

California Preschool Learning Foundation
Standards (at around 48 months of age) – Volume 2
Correlation to Frog Street Threes



| California Preschool Learning Foundations, Volume 2 | Frog Street Threes Teaching Guide Page References |
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| VISUAL AND PERFORMING ARTS | |
| Visual Arts | |
| 1.0 Notice, Respond, and Engage | |
| 1.1 Notice and communicate about objects or forms that appear in art. | TG1: 10, 20, 21, 31, 41 TG2: 21 TG3: 11, 21, 30 TG4: 21, 31 TG5: 21, 31, 40 TG6: 10, 20, 31, 41 TG7: 20, 31 TG8: 10, 20, 31 TG9: 31, 41 |
| 1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them. | TG1: 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 TG2: 10, 30, 31, 40 TG3: 10, 11, 20, 29, 31, 41 TG4: 10, 11, 16, 20, 34, 40 TG5: 10, 19, 20, 21, 30, 31, 38, 40, 41 TG6: 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 TG7: 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 TG8: 4, 10, 20, 21, 22, 30, 31, 40, 41 TG9: 4, 10, 11, 20, 21, 30, 31, 32, 40, 41 |
| 1.3 Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials. | TG1: 10, 20, 21, 31, 41 TG2: 21 TG3: 11, 21, 30 TG4: 21, 31 TG5: 21, 31, 40 TG6: 10, 20, 31, 41 TG7: 20, 31 TG8: 10, 20, 31 TG9: 31, 41 |
| 1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice. | TG1: 7, 11, 30 TG2: 21 TG3: 29 TG4: 20 TG5: 6, 29, 31 TG7: 11 TG8: 19, 27 TG9: 10, 27 |
| 2.0 Develop Skills in Visual Art | |
| 2.1 Make straight and curved marks and lines; begin to draw rough circle shapes. | <i>Children create marks, drawings, and scribbles throughout the program. The Writer's Corner activities in each weeks' Practice Centers encourage children to draw.</i> TG2: 9, 19, 40, 42 TG3: 19 TG4: 9, 10, 20, 26 TG5: 9, 19, 39 TG6: 10, 19, 22, 30, 39, 40 TG7: 10, 19, 22, 30, 39 TG8: 9, 10, 19, 20, 30, 39 TG9: 10, 32 |
| 2.2 Begin to create paintings or drawings that suggest people, animals, and objects. | TG1: 18, 19, 21, 22 TG3: 6, 7 TG4: 26 |

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| <p>2.3 Make somewhat regular-shaped balls and coils out of dough or clay.</p> <p>2.4 Begin to use paper and other materials to assemble simple collages.</p> <p>2.5 Begin to recognize and name materials and tools used for visual arts.</p> | <p><i>Children create marks, drawings, and scribbles throughout the program. The Writer's Corner activities in each weeks' Practice Centers encourage children to draw.</i></p> <p>TG2: 9, 19, 40, 42 TG3: 19 TG4: 9, 10, 20, 26 TG5: 9, 19, 39 TG6: 10, 19, 22, 30, 39, 40 TG7: 10, 19, 22, 30, 39 TG8: 9, 10, 19, 20, 30, 39 TG9: 10, 32</p> |
| <p>2.6 Demonstrate some motor control when working with visual arts tools.</p> | <p>TG2: 40, 42 TG4: 10, 20, 26 TG5: 29, 39 TG6: 10, 19, 22, 30, 40 TG7: 10, 22, 30 TG8: 9, 10, 19, 20, 30 TG9: 10, 32</p> |
| 3.0 Create, Invent, and Express Through Visual Art | |
| <p>3.1 Create art and sometimes name the work.</p> <p>3.2 Begin to draw figures or objects.</p> <p>3.3 Begin to use intensity of marks and color to express a feeling or mood.</p> | <p>TG1: 10, 20, 21, 31, 41 TG2: 21 TG3: 11, 21, 30 TG4: 21, 31 TG5: 21, 31, 40 TG6: 10, 20, 31, 41 TG7: 20, 31 TG8: 10, 20, 31 TG9: 31, 41</p> |
| Music | |
| 1.0 Notice, Respond, and Engage | |
| <p>1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.</p> <p>1.2 Recognize simple repeating melody and rhythm patterns.</p> <p>1.3 Identify the sources of a limited variety of musical sounds.</p> | <p>TG1: 4, 7, 17, 27, 28, 34, 36 TG2: 7, 27, 37 TG3: 27 TG4: 27, 34 TG5: 7, 27, 37 TG6: 7 TG7: 7, 27 TG8: 7, 17, 27 TG9: 7, 17, 27, 39</p> <p>Welcome to Frog Street Threes Guide: p. 24</p> |
| <p>1.4 Use body movement freely to respond loosely to beat – loud versus quiet (dynamics) - and tempo.</p> | <p>TG1: 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 TG2: 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 TG3: 7, 14, 17, 27 TG4: 4, 5, 7, 14, 15, 24, 25, 27, 34 TG5: 4, 5, 7, 14, 15, 17, 24, 27, 37 TG6: 4, 7, 15, 17, 25, 34 TG7: 4, 7, 8, 14, 17, 24, 27, 34, 37 TG8: 4, 7, 14, 17, 24, 27, 34 TG9: 4, 7, 8, 14, 17, 24, 27, 34</p> |
| 3.0 Develops Skills in Music | |
| <p>3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.</p> | <p>TG1: 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 TG2: 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 TG3: 7, 14, 17, 27 TG4: 4, 5, 7, 14,</p> |

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| | 15, 24, 25, 27, 34 TG5: 4, 5, 7, 14, 15, 17, 24, 27, 37 TG6: 4, 7, 15, 17, 24, 34 TG7: 4, 7, 8, 14, 17, 24, 27, 34, 37 TG8: 4, 7, 14, 17, 24, 27, 34 TG9: 4, 7, 8, 14, 17, 24, 27, 34 |
| 3.2 Move or use body to demonstrate beat and tempo, often spontaneously. | TG1: 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 TG2: 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 TG3: 7, 14, 17, 27 TG4: 4, 5, 7, 14, 15, 24, 25, 27, 34 TG5: 4, 5, 7, 14, 15, 17, 24, 27, 37 TG6: 4, 7, 15, 17, 25, 34 TG7: 4, 7, 8, 14, 17, 24, 27, 34, 37 TG8: 4, 7, 14, 17, 24, 27, 34 TG9: 4, 7, 8, 14, 17, 24, 27, 34 |
| 3.3 Improvise vocally and instrumentally. | TG1: 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 TG2: 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 TG3: 7, 14, 17, 27 TG4: 4, 5, 7, 14, 15, 24, 25, 27, 34 TG5: 4, 5, 7, 14, 15, 17, 24, 27, 37 TG6: 4, 7, 15, 17, 25, 34 TG7: 4, 7, 8, 14, 17, 24, 27, 34, 37 TG8: 4, 7, 14, 17, 24, 27, 34 TG9: 4, 7, 8, 14, 17, 24, 27, 34 |
| Dance | |
| 1.0 Notice, Respond, and Engage | |
| 1.1 Engage in dance movements. 1.2 Begin to understand and use vocabulary related to dance. 1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall. 1.4 Explore and use different steps and movements to create or form a dance. | <i>Weekly Moving and Learning Activities engage children in theme-based movement activities for creative expression through dance and movement.</i> TG1: 4, 11, 17, 27, 28, 30, 34, 36, 41 TG2: 7, 10, 20, 27, 30, 37 TG3: 11, 20, 27, 30, 40 TG4: 10, 20, 27, 30, 34 TG5: 7, 11, 27, 31, 40 TG6: 7, 11, 40 TG7: 7, 27, 40 TG8: 7, 17, 27 TG9: 7, 17, 27, 40 |
| 3.0 Develop Skills in Dance | |
| 3.1 Begin to act out and dramatize through music and movement patterns. 3.2 Invent dance movements. 3.3 Improvise simple dances that have a beginning and an end. | TG1: 4, 11, 17, 27, 28, 30, 34, 36, 41 TG2: 7, 10, 20, 27, 30, 37 TG3: 11, 20, 27, 30, 40 TG4: 10, 20, 27, 30, 34 TG5: 7, 11, 27, 31, 40 TG6: 7, 11, 40 TG7: 7, 27, 40 TG8: 7, 17, 27 TG9: 7, 17, 27, 40 |

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| 3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults. | TG1: 21, 36, 40, 41 TG7: 40, 42 TG8: 9, 19, 22, 29, 40 TG9: 9, 19, 22, 29, 40 |
| PHYSICAL DEVELOPMENT | |
| Fundamental Movement Skills | |
| 1.0 Balance | |
| 1.1 Maintain balance while holding still; sometimes may need assistance. | TG1: 10, 20 TG2: 22, 31, 41 TG3: 11, 21 TG4: 11, 21, 40, 42 TG5: 10, 20, 21 TG6: 9, 11, 12, 30, 31 TG7: 9, 10, 12, 30 TG8: 10, 12, 21, 41 TG9: 10, 11, 20, 30, 39, 40 Welcome to Frog Street Threes Guide: 52 |
| 1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable. | TG1: 10, 20 TG6: 9, 11, 12, 30, 31 TG7: 9, 10, 12, 30 TG8: 10, 12, 21, 41 TG9: 10, 11, 20, 30, 39, 40 |
| 2.0 Locomotor Skills | |
| 2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet). | TG1: 10, 19, 20 TG2: 22, 31, 40, 41 TG3: 11, 21, 30 TG4: 11, 21, 37, 40, 41, 42 TG5: 10, 16, 20, 21, 37 TG6: 9, 11, 12, 29, 30, 31 TG7: 9, 10, 12, 30 TG8: 7, 10, 12, 21, 41 TG9: 10, 11, 20, 30, 39, 40 Welcome to Frog Street Threes Guide: 52 |
| 2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs. | TG1: 10, 11, 31, 40, 41 TG6: 9, 11, 12, 22, 30, 31 TG7: 9, 10, 30 TG8: 10, 12, 21, 40, 41 TG9: 10, 11, 12, 30, 39, 40 |
| 2.3 Jump for height (up or down) and for distance with beginning competence. | TG1: 19 TG2: 22, 40 TG3: 30 TG4: 37, 41 TG5: 16, 37 TG6: 9, 29 TG7: 9 TG8: 7, 10 TG9: 39 Welcome to Frog Street Threes Guide: 52 |

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| 2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping. | TG1: 10, 11, 31, 40, 41 TG2: 11, 31, 41 TG4: 11, 21, 40 TG5: 10, 20, 21 TG6: 9, 11, 12, 22, 30, 31 TG7: 9, 10, 30 TG8: 10, 12, 21, 40, 41 Welcome to Frog Street Threes Guide: 52 |
| Perceptual-Motor Skills and Movement Concepts | |
| 1.0 Body Awareness | |
| 1.1 Demonstrate knowledge of the names of body parts. | TG1: 10 TG2: 8, 18, 21, 28, 30, 31, 40, 41 TG3: 7 TG4: 26, 30, 32 TG5: 36 TG6: 36 TG7: 36, 40 TG8: 30, 36, 40 TG9: 30, 36, 40 |
| 2.0 Spatial Awareness | |
| 2.1 Use own body as reference point when locating or relating to other people or objects in space. | TG1: 10, 11, 31, 40, 41 TG2: 11, 31, 41 TG4: 11, 21, 40 TG5: 10, 20, 21 TG6: 9, 11, 12, 22, 30, 31 TG7: 9, 10, 30 TG8: 10, 12, 21, 40, 41 TG9: 10, 11, 12, 30, 39, 40 |
| 3.0 Directional Awareness | |
| 3.1 Distinguish movements that are up and down and to the side of the body (for example, understands “use that side, now the other side”). | TG1: 10, 20 TG2: 22, 31, 41 TG3: 11, 21 TG4: 11, 21, 40, 42 TG5: 10, 20, 21 TG6: 9, 11, 12, 30, 31 TG7: 9, 10, 12, 30 TG8: 10, 12, 21, 41 TG9: 10, 11, 20, 30, 39, 40 |
| 3.2 Move forward and backward or up and down easily. | TG1: 10, 11, 31, 41 TG2: 11, 31, 41 TG4: 11, 21, 40 TG5: 10, 20, 21 TG6: 9, 11, 30, 31 TG7: 7, 10, 30 TG8: 10, 21, 40, 41 TG9: 11, 40, 39 |
| 3.3 Can place an object on top or under something with some accuracy. | TG1: 29 TG2: 28, 31, 32 TG3: 12, 21, 32 TG4: 40 TG5: 31, 39 TG6: 39 TG7: 39 |
| 3.4 Use any two body parts together. | TG1: 10, 11, 31, 40, 41 TG2: 11, 31, 41 TG4: 11, 21, 40 TG5: 10, 20, 21 TG6: 9, 11, 12, 22, 30, 31 TG7: 9, 10, 30 TG8: 10, 12, 21, 40, 41 TG9: 11, 12, 30, 39, 40 |
| Active Physical Play | |
| 1.0 Active Participation | |

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| 1.1 Initiate or engage in simple physical activities for a short to moderate period of time. | TG1: 10, 19, 20, 31, 40, 41 TG2: 19, 21, 30, 40, 41 TG3: 10, 11, 20, 21, 30, 31, 32 TG4: 21, 31, 40, 41 TG5: 10, 11, 20, 29, 30, 31, 40, 41 TG6: 10, 11, 20, 29, 31, 41 TG7: 10, 11, 20, 22, 29, 30, 31, 41 TG8: 10, 11, 12, 20, 21, 22, 30, 31, 41 TG9: 11, 20, 21, 30, 31, 41 |
| 2.0 Cardiovascular Endurance | |
| 2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system. | TG1: 10, 19, 20, 31, 40, 41 TG2: 19, 21, 30, 40, 41 TG3: 10, 11, 20, 21, 30, 31, 32 TG4: 21, 31, 40, 41 TG5: 10, 11, 20, 29, 30, 31, 40, 41 TG6: 10, 11, 20, 29, 31, 41 TG7: 10, 11, 20, 22, 29, 30, 31, 41 TG8: 10, 11, 12, 20, 21, 22, 30, 31, 41 TG9: 11, 20, 21, 30, 31, 41 |
| 3.0 Muscular Strength, Muscular Endurance, and Flexibility | |
| 3.1 Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility. | TG1: 10, 20 TG2: 22, 31, 41 TG3: 11, 21 TG4: 11, 21, 40, 42 TG5: 10, 20, 21 TG6: 9, 11, 12, 30, 31 TG7: 9, 10, 12, 30 TG8: 10, 12, 21, 41 TG9: 10, 11, 20, 30, 39, 40 |
| HEALTH | |
| Health Habits | |
| 1.0 Basic Hygiene | |
| 1.1 Demonstrate knowledge of some steps in the handwashing routine. | TG1: 6, 11, 26 TG4: 14, 15, 16, 17, 19, 20 TG7: 11, 21 |
| 1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling. | TG1: 11 TG4: 8, 10, 11, 16, 17, 18, 19, 20, 21, 26, 27, 30, 31, 32, 36, 37, 40 TG7: 7, 11, 21 TG8: 21, 31 TG9: 31 |
| 2.0 Oral Health | |
| 2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction. | TG4: 14, 15, 16, 17, 18, 20 TG7: 11, 12, 21 TG9: 14 |
| 3.0 Knowledge of Wellness | |
| 3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function. | TG1: 10 TG2: 8, 18, 21, 28, 30, 31, 40, 41 TG3: 7 TG4: 26, 30, 32 TG5: 36 TG6: 36 TG7: 36, 40 TG8: 30, 36, 40 TG9: 30, 36, 40 |

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| 3.2 Begin to understand that healthcare providers try to keep people well and help them when they are not well. | TG2: 26, 34, 35, 36 TG4: 16, 17, 20, 22, 49 |
| 3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability. | TG1: 11 TG4: 8, 10, 11, 16, 17, 18, 19, 20, 21, 26, 27, 30, 31, 32, 36, 37, 40 TG7: 7, 11, 21 TG8: 21, 31 TG9: 31 |
| 4.0 Sun Safety | |
| 4.1 Begin to practice sun-safe actions, with adult support and guidance. | <i>In Frog Street Threes, Theme 4, Safe and Healthy Me, children learn about the importance of practicing and maintaining healthy sun-safe actions such as using sunscreen, playing outdoors in the shade, and staying hydrated.</i> TG4: 7, 10, 17, 20 |
| Safety | |
| 1.0 Injury Prevention | |
| 1.1 Follow safety rules with adult support and prompting. | TG1: 11 TG4: 8, 10, 11, 19 TG7: 11, 21 TG8: 21, 31 TG9: 31 |
| 1.2 Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill). | TG1: 5, 11, 15, 25, 35 TG2: 5, 15, 24, 35 TG3: 4, 14, 25, 35 TG4: 5, 8, 10, 11, 15, 16, 19, 25, 35 TG5: 5, 14, 25, 35 TG6: 5, 15, 25, 35 TG7: 5, 11, 15, 19, 21, 25, 35 TG8: 5, 14, 21, 25, 31, 34 TG9: 4, 15, 24, 31, 34 |
| 1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision. | TG1: 11 TG4: 8, 10, 11, 19 TG7: 11, 21 TG8: 21, 31 TG9: 21, 31 |
| Nutrition | |
| 1.0 Nutrition Knowledge | |
| 1.1 Identify different kinds of foods. | TG4: 26, 27 TG7: 11 |
| 2.0 Nutrition Choices | |
| 2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy and choose from a variety of foods at mealtimes. | <i>In Frog Street Threes, Theme 4, Safe and Healthy Me, children learn about the importance of maintaining healthy eating habits.</i> TG4: 16, 17, 26, 27, 30, 31, 32 |

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| <p>2.2 Indicate food preferences that reflect familial and cultural practices.</p> | <p><i>In Frog Street Threes, Theme 2, Family and Home, children explore foods that reflect familial and cultural practices.</i></p> <p>Welcome to Frog Street Threes: 67</p> |
| <p>3.0 Self-Regulation of Eating</p> | |
| <p>3.1 Indicate awareness of own hunger and fullness.</p> | <p><i>In Frog Street Threes, Theme 4, Safe and Healthy Me, children learn about the importance of maintaining healthy eating habits.</i></p> <p>TG4:24</p> |