter), Nurse, Dentist, Doctor, #19 (Mail Carrier) #20 (Construction Worker), #16 (pet trainer) #35 (visiting the doctor) Vocabulary Cards: #24 (Entomologist), #82 (Zookeeper), #80 (Veterinarian) #3 (architect) Literature Library: <i>We Are Safe and Healthy Kids, Community Workers</i>
<b>Emergency Responses</b>	

<b>10.3.PK.B</b>	
<b>Recognize emergency situations and discuss appropriate responses.</b>	
B.1. Identify procedures for a variety of emergencies (fire, tornado, intruder, medical emergency)	B.1. <b>TG4:</b> 44, 45 <b>Resources:</b> Sequence Cards: Stop, Drop and Roll; Stop, Look and Listen; Pattern Cards: Walk, Don't Walk, Cross, Don't Cross
B.2. Participate in discussions that differentiate between emergencies and non-emergencies	B.2.
B.3. Practice emergency procedures	B.3. <b>TG4:</b> 44, 45 <b>Resources:</b> Sequence Cards: Stop, Drop and Roll; Stop, Look and Listen; Pattern Cards: Walk, Don't Walk, Cross, Don't Cross
<b>Standard Area 10.4 Physical Activity-- Gross Motor Coordination (2)</b>	
<b>Control and Coordination</b>	
<b>10.4.PK.A</b>	
<b>Demonstrate coordination of body movements in active play.</b>	
A.1. Combine large motor movements with the use of equipment (e.g. ride a tricycle, using feet to pedal, catch a ball, throw a bean bag or ball overhand with aim, kick a ball)	A.1. <b>TG1:</b> 10, 19, 20, 31, 40, 41 <b>TG2:</b> 19, 21, 30, 40, 41 <b>TG3:</b> 10, 11, 20, 21, 30, 31, 32 <b>TG4:</b> 21, 31, 37, 40, 41 <b>TG5:</b> 10, 11, 20, 29, 30, 31, 40, 41 <b>TG6:</b> 10, 11, 20, 29, 31, 41 <b>TG7:</b> 10, 11, 20, 22, 29, 30, 31, 41 <b>TG8:</b> 10, 11, 12, 20, 21, 22, 30, 31, 41 <b>TG9:</b> 11, 20, 21, 30, 31, 41
A.2. Move and stop with control	A.2. <b>TG1:</b> 10, 11, 31, 40, 41 <b>TG2:</b> 11, 31, 41 <b>TG4:</b> 11, 21, 40 <b>TG5:</b> 10, 20, 21 <b>TG6:</b> 9, 11, 12, 22, 30, 31 <b>TG7:</b> 9, 10, 30 <b>TG8:</b> 10, 12, 21, 40, 41 <b>TG9:</b> 11, 12, 30, 39, 40
A.3. Use outdoor gross motor equipment	A.3. <b>TG1:</b> 11 <b>TG4:</b> 8, 10, 11, 19 <b>TG7:</b> 11, 21 <b>TG8:</b> 21, 31 <b>TG9:</b> 31
A.4. Run with control and direction	A.4. <b>TG1:</b> 10, 11, 31, 40, 41 <b>TG2:</b> 11, 31, 41 <b>TG4:</b> 11, 21, 40 <b>TG5:</b> 10, 20, 21 <b>TG6:</b> 9, 11, 12, 22, 30, 31 <b>TG7:</b> 9, 10, 30 <b>TG8:</b> 10, 12, 21, 40, 41 <b>TG9:</b> 11, 12, 30, 39, 40

A.5. Engage in gross motor games (e.g. Hokey Pokey, London Bridge, Simon Says)	A.5. <b>TG1</b> ; 38 <b>TG2</b> : 27 <b>TG4</b> : 37
A.6. Perform a variety of movement alongside and with a partner	A.6. <b>TG2</b> : 4, 26 <b>TG8</b> : 24, 34 <b>TG9</b> : 14, 34
<b>Balance and Strength</b>	
<b>10.4.PK.B</b>	
<b>Exhibit balance while moving on the ground or using equipment.</b>	
B.1.Engage in large motor activities that require strength and balance (e.g. marching, hopping, running, jumping, dancing, walking tip-toe)	The <b>Moving and Learning Practice Center</b> activities and the activities presented in the <b>Gross Motor Practice Center</b> and <b>Outdoors Center</b> give children many opportunities to demonstrate control, balance and coordination by running, jumping, galloping, sliding, hopping, and/or dancing.  B.1. <b>TG1</b> : 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2</b> : 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 <b>TG3</b> : 7, 14, 17, 27 <b>TG4</b> : 4, 5, 7, 14, 15, 24, 25, 27, 34 <b>TG5</b> : 4, 5, 7, 14, 15, 17, 24, 27, 37 <b>TG6</b> : 4, 7, 15, 17, 25, 34 <b>TG7</b> : 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>TG8</b> : 4, 7, 14, 17, 24, 27, 34 <b>TG9</b> : 4, 7, 8, 14, 17, 24, 27, 34
B.2.Walk on a balance beam	B.2. <b>TG1</b> : 10, 11, 20, 31, 40, 41 <b>TG2</b> : 11, 22, 31, 41 <b>TG3</b> : 11, 21 <b>TG4</b> : 11, 21, 40, 42 <b>TG5</b> : 10, 20, 21 <b>TG6</b> : 9, 11, 12, 22, 30, 31 <b>TG7</b> : 9, 10, 12, 30 <b>TG8</b> : 10, 12, 21, 40, 41 <b>TG9</b> : 11, 12, 20, 30, 39
B.3. Climb stairs using alternating feet	B.3. <b>TG4</b> : 36, 37 <i>Welcome to Frog Street Threes</i> : pages 51, 52
B.4. Participate in an obstacle course going through tunnels, over or under equipment	B.4. <b>TG1</b> : 10, 11, 31, 40, 41 <b>TG2</b> : 11, 31, 41 <b>TG4</b> : 11, 21, 40 <b>TG5</b> : 10, 20, 21 <b>TG6</b> : 9, 11, 12, 22, 30, 31 <b>TG7</b> : 9, 10, 30 <b>TG8</b> : 10, 12, 21, 40, 41 <b>TG9</b> : 11, 12, 30, 39, 40
<b>Standard Area 10.5 Concepts, Principles and Strategies of Movement--Fine Motor Development (3)</b>	
<b>Strength, Coordination and Muscle Control</b>	
<b>10.5.PK.A</b>	
<b>Use hands, fingers and wrists to manipulate objects.</b>	



<p>A.1 Practice manual self-help skills (e.g. zipping, snapping, buttoning)</p>	<p><i>Frog Street Threes</i> includes a wealth of <b>Fine Motor Practice Centers</b> during which children manipulate items that help develop coordination and perform tasks that require precise movements.</p> <p>A.1. <b>TG1:</b> 10, 19, 20, 31, 40, 41 <b>TG2:</b> 19, 21, 30, 40, 41 <b>TG3:</b> 10, 11, 20, 21, 30, 31, 32, 40, 41 <b>TG4:</b> 21, 31, 40, 41 <b>TG5:</b> 10, 11, 20, 29, 30, 31, 40, 41 <b>TG6:</b> 10, 11, 20, 29, 31, 41 <b>TG7:</b> 10, 11, 20, 22, 29, 30, 31, 41 <b>TG8:</b> 10, 11, 12, 20, 21, 22, 30, 31, 41 <b>TG9:</b> 20, 21, 30, 31, 41</p> <p><i>Welcome to Frog Street Threes:</i> page 51</p>
<p>A.2.Practice using scissors</p>	<p>A.2. <b>TG3:</b> 19</p>
<p>A.3.Use tongs or tweezers to pick up objects</p>	<p>A.3. <b>TG8:</b> 11, 31</p>
<p>A.4. Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads)</p>	<p>A.4. <b>TG2:</b> 5, 115, 48 <b>TG4:</b> 40 <b>TG6:</b> 19, 20, 23 <b>TG8:</b> 48</p>
<p><b>Eye/Hand Coordination</b> <b>10.5.PK.B</b></p>	
<p><b>Coordinate eye and hand movements to perform a task.</b></p>	
<p>B.1. Act out finger plays with hands and fingers</p>	<p><i>Frog Street Threes</i> includes a wealth of <b>Fine Motor Practice Centers</b> during which children use classroom and household tools to carry out activities and develop their small muscles and hand-eye coordination.</p> <p>B.1. <b>TG1:</b> 44 <b>TG2:</b> 24, 28, 43, 44, 45, 47 <b>TG3:</b> 18 <b>TG4:</b> 6</p> <p><i>Welcome to Frog Street Threes:</i> page 51</p>
<p>B.2.Use scissors to cut on a straight line</p>	<p>B.2.<b>TG3:</b> 19</p>
<p>B.3.Complete self-help skills such as zip, snap or button</p>	<p>B.3. <b>TG1:</b> 10, 19, 20, 31, 40, 41 <b>TG2:</b> 19, 21, 30, 40, 41 <b>TG3:</b> 10, 11, 20, 21, 30, 31, 32, 40, 41 <b>TG4:</b> 21, 31, 40, 41 <b>TG5:</b> 10, 11, 20, 29, 30, 31, 40, 41 <b>TG6:</b> 10, 11, 20, 29, 31, 41 <b>TG7:</b> 10, 11, 20, 22, 29, 30, 31, 41 <b>TG8:</b> 10, 11, 12, 20, 21, 22, 30, 31, 41</p>

	<b>TG9:</b> 20, 21, 30, 31, 41
B.4.Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads)	B.4. <b>TG2:</b> 5, 15, 48 <b>TG4:</b> 40 <b>TG6:</b> 19, 20, 23 <b>TG8:</b> 48
B.5.Use tools to pour (e.g. funnels, basters, and pitchers)	B.5. <b>TG1:</b> 26, 30
<b>Use of Tools</b> <b>10.5.PK.C</b>	
<b>Use tools that require use of fingers, hands, and/or wrists to accomplish a task.</b>	
C.1. Use writing and drawing implements with functional grasp (pincer grasp)	C.1. <b>TG2:</b> 40, 42 <b>TG4:</b> 10, 20, 26 <b>TG6:</b> 10, 22, 30, 40 <b>TG7:</b> 10, 22, 30 <b>TG8:</b> 9, 10, 20, 30 <b>TG9:</b> 10, 32
C.2.Use a variety of art tools (e.g. glue sticks, paint brushes, scissors) for a specific purpose	C.2. <b>TG1:</b> 19, 30, 31 <b>TG3:</b> 19, 21 <b>TG5:</b> 21, 29, 31 <b>TG6:</b> 41 <b>TG7:</b> 29, 39 <b>TG8:</b> 9
C.3.Use tools (e.g. broom, dust pan brush, gardening tools) to complete classroom jobs	C.3. <b>TG1:</b> 10, 19, 20, 31, 40, 41 <b>TG2:</b> 19, 21, 30, 40, 41 <b>TG3:</b> 10, 11, 20, 21, 30, 31, 32, 40, 41 <b>TG4:</b> 21, 31, 40, 41 <b>TG5:</b> 10, 11, 20, 29, 30, 31, 40, 41 <b>TG6:</b> 10, 11, 20, 29, 31, 41 <b>TG7:</b> 10, 11, 20, 22, 29, 30, 31, 41 <b>TG8:</b> 10, 11, 12, 20, 21, 22, 30, 31, 41 <b>TG9:</b> 20, 21, 30, 31, 41
C.4.Use utensils for eating appropriately	C.4. <b>TG1:</b> 10, 19, 20, 31, 40, 41 <b>TG2:</b> 19, 21, 30, 40, 41 <b>TG3:</b> 10, 11, 20, 21, 30, 31, 32, 40, 41 <b>TG4:</b> 16, 17, 21, 26, 27, 30, 31, 32, 40, 41 <b>TG5:</b> 10, 11, 20, 29, 30, 31, 40, 41 <b>TG6:</b> 10, 11, 20, 29, 31, 41 <b>TG7:</b> 10, 11, 20, 22, 29, 30, 31, 41 <b>TG8:</b> 10, 11, 12, 20, 21, 22, 30, 31, 41 <b>TG9:</b> 20, 21, 30, 31, 41
C.5.Use cup or glass for drinking	C.5. <b>TG1:</b> 11 <b>TG4:</b> 8, 10, 11, 16, 17, 18, 19, 20, 21, 26, 27, 30, 31, 32, 36, 37, 40 <b>TG7:</b> 7, 11, 21 <b>TG8:</b> 21, 31 <b>TG9:</b> 31
<b>Social and Emotional Development (12)</b> <b>Student Interpersonal Skills</b>	<b>Frog Street Threes Teaching Guide Page</b> <b>References</b>
<b>Standard Area 16.1 Self-Awareness and Self- Management (4)</b>	
<b>Manages Emotions and Behaviors</b> <b>16.1.PK.A</b>	

<b>Distinguish between emotions and identify socially accepted ways to express them.</b>	
A.1. Recognize and label basic feelings	<p><b>Conscious Discipline®</b> is a comprehensive classroom management and social-emotional program that creates a learning environment where children feel safe and loved. From this foundation of safety and caring, children begin learning how to manage their emotions and interact appropriately with their peers</p> <p>A.1. <b>TG1:</b> 10, 14, 15, 16, 17, 20, 22 <b>TG2:</b> 10, 40  <b>TG3:</b> 6, 10, 22, 24, 38, 41 <b>TG4:</b> 6, 12, 22, 36  <b>TG5:</b> 4, 11, 14, 16 <b>TG6:</b> 11, 42 <b>TG9:</b> 11, 42</p>
A.2. Express feelings that are appropriate to the situation	<p>A.2. <b>TG1:</b> 12, 18 <b>TG2:</b> 6, 10, 16, 21, 26, 30, 36, 40  <b>TG3:</b> 12, 16, 22, 26, 36 <b>TG4:</b> 12, 16, 30, 36 <b>TG5:</b> 12, 22, 26, 30, 31, 32, 34, 42 <b>TG6:</b> 10, 12, 14, 16, 22, 32, 34, 40, 42 <b>TG7:</b> 12, 14, 16, 32, 34, 42 <b>TG8:</b> 12, 14, 16, 22, 30, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 30, 32, 34, 40, 42</p>
A.3. Express feelings verbally or through play and artistic representation	<p>A.3. <b>TG1:</b> 12, 18 <b>TG2:</b> 6, 10, 16, 21, 26, 30, 36, 40  <b>TG3:</b> 12, 16, 22, 26, 36 <b>TG4:</b> 12, 16, 30, 36 <b>TG5:</b> 12, 22, 26, 30, 31, 32, 34, 42 <b>TG6:</b> 10, 12, 14, 16, 22, 32, 34, 40, 42 <b>TG7:</b> 12, 14, 16, 32, 34, 42 <b>TG8:</b> 12, 14, 16, 22, 30, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 30, 32, 34, 40, 42</p>
A.4. Name a range of feelings (e.g. excited, scared, angry, surprised)	<p>A.4. <b>TG1:</b> 16, 20  <i>Welcome to Frog Street Threes:</i> p. 46  <b>Resources:</b> Photo Activity Cards: happy (4), sad (5), angry (6)  Literature Library: <i>How Do You Feel?</i></p>
A.5. Control negative responses by expressing them in appropriate ways (e.g. talking with a peer or telling a teacher)	<p>A.5. <b>TG1:</b> 14, 15, 16, 17, 43  <b>Resource:</b> Literature Library: <i>Sophie Rants and Raves, How Do You Feel?</i>  <i>Welcome to Frog Street Threes:</i> pages 27-28</p>
<b>Influences of Personal Traits on Life</b>	
<b>16.1.PK.B</b>	
<b>Recognize that everyone has personal traits which guide behavior and choices.</b>	

B.1. Demonstrate awareness of self and one's own preferences	<p><i>Frog Street Threes</i> provides many opportunities for each child to discuss confidence in his/her ability to successfully make independent choices from diverse <b>Practice Center</b> activities.</p> <p>B.1. <b>TG4:</b> 16, 18, 20, 21, 40 <b>TG7:</b> 11</p>
B.2. Know and state independent thoughts and feelings	<p>B.2. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41</p>
B.3. Show pride in own accomplishments	B.3. <b>TG1:</b> 19 <b>TG4:</b> 16, 27, 30, 40 <b>TG5:</b> 27 <b>TG9:</b> 7, 17
B.4. Demonstrate confidence in own abilities (e.g. "I can kick that ball really far")	B.4. <b>TG4:</b> 40
B.5. Choose materials and activities based on preferences and personal interests	<p>B.5. <b>TG1:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG2:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG3:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG4:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG5:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG6:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG7:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG8:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG9:</b> 10, 11, 20, 21, 30, 31, 40, 41</p>
<b>Resiliency</b> <b>16.1.PK.C</b>	
<b>Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.</b>	
C.1. Stay calm when something does not go the way intended	<p>C.1. <b>TG1:</b> 14, 15, 16, 17, 43  <b>Resource:</b> Literature Library: <i>Sophie Rants and Raves, How Do You Feel?</i>  <i>Welcome to Frog Street Threes:</i> pages 27-28</p>
C.2. Strive to correct mistakes	<p>C.2. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40, 42 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 26, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32,</p>

	40, 41 <b>TG8:</b> 4, 9, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
C.3. Move forward with a second attempt at something after the first attempt was unsuccessful	C.3. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40, 42 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 26, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 9, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
C.4. Ask for help with a task after an unsuccessful attempt	C.4. <b>TG1:</b> 21, 36, 40, 41 <b>TG2:</b> 11, 21, 30, 31 <b>TG3:</b> 30, 31, 39, 40 <b>TG4:</b> 10, 20, 21, 30, 40, 42 <b>TG5:</b> 21, 39, 40 <b>TG6:</b> 10, 11, 12, 39, 42 <b>TG7:</b> 40, 42 <b>TG8:</b> 9, 19, 22, 29, 40 <b>TG9:</b> 9, 19, 22, 29, 40
<b>Standard 16.2 Establishing and Maintaining Relationships (5)</b>	
<b>Relationships—Trust and Attachment</b>	
<b>16.2.PK.A</b>	
<b>Interact with peers and adults in a socially acceptable manner.</b>	
A.1. Engage in reciprocal conversation with familiar peer and adult	Throughout the <i>Frog Street Threes</i> day, children are prompted to engage in reciprocal interactions with familiar adults. The program supports taking increasingly greater initiative in social interactions with adults and other children.  A.1. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
A.2. Respond to familiar adult's questions and directions	A.2. <b>TG1:</b> 6, 8, 10, 12, 16, 18, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41, 42 <b>TG3:</b> 4, 6, 10, 12, 19, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 11, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42

	<b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
A.3.Demonstrate appropriate affection for familiar adults and peers	A.3. <b>TG2:</b> 22 <b>TG3:</b> 14 <b>TG6:</b> 4 <b>TG7:</b> 4 <b>TG8:</b> 4 <b>TG9:</b> 4, 32
A.4.Seek out companionship from another child	A.4. <b>TG1:</b> 4, 10, 11, 14, 20, 21, 24, 29, 30, 31, 34, 41 <b>TG2:</b> 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 20, 24, 30, 32, 40, 42 <b>TG4:</b> 4, 10, 11, 14, 20, 28, 30, 34, 40 <b>TG5:</b> 4, 11, 17, 20 <b>TG6:</b> 4, 14, 19, 20, 21, 22, 30, 40, 42 <b>TG7:</b> 4, 11, 12, 14, 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 4, 14, 19, 20, 21, 30, 40, 42 <b>TG9:</b> 4, 12, 14, 20, 21, 29, 30, 40, 42
A.5.Use words denoting friendship	A.5. <b>TG1:</b> 4, 10, 11, 14, 20, 21, 24, 29, 30, 31, 34, 41 <b>TG2:</b> 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 20, 24, 30, 32, 40, 42 <b>TG4:</b> 4, 10, 11, 14, 20, 28, 30, 34, 40 <b>TG5:</b> 4, 11, 17, 20 <b>TG6:</b> 4, 14, 19, 20, 21, 22, 30, 40, 42 <b>TG7:</b> 4, 11, 12, 14, 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 4, 14, 19, 20, 21, 30, 40, 42 <b>TG9:</b> 4, 12, 14, 20, 21, 29, 30, 40, 42
A.6.Ask a child to play (e.g. “Do you want to make a block house with me?”)	A.6. <b>TG1:</b> 4, 10, 11, 14, 20, 21, 24, 29, 30, 31, 34, 41 <b>TG2:</b> 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 20, 24, 30, 32, 40, 42 <b>TG4:</b> 4, 10, 11, 14, 20, 28, 30, 34, 40 <b>TG5:</b> 4, 11, 17, 20 <b>TG6:</b> 4, 14, 19, 20, 21, 22, 30, 40, 42 <b>TG7:</b> 4, 11, 12, 14, 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 4, 14, 19, 20, 21, 30, 40, 42 <b>TG9:</b> 4, 12, 14, 20, 21, 29, 30, 40, 42
A.7.Play cooperatively with a few peers for a sustained period of time	A.7. <b>TG1:</b> 4, 10, 11, 14, 20, 21, 24, 29, 30, 31, 34, 41 <b>TG2:</b> 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 20, 24, 30, 32, 40, 42 <b>TG4:</b> 4, 10, 11, 14, 20, 28, 30, 34, 40 <b>TG5:</b> 4, 11, 17, 20 <b>TG6:</b> 4, 14, 19, 20, 21, 22, 30, 40, 42 <b>TG7:</b> 4, 11, 12, 14, 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 4, 14, 19, 20, 21, 30, 40, 42 <b>TG9:</b> 4, 12, 14, 20, 21, 29, 30, 40, 42
A.8.Respond with empathy to others who are upset	A.8. <b>TG1:</b> 4, 10, 11, 14, 16, 20, 21, 24, 29, 30, 31, 34, 41 <b>TG2:</b> 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 20, 24, 30, 32, 40, 42 <b>TG4:</b> 4, 10, 11, 14, 20, 28, 30, 34, 40 <b>TG5:</b> 4, 11, 14, 17, 20, 24 <b>TG6:</b> 4, 14, 19, 20, 21, 22, 24, 30, 40, 42 <b>TG7:</b> 4, 11, 12, 14, 19, 20, 21, 22, 24, 30, 40, 42 <b>TG8:</b> 4, 14,

	19, 20, 21, 24, 30, 40, 42 <b>TG9:</b> 4, 12, 14, 20, 21, 24, 29, 30, 40, 42
A.9. Share and take turns	A.9. <b>TG1:</b> 31 <b>TG2:</b> 12 <b>Resources:</b> <i>Welcome to Frog Street Threes:</i> Pages 31, 32, 33 <i>Literature Library: Sophie Wants a Turn</i>
A.10. Respect feelings and belongings of others	<b>Conscious Discipline®</b> strategies in every Greeting Circle support a growing awareness of thoughts and feelings—a child’s own feelings as well as those of others. A.10. <b>TG1:</b> 4, 10, 11, 14, 16, 20, 21, 24, 29, 30, 31, 34, 41 <b>TG2:</b> 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 20, 24, 30, 32, 40, 42 <b>TG4:</b> 4, 10, 11, 14, 20, 28, 30, 34, 40 <b>TG5:</b> 4, 11, 14, 17, 20, 24 <b>TG6:</b> 4, 14, 19, 20, 21, 22, 24, 30, 40, 42 <b>TG7:</b> 4, 11, 12, 14, 19, 20, 21, 22, 24, 30, 40, 42 <b>TG8:</b> 4, 14, 19, 20, 21, 24, 30, 40, 42 <b>TG9:</b> 4, 12, 14, 20, 21, 24, 29, 30, 40, 42
<b>Diversity</b> <b>16.2. PK.B</b>	
<b>Identify similarities and differences between self and others.</b>	
B.1. Understand that each person has a set of unique characteristics	<b>Conscious Discipline®</b> strategies in every Greeting Circle support a growing awareness of thoughts and feelings. In Themes 1 and 2, children explore <i>Awesome Me</i> and <i>My Family and Friends</i> —and they compare their characteristics with those of others. The <b>Conscious Discipline®</b> strategies also help children to understand why people behave certain ways—and how individuals are different from one another.  B.1. <b>TG1:</b> 6, 11, 12
B.2. Make drawings of people, including self-portraits, depicting body parts, clothing, and other physical characteristics	B.2. <b>TG1:</b> 6, 10, 20 <b>TG2:</b> 12, 17
B.3. Label personal characteristics	B.3. <b>TG1:</b> 6, 10, 20 <b>TG2:</b> 12, 17
B.4. Discuss the similarities and differences between self and others	B.4. <b>TG1:</b> 6, 10, 20 <b>TG2:</b> 12, 17
B.5. Understand that family structures may differ from one family to another	B.5. <b>TG2:</b> 6, 7, 11, 16, 17, 20, 26, 27, 37, 38, 42

<p>B.6.Understand that the thoughts and feelings of others may differ from own</p>	<p>B.6. <b>TG1:</b> 4, 10, 11, 14, 16, 20, 21, 24, 29, 30, 31, 34, 41 <b>TG2:</b> 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 20, 24, 30, 32, 40, 42 <b>TG4:</b> 4, 10, 11, 14, 20, 28, 30, 34, 40 <b>TG5:</b> 4, 11, 14, 17, 20, 24 <b>TG6:</b> 4, 14, 19, 20, 21, 22, 24, 30, 40, 42 <b>TG7:</b> 4, 11, 12, 14, 19, 20, 21, 22, 24, 30, 40, 42 <b>TG8:</b> 4, 14, 19, 20, 21, 24, 30, 40, 42 <b>TG9:</b> 4, 12, 14, 20, 21, 24, 29, 30, 40, 42</p>
<p>B.7. Demonstrate respect for children’s differences, including differences in thoughts and feelings</p>	<p>B.7. <b>TG1:</b> 4, 10, 11, 14, 16, 20, 21, 24, 29, 30, 31, 34, 41 <b>TG2:</b> 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 20, 24, 30, 32, 40, 42 <b>TG4:</b> 4, 10, 11, 14, 20, 28, 30, 34, 40 <b>TG5:</b> 4, 11, 14, 17, 20, 24 <b>TG6:</b> 4, 14, 19, 20, 21, 22, 24, 30, 40, 42 <b>TG7:</b> 4, 11, 12, 14, 19, 20, 21, 22, 24, 30, 40, 42 <b>TG8:</b> 4, 14, 19, 20, 21, 24, 30, 40, 42 <b>TG9:</b> 4, 12, 14, 20, 21, 24, 29, 30, 40, 42</p>
<p><b>Communication</b> <b>16.2.PK.C</b></p>	
<p><b>Engage in reciprocal communication with adults and peers.</b></p>	
<p>C.1.Communicate using detail related to topic being discussed including topics of personal interest, and special events</p>	<p>Throughout <i>Frog Street Threes</i>, children are prompted to engage in conversation with peers and adults. Children’s ability to follow conversational rules develops as they progress through the program.</p> <p>C.1. <b>TG1:</b> 31, 40 <b>TG2:</b> 21, 31 <b>TG5:</b> 36, 39</p>
<p>C.2.Pose questions related to topic being discussed</p>	<p>C.2. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 6, 10, 11, 12, 22, 24, 29, 31, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 10, 11, 12, 14, 16, 21, 22, 24, 26, 30, 31, 32, 34, 38, 40, 41 <b>TG6:</b> 6, 10, 11, 12, 14, 16, 20, 21, 22, 24, 26, 30, 32, 34, 38, 40, 41 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 20, 21, 22, 24, 30, 32, 34, 40, 41 <b>TG8:</b> 6, 10, 12, 14, 16, 20, 21, 22, 24, 26, 30, 32, 34, 41 <b>TG9:</b> 10, 12, 14, 16, 20, 21, 22, 24, 26, 30, 32, 34, 40, 41</p>
<p>C.3.Respond to questions posed by adults and peers</p>	<p>C.3. <b>TG1:</b> 6, 7, 10, 16, 17, 19, 26, 27, 37, 40 <b>TG2:</b> 6, 7, 10, 16, 17, 26, 27, 32, 37 <b>TG3:</b> 6, 7, 10, 12, 16, 17, 22, 26, 27, 30, 36, 37, 40 <b>TG4:</b> 6, 10, 16, 20, 27, 30, 36, 37, 40 <b>TG5:</b> 6, 7, 16, 17,</p>



	26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 30, 36, 37, 40 <b>TG7:</b> 7, 12, 17, 26, 27, 30, 36, 37, 40 <b>TG8:</b> 6, 17, 26, 27, 30, 36, 37, 40 <b>TG9:</b> 7, 17, 27, 30, 36, 37, 40
C.4.Allow wait time before responding	C.4. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
C.5.Engage in turn taking	C.5. <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
<b>Managing Interpersonal Conflicts</b> <b>16.2. PK.D</b>	
<b>Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. *See also 5.2.PK.B</b>	
D.1.Use appropriate words and actions to express one's own desires	<i>Frog Street Threes Conscious Discipline®</i> presented in each day's Greeting Circle (Commit) and reviewed in each Closing Circle help children appropriately deal with conflicts. Practice Center activities provide opportunities for children to use appropriate procedures for sharing materials, negotiating, and compromising with one another, with adult assistance as necessary.  D.1. <b>TG1:</b> 6, 10, 20 <b>TG2:</b> 12
D.2.Identify a problem and discuss possible solutions	D.2. <b>TG1:</b> 31 <b>TG2:</b> 12
D.3.Solve simple conflicts with peers with independence (share, take turns, apologize, try something else, ask for help)	D.3. <b>TG1:</b> 31 <b>TG2:</b> 12 Welcome to Frog Street Threes: Pages 31, 32, 33

D.4.Begin to negotiate conflicts that arise using words before seeking help	D.4. <b>TG1:</b> 30, 31, 41 <b>TG2:</b> 4, 10, 12, 20, 22, 26 <b>TG3:</b> 4, 12, 22, 34, 36, 42 <b>TG4:</b> 10, 16, 22, 24, 32, 42 <b>TG5:</b> 12, 14, 16, 22, 24, 26, 31, 32, 34, 42 <b>TG6:</b> 6, 12, 14, 16, 20, 22, 24, 26, 32, 34, 42 <b>TG7:</b> 6, 10, 12, 14, 16, 22, 24, 32, 34, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 34, 42 <i>Welcome to Frog Street Threes: Pages 31, 32, 33</i>
D.5.Use words during a conflict instead of physically responding	D.5. <b>TG1:</b> 31 <b>TG2:</b> 12 <i>Welcome to Frog Street Threes: Pages 31, 32, 33</i>
D.6.Accept and attempt teacher's or others' ideas about new strategies to solve a conflict	D.6. <b>TG1:</b> 31 <b>TG2:</b> 12 <i>Welcome to Frog Street Threes: Pages 31, 32, 33</i>
<b>Support: Asking for Help</b> <b>16.2.PK.E</b>	
<b>Ask for and accept offers of help when needed or appropriate.</b>	
E.1.Attempt tasks independently before asking for help	Throughout <i>Frog Street Threes</i> children interact, cooperate, and enjoy experiences with peers and adults. Adult interaction can be observed during Greeting Circle, Read-Aloud time, Math/Science lessons, and Closing Circle. During <b>Practice Center</b> activities, children have the opportunity to work cooperatively with an adult and peers to request and accept guidance, plan activities and solve problems.  E.1. <b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
E.2.Recognize when help is needed	E.2. <b>TG1:</b> 16, 17 <i>Welcome to Frog Street Threes: pages 46, 47</i>
E.3.Recognize appropriate sources of help (e.g. familiar adult, community helpers, peers)	E.3. <b>TG2:</b> 36, 37
E.4.Ask for adult help to solve a problem or to complete a task	E.4. <b>TG1:</b> 21, 36, 40, 41 <b>TG2:</b> 11, 21, 30, 31 <b>TG3:</b> 30, 31, 39, 40 <b>TG4:</b> 10, 20, 21, 30, 40, 42 <b>TG5:</b> 21, 39, 40 <b>TG6:</b> 10, 11, 12,

	39, 42 <b>TG7:</b> 40, 42 <b>TG8:</b> 9, 19, 22, 29, 40 <b>TG9:</b> 9, 19, 22, 29, 40
E.5.Respond appropriately to offers of help (e.g. “That’s okay, I can do it” or “Yes, thank you”)	E.5. <b>TG1:</b> 11 <b>TG4:</b> 8, 10, 11, 19 <b>TG7:</b> 11, 21 <b>TG8:</b> 21, 31 <b>TG9:</b> 31
<b>Standard Area 16.3 Decision Making and Responsible Behavior (3)</b>	
<b>Decision-Making Skills</b>	
<b>16.3.PK.A</b>	
<b>Interpret the consequences of choices</b>	
A.1.Recognize unsafe situations and tell an adult	Children make ongoing, independent choices from a variety of <b>Practice Center</b> activities. Children learn to consistently make appropriate choices and anticipate consequences if they break rules.  A.1. <b>TG1:</b> 11 <b>TG4:</b> 8, 10, 11, 19 <b>TG7:</b> 11, 21 <b>TG8:</b> 21, 31 <b>TG9:</b> 31
A.2.Tell a peer when a rule is broken	A.2. <b>TG1:</b> 10 <b>TG2:</b> 20, 30, 32 <b>TG3:</b> 14, 32, 42 <b>TG4:</b> 34, 38 <b>TG5:</b> 42 <b>TG6:</b> 40, 42 <b>TG7:</b> 40 <b>TG8:</b> 40 <b>TG9:</b> 40
A.3.Warn a peer about a safety risk on the playground	A.3. <b>TG1:</b> 11 <b>TG4:</b> 8, 10, 11, 19 <b>TG7:</b> 11, 21 <b>TG8:</b> 21, 31 <b>TG9:</b> 31
A.4.Encourage two friends who are having a dispute to “use their words and work it out”	A.4. <b>TG1:</b> 31 <b>TG2:</b> 12
A.5.Discuss the reasons for having rules	A.5. <b>TG1:</b> 10 <b>TG2:</b> 20, 30, 32 <b>TG3:</b> 14, 32, 42 <b>TG4:</b> 34, 38 <b>TG5:</b> 42 <b>TG6:</b> 40, 42 <b>TG7:</b> 40 <b>TG8:</b> 40 <b>TG9:</b> 40
<b>Understanding Social Norms</b>	
<b>16.3.PK.B</b>	
<b>Recognize there are socially acceptable ways to behave in different places.</b>	
B.1.Make transitions between places and people with minimal distress	<b>Conscious Discipline®</b> strategies are introduced in the daily Greeting Circle to help children transition from home to school. <b>Conscious Discipline®</b> provides guidelines for helping children to be successful in their social and emotional endeavors, including separation from familiar people with minimal distress. <b>Outdoors Practice</b> activities provide opportunities to use “outside voices” vs. the “inside voices” used in the classroom.

	<p>B.1. <b>TG1:</b> 10 <b>TG2:</b> 20, 30, 32 <b>TG3:</b> 14, 32, 42  <b>TG4:</b> 34, 38 <b>TG5:</b> 42 <b>TG6:</b> 40, 42 <b>TG7:</b> 40 <b>TG8:</b> 40  <b>TG9:</b> 40</p>
B.2. Use inside voices while indoors and outside voices when outdoors	<p>B.2. <b>TG1:</b> 6, 7, 10, 16, 17, 26, 27, 37 <b>TG2:</b> 6, 7, 16, 17, 20, 26, 27, 30, 32, 37 <b>TG3:</b> 6, 7, 14, 16, 17, 26, 27, 32, 36, 37, 42 <b>TG4:</b> 6, 7, 16, 17, 26, 27, 34, 36, 37, 38 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37, 42 <b>TG6:</b> 6, 7, 16, 17, 26, 27, 36, 37, 40, 42 <b>TG7:</b> 6, 7, 16, 17, 26, 27, 36, 37, 40 <b>TG8:</b> 6, 7, 16, 17, 26, 27, 36, 37, 40 <b>TG9:</b> 7, 17, 27, 37, 40  <b>Resource:</b> Literature Library: <i>Sophie's Big Voice</i></p>
B.3. Cooperate in both large and small group activities that are facilitated by adult	<p>B.3. <b>TG1:</b> 4,5, 6,7,8,9, 12, 14, 15, 16, 17, 18, 19, 22, 24, 25, 26, 27, 28, 29, 32, 34, 35, 36, 37, 38, 39, 42 <b>TG2:</b> 4,5, 6,7,8,9, 12, 14, 15, 16, 17, 18, 19, 22, 24, 25, 26, 27, 28, 29, 32, 34, 35, 36, 37, 38, 39, 42 <b>TG3:</b> 4,5, 6,7,8,9, 12, 14, 15, 16, 17, 18, 19, 22, 24, 25, 26, 27, 28, 29, 32, 34, 35, 36, 37, 38, 39, 42 <b>TG4:</b> 4,5, 6,7,8,9, 12, 14, 15, 16, 17, 18, 19, 22, 24, 25, 26, 27, 28, 29, 32, 34, 35, 36, 37, 38, 39, 42 <b>TG5:</b> 4,5, 6,7,8,9, 12, 14, 15, 16, 17, 18, 19, 22, 24, 25, 26, 27, 28, 29, 32, 34, 35, 36, 37, 38, 39, 42 <b>TG6:</b> 4,5, 6,7,8,9, 12, 14, 15, 16, 17, 18, 19, 22, 24, 25, 26, 27, 28, 29, 32, 34, 35, 36, 37, 38, 39, 42 <b>TG7:</b> 4,5, 6,7,8,9, 12, 14, 15, 16, 17, 18, 19, 22, 24, 25, 26, 27, 28, 29, 32, 34, 35, 36, 37, 38, 39, 42 <b>TG8:</b> 4,5, 6,7,8,9, 12, 14, 15, 16, 17, 18, 19, 22, 24, 25, 26, 27, 28, 29, 32, 34, 35, 36, 37, 38, 39, 42 <b>TG9:</b> 4,5, 6,7,8,9, 12, 14, 15, 16, 17, 18, 19, 22, 24, 25, 26, 27, 28, 29, 32, 34, 35, 36, 37, 38, 39, 42</p>
B.4. Apply classroom rules to new situations	<p>B.4. <b>TG1:</b> 10 <b>TG2:</b> 20, 30, 32 <b>TG3:</b> 14, 32, 42 <b>TG4:</b> 34, 38  <b>TG5:</b> 42 <b>TG6:</b> 40, 42 <b>TG7:</b> 40 <b>TG8:</b> 40 <b>TG9:</b> 40</p>
B.5. Adjust to changes in routines and activities	<p>B.5. <b>TG1:</b> 10 <b>TG2:</b> 20, 30, 32 <b>TG3:</b> 14, 32, 42 <b>TG4:</b> 34, 38  <b>TG5:</b> 42 <b>TG6:</b> 40, 42 <b>TG7:</b> 40 <b>TG8:</b> 40 <b>TG9:</b> 40</p>
B.6. Follow rules and routines in classroom and other settings with reminders	<p>B.6. <b>TG1:</b> 10 <b>TG2:</b> 20, 30, 32 <b>TG3:</b> 14, 32, 42 <b>TG4:</b> 34, 38  <b>TG5:</b> 42 <b>TG6:</b> 40, 42 <b>TG7:</b> 40 <b>TG8:</b> 40 <b>TG9:</b> 40</p>
<b>Responsible Active Engagement—Empathy</b>	

<b>16.3.PK.C</b>	
<b>Actively engage in assisting others when appropriate</b>	
C.1.Respond with empathy to others who are upset	<p><b>Conscious Discipline®</b> strategies in each Greeting Circle support the development of empathy—including care and concern for the needs of others and assistance of people experiencing distress. In Theme 2, <i>My Family and Friends</i>, the children are introduced to the commitments of Sharing and Helping Hands. The Kindness Tree is a classroom prop used to make note of children’s kind and helpful acts throughout the day. Children are introduced to the Kindness Tree in Theme 3. Throughout the day, when the teacher or a child notices a kind act, the teacher places a heart on the tree.</p> <p>C.1. <b>TG1:</b> 4, 10, 11, 14, 16, 20, 21, 24, 29, 30, 31, 34, 41 <b>TG2:</b> 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 20, 24, 30, 32, 40, 42 <b>TG4:</b> 4, 10, 11, 14, 20, 28, 30, 34, 40 <b>TG5:</b> 4, 11, 14, 17, 20, 24 <b>TG6:</b> 4, 14, 19, 20, 21, 22, 24, 30, 40, 42 <b>TG7:</b> 4, 11, 12, 14, 19, 20, 21, 22, 24, 30, 40, 42 <b>TG8:</b> 4, 14, 19, 20, 21, 24, 30, 40, 42 <b>TG9:</b> 4, 12, 14, 20, 21, 24, 29, 30, 40, 42</p>
C.2.Recognize when someone needs help and offer assistance	C.2. <b>TG1:</b> 43 <b>TG2:</b> 43 <b>TG3:</b> 43 <b>TG5:</b> 43
C.3.Respect another’s attempts to complete tasks independently	C.3. <b>TG1:</b> 10, 14, 24, 34 <b>TG4:</b> 28, 34 <b>TG7:</b> 10, 30 <b>TG8:</b> 30, 41 <b>TG9:</b> 30, 41