

# Virginia's Early Learning and Development Standards Correlation to Frog Street Threes



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VIRGINIA’S EARLY LEARNING AND DEVELOPMENT STANDARDS	FROG STREET THREES TEACHER GUIDE PAGE REFERENCES
<b>Approaches to Play and Learning</b>	
<b>APL1. Curiosity and Initiative</b>	
<b>APL1.1. Being curious learners</b>	
APL1.1g Seeks out new information, asks “Why?”	<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>APL1.2. Taking initiative</b>	
APL1.2m Purposely tries different ways of doing things to see what happens (e.g., builds ramps with different blocks to make their cars go faster and farther)	<i>Throughout Frog Street Threes, children are encouraged to take the initiative to try out a new idea or approach.</i>
APL1.2n Makes attempts at new and challenging activities (e.g., climbs a new, higher slide)	<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>APL2. CREATIVITY AND IMAGINATION</b>	
<b>APL2.1. Showing creativity and imagination</b>	
APL2.1l Transitions between reality and imagination in cooperative play, dramatic play, or during guided drama experience	<i>Frog Street Threes provides many opportunities for children to engage in dramatic play—and to assume different roles and characters, using real life experiences and objects as well as fantasy characters from stories, songs, rhymes. <b>Pretend and Learn Practice Centers</b> provide children with ability to plan, coordinate roles, and engage in cooperative interaction with peers.</i>
APL2.1m Begins to sequence actions in dramatic play (e.g., gathers pots, spoons, and plastic vegetables to “make soup”)	
APL2.1n Connects dramatic play to story (e.g., acts as a familiar character)	
	<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>APL3. EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION</b>	
<b>APL3.1. Focusing and paying attention</b>	
APL3.1i With adult prompts and support, focuses attention on activities like listening to stories read to a group for short periods of time in spite of interruptions or distraction	<p><i>As children grow and develop through ongoing participation in the <b>Frog Street Threes</b> 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.</i></p> <p><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</p>
APL3.1j Stays with a variety of tasks that interest them (e.g., plays in the dramatic play and block areas for 10 minutes)	<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 <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>APL3.2. Building working memory</b>	
APL3.2j Repeats a list of items needed for self-care or play	<p><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</p> <p><b>Resources:</b> Sequence Cards: Brushing Teeth, Handwashing</p>
APL3.2k Plays simple memory and matching games	<p><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</p>
APL3.2l Remembers and follows 2-step directions to complete simple tasks (e.g., “wash your hands then help prepare or eat a snack”)	<p><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</p>
<b>APL3.3. Thinking flexibly and adapting</b>	
APL3.3k Demonstrates “cognitive flexibility” by trying another approach, with adult support, when something does not work the first time (e.g., tries a different way to climb a structure when the first effort does not work or uses a tool or another person to get an item out of reach)	<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 <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>
APL3.3l Shows ability to shift attention from one task or activity to another when necessary	

<b>APL3.4. Inhibiting responses</b>	
APL3.4b Seeks adult help when distressed with behavior of or interaction with a peer	<p><b>Conscious Discipline® strategies are introduced in the daily Greeting Circle to help children transition from home to school. Conscious Discipline® provides guidelines for helping children to be successful in their social and emotional endeavors, including separation from familiar people with minimal distress, using their own words to express need for assistance in appropriate ways, and minimize impulsive behaviors. Outdoors Practice activities provide opportunities to use “outside voices” vs. the “inside voices” used in the classroom.</b></p> <p><b>TG1: 10 TG2: 20, 30, 32 TG3: 14, 32, 42 TG4: 34, 38 TG5: 42 TG6: 40, 42 TG7: 40 TG8: 40 TG9: 40</b></p>
APL3.4c With adult support, begins to use words, signs or gestures to express distress with peers (instead of biting or pushing)	
APL3.4d Begins to inhibit impulsive behaviors with adult support (e.g., inhibits initial response to call out an answer to a question during story time with educator's reminder)	
<b>APL3.5. Persisting and problem-solving</b>	
APL3.5o Persists in preferred tasks that may be challenging, with or without adult support	<p><i>As children grow and develop through ongoing participation in the <b>Frog Street Threes</b> 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.</i></p> <p><b>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</b></p>
APL3.5p Remembers solutions discovered before and uses them (e.g., uses a spoon to mix flour and water for playdough when fingers get sticky from using hands)	<p><i>Throughout <b>Frog Street Threes</b> children are encouraged to use flexible problem-solving strategies, including those they have used in previous situations and activities. <b>Practice Centers</b> provide children with the opportunity to explore and seek multiple solutions to a question, task, or problem.</i></p> <p><b>TG1: 9, 10, 11, 20, 21, 30, 31, 36, 39, 40, 41 TG2: 10, 11, 21, 30, 31, 40 TG3: 10, 11, 20, 29, 30, 31, 39, 40, 41 TG4: 10, 11, 16, 20, 21, 30, 34, 40, 42 TG5: 10, 19, 20, 21, 30, 31, 38, 39, 40, 41 TG6: 4, 10, 11, 12, 20, 21, 22, 30, 31, 32, 38, 39, 40, 41,</b></p>

	<p>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</p> <p><b>Welcome to Frog Street Threes:</b> 40-41</p>
<p>APL3.5q Responds to adult’s positive feedback for effort to continue trying or practicing a new skill</p>	<p><i>Throughout Frog Street Threes, children are encouraged to take risks by continuing to try out a new idea or approach with adult positive feedback.</i></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  <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>APL4. BEHAVIORAL SELF-REGULATION</b>	
<b>APL4.1. Managing actions and behaviors</b>	
<p>APL4.1g Follows classroom rules and routines with prompting and reminders from adults (e.g., uses visual aids to meet behavioral expectations)</p>	<p><b>Frog Street Threes Greeting Circle</b> builds a sense of classroom community each day. 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><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>APL4.1h Uses classroom materials with adult support (e.g., how to handle appropriately, how to properly store)</p>	<p><b>TG1:</b> 20, 21, 30, 40 <b>TG2:</b> 10, 30, 40 <b>TG3:</b> 40 <b>TG4:</b> 8, 18, 28, 30, 31, 38, 40 <b>TG6:</b> 40 <b>TG7:</b> 40, 41 <b>TG8:</b> 21, 40 <b>TG9:</b> 40, 41</p>
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>SED1. POSITIVE SELF-CONCEPT</b>	
<b>SED1.1. Developing self-awareness</b>	
<p>SED1.1k Demonstrates awareness of self as a unique individual (e.g., refers to favorite shirt or boots)</p>	<p><b>TG1:</b> 6, 10, 20 <b>TG2:</b> 12, 17</p> <p><b>Literature Library:</b> Awesome Me</p>

SED1.1l Uses own first and family (last) name	<p><b>TG2: 48 TG4: 15 TG6: 48 TG7: 48</b></p> <p><b>Welcome to Frog Street Threes: 32, 67</b></p>
SED1.1m Describes their physical characteristics, behavior, and abilities positively (e.g., tells a peer, “My hair is curly and beautiful.”)	<p><b>Conscious Discipline® strategies in every Greeting Circle support a growing awareness of thoughts and feelings. In Themes 1 and 2, children explore Awesome Me and My Family and Friends—and they compare their characteristics with those of others. The Conscious Discipline® strategies also help children to understand why people behave certain ways—and how individuals are different from one another.</b></p> <p><b>TG1: 6, 10, 11, 12, 20 TG2: 12, 17</b></p> <p><b>Literature Library: Awesome Me</b></p>
<b>SED1.2. Developing self-confidence</b>	
SED1.2h Begins to experiment with their own potential (e.g., sees how high they can climb on the playground equipment or sees how fast they can complete a task)	<p><b>Frog Street Threes Practice Center activities provide opportunities for children to show persistence in completing tasks from beginning to end.</b></p>
SED1.2i Shows positive self-identity (e.g., “I am a smart girl!”)	
SED1.2j Exhibits confidence in performance (e.g., “Look how high I jumped.”)	<p><b>During daily Conscious Discipline® 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.</b></p> <p><b>TG1: 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 TG2: 10, 30, 31, 40</b>  <b>TG3: 10, 11, 20, 29, 31, 41 TG4: 10, 11, 16, 20, 34, 40 TG5:</b>  <b>10, 19, 20, 21, 30, 31, 38, 40, 41 TG6: 4, 10, 20, 21, 22, 30, 31,</b>  <b>32, 38, 40, 41 TG7: 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41</b>  <b>TG8: 4, 10, 20, 21, 22, 30, 31, 40, 41 TG9: 4, 10, 11, 20, 21,</b>  <b>30, 31, 32, 40, 41</b></p>
<b>SED1.3. Becoming autonomous and independent</b>	
SED1.3j Transitions into unfamiliar settings with assistance of familiar adults	<p><b>Conscious Discipline® strategies are introduced in the daily Greeting Circle to help children transition from home to school. Conscious Discipline® provides guidelines for helping children to be successful in their social and emotional endeavors, including separation from familiar people with minimal distress.</b></p>

	<p><b>Outdoors Practice</b> activities provide opportunities to use “outside voices” vs. the “inside voices” used in the classroom.</p> <p><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>
SED1.3k Asks for help from adults when needed, but may prefer to complete tasks independently	<p><i>Throughout <b>Frog Street Threes</b> children interact, cooperate, and enjoy experiences with peers and adults. Adult interaction can be observed during <b>Greeting Circle, Read-Aloud time, Math/Science lessons and Closing Circle.</b> 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.</i></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  <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>SED2. EMOTIONAL COMPETENCE</b>	
<b>SED2.1. Seeing and naming emotions in self and others</b>	
SED2.1h Identifies complex emotions in a book, picture, or on a person’s face (e.g., frustrated, confused, excited)	<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 identify emotions and interact appropriately with their peers.</p> <p><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> <p><b>Welcome to Frog Street Threes:</b> 46  <b>Resources:</b> Photo Activity Cards, Literature Library: <i>How Do You Feel?</i></p>



<b>SED2.2. Expressing emotions</b>	
SED2.2i Expresses feelings that are appropriate to the situation	<b>TG1:</b> 12, 18 <b>TG2:</b> 6, 10, 16, 21, 26, 30, 36, 40
SED2.2j Begins to recognize and express own emotions using words or visuals rather than actions (e.g., uses a communication board to point to picture of sad face)	<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
<b>SED2.3. Communicating feelings, wants, and needs</b>	
SED2.3e Uses appropriate communication skills when expressing needs, wants, and feelings (e.g., uses an appropriate method of communication to tell adults when they are hungry)	<b>TG1:</b> 4, 42 <b>TG2:</b> 42 <b>TG4:</b> 4, 34 <b>TG5:</b> 20, 30, 40 <b>TG6:</b> 20, 33, 30, 32, 42 <b>TG7:</b> 20, 22, 30 <b>TG8:</b> 22, 30 <b>TG9:</b> 20, 22, 30
<b>SED2.4. Regulating emotions</b>	
SED2.4j Begins to respond to an adult’s cues about regulating their emotions (e.g., “The slide looks scary, but I think you can do it.”)	<b>Conscious Discipline® strategies for self-regulation are introduced in every Greeting Circle. Specifically Unite, Calm, Connect, and Commit activities provide opportunities for children to learn and practice coping skills. Practice Centers provide opportunities for children to implement self-regulation skills with adult support.</b>  <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
SED2.4k Begins to demonstrate acceptable reaction to situations (e.g., does not shout when upset)	
SED2.4l Begins to understand the impact of their emotional behavior (e.g., asks to join in peer play rather than angrily grabbing toy)	
<b>SED2.5. Showing care and concern for others</b>	
SED2.5f Recognizes the needs of others and responds appropriately, with support from adults (e.g., asks Abraham to play after the teacher points out he is by himself)	<b>Conscious Discipline® 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, My Family and Friends, 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.</b>
SED2.5g Relates complex emotions to self and others (e.g., sees a friend is sad and offers a toy to share)	



	<p><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>
<b>SED3. INTERACTING WITH OTHERS</b>	
<b>SED3.1. Developing relationships with adults</b>	
SED3.1l Develops positive relationships and interacts comfortably with familiar adults	<p><i>Throughout Frog Street Threes, children are prompted to engage in reciprocal interactions with familiar adults daily. The program supports taking increasingly greater initiative in social interactions with adults (familiar and less familiar) and other children.</i></p> <p><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>
SED3.1m Begins to interact with less familiar adults (e.g., substitute educator or neighbor)	
<b>SED3.2. Developing relationships with other children</b>	
SED3.2m Builds social relationships and becomes more connected to other children (e.g., has a favorite friend at library story time)	<p><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>Welcome to Frog Street Threes:</b> 31, 32, 33</p> <p><b>Resources:</b> Literature Library: <i>Sophie Wants a Turn</i></p>
SED3.2n Shows preference for particular playmates, such as greeting friends by name	
SED3.2o Makes friends and is able to name friends when asked by an adult or others	
SED3.2p Expresses interest in participating in a group activity by initiating or responding	
SED3.2q Engages in shared activities or play with shared toy or material	

<b>SED3.3. Engaging in cooperative play</b>	
SED3.3k Engages in associative play (e.g., playing in housekeeping with each child assuming individual roles)	<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
SED3.3l Begins to engage in cooperative play, playing with a few other children to carry out familiar roles	
SED3.3m Includes familiar adults in dramatic play	<b>Frog Street Threes</b> 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 familiar adults and peers.  <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>SED3.4. Solving social interaction problems</b>	
SED3.4b Identifies and describes common social problems and may suggest some solutions	<b>Frog Street Threes Conscious Discipline®</b> presented in each day's <b>Greeting Circle (Commit)</b> and reviewed in each <b>Closing Circle</b> help children appropriately deal with conflicts. <b>Practice Center</b> activities provide opportunities for children to use appropriate procedures for sharing materials, negotiating, and compromising with one another, with adult assistance as necessary.  <b>TG1:</b> 31 <b>TG2:</b> 12  <b>Welcome to Frog Street Threes:</b> 21, 32, 33
SED3.4c Uses problem-solving strategies with adult assistance (e.g., waits turn after adult reminds them how many children can be in art area)	
<b>COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT</b>	
<b>CLLD1. COMMUNICATION</b>	
<b>CLLD1.1. Understanding verbal and nonverbal cues</b>	
CLLD1.1x Demonstrates understanding by answering questions	<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
CLLD1.1y Follows two-step unrelated directions	<b>Practice Center activities provide consistent opportunities for children to follow and/or give directions.</b>  <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
CLLD1.1z Understands and responds to spatial concepts (e.g., in/out, under, front, behind)	<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>CLLD1.2. Using vocabulary and nonverbal cues to communicate</b>	
CLLD1.2o Begins to use complex sentences and ask simple questions (e.g., “After the gingerbread man ran, he swam on the fox’s back.”; “What happened to the gingerbread man?”)	<i>Throughout <b>Frog Street Threes</b> children have many opportunities to use age-appropriate grammar, including accepted word forms and ask/answer questions to effectively communicate.</i>  <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
CLLD1.2p Answers questions from unfamiliar people including some open-ended questions	
CLLD1.2q Uses adjectives to describe people, objects, or environments	
CLLD1.2r Begins to use prepositions (e.g., in, on)	
<b>CLLD1.3. Learning and engaging in conversational interactions</b>	
CLLD1.3k Continues a conversation through several exchanges with or without adult help	<i>Throughout <b>Frog Street Threes</b> 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.</i>  <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
CLLD1.3l Alternates between speaker/listener roles	
CLLD1.3m Asks and responds to questions	

<b>CLLD2. FOUNDATIONS OF READING</b>	
<b>CLLD2.1. Paying attention to print as meaningful</b>	
CLLD2.1i Begins to select books for reading enjoyment and reading related activities, including pretending to read to self or others	<p><b>TG1:</b> 6 <b>TG2:</b> 6, 10, 16, 26, 32, 36 <b>TG3:</b> 6, 10, 12, 22, 26, 30, 40  <b>TG4:</b> 6, 10, 20, 30, 40 <b>TG5:</b> 6, 36 <b>TG6:</b> 30, 36, 40 <b>TG7:</b> 12, 30, 36, 40 <b>TG8:</b> 30, 36, 40 <b>TG9:</b> 30, 36, 40</p> <p><b>Welcome to Frog Street Threes: 38</b></p> <p><b>Resources:</b> Literature Library, Story Folders, Sing &amp; Read Alphabet eStories</p>
CLLD2.1j Demonstrates an understanding of the conventions of print (e.g., directionality of print and texts)	<p><b>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.</b></p> <p><b>TG1:</b> 6, 36 <b>TG3:</b> 10, 36 <b>TG4:</b> 36</p> <p><b>Welcome To Frog Street Threes: 38-39</b></p> <p><b>Resources:</b> Literature Library</p>
CLLD2.1k Understands that the print communicates the message in stories or other texts	
<b>CLLD2.2. Understanding ideas, vocabulary, and information in stories and texts</b>	
CLLD2.2k Asks or answers questions about what is happening in a book or story	<p><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, 6, 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, Sing &amp; Read Alphabet eStories</p>
CLLD2.2l Retells 1-2 key events from a story	<p><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</p> <p><b>Resources:</b> Literature Library, Sequence Cards</p>
CLLD2.2m Narrates a story using pictures as a guide	<p><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</p>

	<p><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</p>
CLLD2.2n Recites from memory words, phrases, and parts of favorite stories	<p><i>Children enjoy two read-aloud (shared reading) selections each day during <b>Read-Aloud Time</b> and they have many opportunities to practice and demonstrate fluency when looking at books in independent <b>Practice Centers (Library and Listening Center)</b>.</i></p> <p><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</p>
CLLD2.2o Recognizes nouns as the person, place, or thing in a sentence	<p><i>Throughout <b>Frog Street Threes</b> children have many opportunities to recognize and use age-appropriate grammar, including nouns.</i></p> <p><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</p>
<b>CLLD2.3. Learning spoken language is composed of smaller segments of sound</b>	
CLLD2.3g Imitates and enjoys rhyme and alliteration (e.g., Jalisa jumped)	<p><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</p>
CLLD2.3h With instructional support, distinguishes when two words rhyme and when two words begin with the same sound (e.g., boy/toy, dog/dad)	<p><i><b>Frog Street Threes</b> offers exposure and practice opportunities for the following phonological awareness skills: <b>Themes 1 -2</b>, children practice tapping words in the Morning Message focus sentences. In <b>Theme 3</b>, children begin clapping syllables in the <b>Morning Message</b> focus sentence. Many of the book selections in the <b>Literature Library</b> include rhyming verses. <b>The Morning</b></i></p>

	<p><b>Message sentences feature alliteration. In Theme 8, Page 17 and Theme 9, Week 2, children hear examples of onomatopoeia.</b></p> <p><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</p>
<b>CLLD2.4. Learning how letters and print work to create words and meaning</b>	
CLLD2.4b Begins to recognize more upper, and lower case letters if taught	<p><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>Welcome to Frog Street Threes: 36</b></p> <p><b>Resources:</b> Letter Cards</p>
CLLD2.4c Identifies sounds and recognizes letters associated with beginning of first name and last name	<p><b>Frog Street Threes Morning Message, ABC Practice Center, Writer’s Corner, and Library &amp; Listening Center give children opportunities to understand that symbols carry meaning—and to demonstrate awareness of environmental print.</b></p> <p><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</p> <p><b>Resources:</b> Songs for Threes CD— “The Alphabet Song,” Sing &amp; Read Alphabet eStories</p>
CLLD2.4d Begins to connect alphabet letters and corresponding sounds (e.g., connecting letters and sounds of common letters/words)	
CLLD2.4e Can often write first name from memory	<p><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</p>



<b>CLLD3. FOUNDATIONS OF WRITING</b>	
<b>CLLD3.1. Drawing, scribbling, and writing to communicate</b>	
CLLD3.1k Begins to use letter strings or a group of letters to represent words, ideas, phrases, sentences, and stories or events	<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
CLLD3.1l Begins to use print in the environment as part of their writing (e.g., attempts to copy a sign or poster in room)	<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
CLLD3.1m Begins to copy or write letters or numbers	
CLLD3.1n Begins to represent all letters in their name	<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
CLLD3.1o Begins to recognize name as separate from other pictures or writing produced	
CLLD3.1p Begins to distinguish print from images or illustrations	<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>CLLD3.2. Developing writing habits and skills</b>	
CLLD3.2d Begins to revise writing in the moment based on interactions with peers and adults	<i>Writing habits and skills are introduced each day in <b>Morning Message</b>. Children then have opportunities to practice their skills to modify and revise in the <b>Writing Center</b>.</i>
CLLD3.2e Begins to modify and expand their drawings/ writing to meet personal ideas and include others' ideas (e.g., several children begin drawing rainbows and unicorns after one child narrates their work)	<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
<b>CLLD3.3. Handling writing tools</b>	
CLLD3.3e Begins to show increased fine motor strength in writing	<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
CLLD3.3f Becomes more skillful with a variety of writing tools (e.g., markers, pens, pencils, crayons, chalk)	

<b>HEALTH AND PHYSICAL DEVELOPMENT</b>	
<b>HPD1. USING SENSES</b>	
<b>HPD1.1. Learning through all senses</b>	
HPD1.1n Develops the ability to use one sense to predict what they would perceive with another (e.g., realizes food is hot or cold)	<p><b>Frog Street Threes Weekly Practice Centers</b> offer opportunities for children to explore, ask questions, seek new information, show curiosity, interest, and willingness to learn using their senses. The word of the week for <b>Theme 1, Week 4</b> is <i>curious</i>.</p> <p><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</p>
HPD1.1o Shows some awareness of one's own body, space, and relationship to other objects (e.g., jumps three times and then turns around without bumping into a peer or other object)	<p><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</p>
HPD1.1p Learns about ways to protect sensory body parts (e.g., wears helmets to protect heads, gloves to protect hands, and headphones for listening to protect ears)	<p><b>Theme 4, Safe and Healthy Me: Week 1, Safe Me</b> focuses on sensory body parts and ways to protect self.</p> <p><b>TG4:</b> 26, 27</p> <p><b>Resources:</b> Photo Activity Cards, Literature Library: <i>We Are Safe and Healthy Kids</i></p>
<b>HPD2. GROSS MOTOR</b>	
<b>HPD2.1. Developing large muscle control</b>	
HPD2.1j Identifies parts of the body that help us move and understands how movement leads to a rise in heart and breathing rates	<p><b>Theme 4, Safe and Healthy Me</b> focuses on ways to keep bodies healthy and safe.</p>
HPD2.1k Understands that physical fitness is important and identifies activities they enjoy doing with their family	<p><b>TG4:</b> 26, 27</p> <p><b>Resources:</b> Photo Activity Cards, Literature Library: <i>We Are Safe and Healthy Kids</i></p>
HPD2.1l Moves body in space with good coordination (e.g., running, hopping in place, galloping)	<p><b>The Moving and Learning Practice Center</b> activities and the activities presented in the <b>Gross Motor Practice Center</b> and</p>

	<p><b>Outdoors Center</b> give children many opportunities to demonstrate control, balance and coordination by running, jumping, galloping, sliding, hopping, and/or dancing.</p> <p><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</p>
HPD2.1m Demonstrates strength and balance by managing uneven surfaces such as hills, ramps, and steps	<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
HPD2.1n Uses a variety of toys and equipment that enhance gross motor skills and coordination (e.g., throws and catches balls, climbs up steps to a slide)	<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>HPD2.2. Exploring the environment</b>	
HPD2.2e Chooses to participate in simple games and other structured motor activities (indoor and outdoor) that enhance physical fitness, such as songs with movement, throwing and catching balls	<p><b>The Moving and Learning Practice Center activities and the activities presented in the Gross Motor Practice Center and Outdoors Center</b> give children many opportunities to participate in games and other structured motor activities both indoors and outdoors.</p> <p><b>TG1:</b> 38 <b>TG2:</b> 27 <b>TG4:</b> 37</p>
<b>HPD3. FINE MOTOR</b>	
<b>HPD3.1. Using eyes and hands together</b>	
HPD3.1g Plays with smaller objects with increasing control	<p><b>Frog Street Threes</b> 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><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>

	<b>Welcome to Frog Street Threes: 51</b>
HPD3.1h Draws simple shapes and figures (square, circle) and copies straight lines and circles	<i>The Writer's Corner is specifically designed to give children opportunities to develop and practice writing skills. Children are encouraged to draw about fiction or non-fiction topics including simple shapes and figures.</i>  <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
HPD3.1i Uses tools that require strength, control, and skills of small muscles such as a fork and scissors	<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>HPD3.2. Developing small muscle control</b>	
HPD3.2i Uses scissors to cut along a straight line and circle, with some precision (within 1/2" to 1/4" of line)	<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
<b>HPD4. PHYSICAL HEALTH AND SELF-CARE</b>	
<b>HPD4.1. Taking care of daily health needs</b>	
HPD4.1l Identifies places at home, in the neighborhood, and in the community where children can play safely and be physically active	<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
HPD4.1m Describes ways to participate in physical activity and provides alternatives to screen time	<b>Resource:</b> Literature Library: We Are Safe and Healthy Kids, It's a Safety Rule
HPD4.1n Begins to take care of personal health needs and self-care needs independently by washing hands after using the toilet	<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
HPD4.1o Uses language to ask adults or peers for help needed to start a zipper or turn on water to wash hands	<b>Frog Street Threes includes a wealth of Fine Motor Practice Centers during which children manipulate items that help develop coordination and perform tasks that require precise movements but may need assistance from adult or peer.</b>  <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>Welcome to Frog Street Threes: 51</b>
HPD4.1p Uses a variety of strategies to calm themselves (e.g., changing activities, getting a comfort object)	<b>TG1:</b> 14, 15, 16, 17, 43  <b>Welcome to Frog Street Threes: 27-28</b>  <b>Resources:</b> Literature Library: <i>Sophie Rants and Raves, How Do You Feel?</i>
HPD4.1q Understands need for good dental hygiene, including brushing teeth	<b>Theme 4: Safe and Healthy Me</b> focuses on good hygiene practices, including brushing teeth.  <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
<b>HPD4.2. Adopting safe behaviors</b>	
HPD4.2j Shows awareness of a growing number of personal safety practices and routines; looks to adults for support in enacting these; participates in safety drills	<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>Resources:</b> Literature Library: <i>We Are Safe and Healthy Kids, It's a Safety Rule</i>
HPD4.2k Tells peers and adults when dangerous situations are observed	<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
HPD4.2l Tells a trusted adult when someone gets hurt	
HPD4.2m Demonstrates safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted	<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
HPD4.2n Identifies medicines and other household substances that can be harmful	<b>Theme 4, Safe and Healthy Me</b> focuses on many ways to be safe including identifying medicines and other substances that are harmful.  <b>Resources:</b> Photo Activity Cards

<b>HPD4.3. Eating with healthy habits</b>	
HPD4.3i Explains that food provides energy for movement	<p><i>In Frog Street Threes Theme 4, Safe and Healthy Me, children learn about the importance of maintaining healthy eating habits, including foods that provide energy.</i></p> <p><b>TG4:</b> 26, 27</p> <p><b>Resources:</b> Photo Activity Cards, Vocabulary Cards, Literature Library: <i>We Are Safe and Healthy Kids, Helping Granma and Grandpa, Eat Green</i></p>
HPD4.3j Identifies at least 1 fruit and 1 vegetable; explains that fruits and vegetables help our bodies move	
HPD4.3k Helps prepare nutritious snacks, serving self and others	
HPD4.3l Identifies a variety of healthy and unhealthy foods, sorting pictures of food by color or as “always” and “sometimes” foods	
<b>HPD4.4. Developing healthy habits for rest and sleep</b>	
HPD4.4j With increasing independence, starts and participates in sleep routines to calm the body and prepare for sleeping	<p><b>Resources:</b> Literature Library: How Do You Feel? Story Folder: We Are Safe and Healthy Kids, Vocabulary Cards</p>
HPD4.4k Recognizes when they are tired and tells an adult	
HPD4.4l Gradually ends naps	
<b>COGNITIVE DEVELOPMENT</b>	
<b>SCIENCE: THE NATURAL AND PHYSICAL WORLD</b>	
<b>CD1.1. Paying attention to the natural world</b>	
CD1.1h Notices and talks with adults about similarities and differences among objects and living things	<p><i>Children demonstrate recognition of the difference between living and non-living things by sorting objects and categorizing living things. Theme 8 focuses on Amazing Critters and Theme 9 explores Animals.</i></p> <p><b>TG5:</b> 26, 27</p> <p><b>Resources:</b> Photo Activity Cards</p>
CD1.1i Notices and talks with adults about changes in nature and in substances (e.g., water to ice)	<b>TG7:</b> 39, 42
<b>CD1.2. Testing questions and ideas</b>	
CD1.2j Answers questions (e.g., “What will happen if...”) to make predictions	<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,
CD1.2k With adult support, asks a question, gathers information, and makes a prediction	<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>CD1.2l Uses mathematical ideas such as counting, weighing, and measuring to understand objects and categories of objects</p>	<p><b>Frog Street Threes</b> provides ongoing opportunities for children to demonstrate knowledge of categories. Children sort, classify and compare quantities of objects by one or more attributes.</p> <p><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</p>
<p>CD1.2m Uses drawing, building, and demonstrating to show thinking about an object or idea</p>	<p><b>Frog Street Threes</b> provides many opportunities for children to demonstrate their ability to plan, produce and explain their creations. <b>Theme 6</b> focuses on <b>Creative Me</b>. During this theme children create, use recycled materials, experiment and design, draw and build structures.</p> <p><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</p>
<p><b>CD2. Social Science: People, Community, and Culture</b></p>	
<p><b>CD2.1. Learning about ways that people interact</b></p>	
<p>CD2.1h Communicates about family members in terms of relationships (e.g., “Riley is my sister.”)</p>	<p><b>Theme 2: My Family and Friends, Week 1</b> focuses on <i>Immediate family</i>. Children recognize, identify and compare families, including parents and their offspring.</p>
<p>CD2.1i Communicates about family members in terms of roles (e.g., “Grandma picks me up from school.”)</p>	<p><b>TG2:</b> 4, 5, 12, 14, 16 <b>TG4:</b> 27, 30</p>
<p>CD2.1j Communicates about past events and changes over time</p>	<p><b>TG2:</b> 42 <b>TG5:</b> 7, 10 <b>TG6:</b> 12</p> <p><b>Welcome to Frog Street Threes:</b> 34</p>
<p>CD2.1k Communicates about the roles of people encountered in the community (e.g., bus driver, mail carrier)</p>	<p><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</p> <p><b>Resources:</b> Photo Activity Cards, Vocabulary Cards, Literature Library: <i>We Are Safe and Healthy Kids, Community Workers</i></p>
<p>CD2.1l Uses props and dramatic play to dramatize stories from culturally responsive books, movies and shows</p>	<p><b>Frog Street Threes</b> 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.</p>

	<p><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</p>
<p>CD2.1m Uses visual arts such as drawing, sculpting, and building to show thinking</p>	<p><b>Frog Street Threes</b> 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.</p> <p><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</p>
<p><b>CD2.2. Understanding relationships and connections</b></p>	
<p>CD2.2e Communicates about self as member of specific groups (e.g., neighborhood, faith community, team)</p>	<p><b>Frog Street Threes</b> 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>. Thematic Units develop a sense of community throughout neighborhoods, families, etc.</p> <p><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>
<p>CD2.2f Participates as a member of the group to work cooperatively, make plans and solves problems</p>	
<p><b>CD2.3. Learning about differences</b></p>	
<p>CD2.3e Follows adult’s lead to notice and talk about differences presented in books and other media</p>	<p><b>Conscious Discipline®</b> strategies in every <b>Greeting Circle</b> support a growing awareness of thoughts and feelings. In <b>Themes 1 and 2</b>, children explore <b>Awesome Me and My Family and Friends</b>—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.</p>
<p>CD2.3f Follows caregiver or educator’s model to talk accurately and respectfully about similarities and differences present in the group</p>	

	<p><i>Throughout Frog Street Threes, the cultural and linguistic diversity of all learners is celebrated.</i></p> <p><b>TG1:</b> 6, 11, 12</p>
<b>CD3. MATHEMATICS</b>	
<b>CD3.1. Comparing numbers, counting, and recognizing quantities</b>	
CD3.1j Names some numbers when they appear in print	<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
CD3.1k Continues counting from a running start, as in “What comes after 1, 2, 3, 4...?”	<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
CD3.1l Uses own fingers to show a number	<p><b>Resources:</b> Math Manipulatives</p> <p><i>Frog Street Threes provides opportunities for children to use one-to-one correspondence when counting, including using their fingers to count and show a number.</i></p> <p><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</p>
CD3.1m Instantly recognizes a collection of up to 4 objects (i.e., subitizes)	<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
CD3.1n Begins to explore one-to-one correspondence (e.g., setting places at a table), counting up to 10	<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
CD3.1o Counts up to 5 objects in a line	<b>TG6:</b> 8, 12, 18, 28, 32, 38, 41, 42 <b>TG7:</b> 18, 41
CD3.1p Compares sets of objects that range in size from 1-5, as having “more” or “fewer”	<b>TG6:</b> 8, 12, 18, 28, 32, 38, 41, 42 <b>TG7:</b> 18, 41
<b>CD3.2. Understanding number relationships and solving problems using operations</b>	
CD3.2a With adult help, adds (joins) two small sets of objects (e.g., “I have two books and you have two books. How many books do we have all together?”)	<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
CD3.2b With adult help, subtracts (separates) small sets of objects (e.g., “You have four ribbons. If you share three with your friends, how many will you have left?”)	

<b>CD3.3. Geometric thinking and spatial reasoning</b>	
CD3.3l Uses words that describe and compare shapes in the environment (e.g., “the cracker is a circle”, “the green square is smaller than the purple square”)	<p><b>Frog Street Threes</b> 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. <b>Theme 3</b> focuses on <b>Color, Shape, and Size</b> of objects.</p> <p><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</p>
CD3.3m Recognizes and names a typical circle, square, and sometimes triangle	
CD3.3n Matches some shapes that are different sizes or orientations with adult support	
CD3.3o Describes the spatial features of objects in the classroom, home, or neighborhood (e.g., Pointing to a picture of the sun, child says “It’s a circle.”)	
CD3.3p Uses words about position – “first”, “last”, “middle” – to describe the placement of a person or thing	
CD3.3q Uses words about direction and distance (e.g., “run toward the tree”, “my car went farther than your car”)	<p><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><i>In Theme 7</i> children learn about being <b>On the Go</b>.</p> <p><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>TG9:</b> 7, 17</p>
CD3.3r In outside play, uses and responds to direction (e.g., up, down) or position (e.g., on top of, beside) words	<p><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</p>
<b>CD3.4. Sorting, classifying, and patterning</b>	
CD3.4j Shows understanding of simple patterns by recognizing and extending simple, repeating, “ABAB” patterns (e.g., of movements such as “tap head, tap knees, tap head...”; or of objects such as “red car, yellow car, red car...”)	<p><i>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 <b>Theme 3, Color, Shape, and Size</b>.</i></p> <p><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</p>
CD3.4k With adult help, fills in the missing element of a pattern (e.g., red, blue, red, ____, red)	
<b>CD3.5. Describing, comparing, and measuring</b>	
CD3.5e With adult support, makes direct comparisons of objects’ volume or length (e.g., standing two students back to back to see which one is taller)	<p><b>Frog Street Threes</b> provides ongoing opportunities for children to compare measurable attributes.</p> <p><b>Length, height, capacity:</b>  <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>
CD3.5f With adult support, indirectly compares the length of two objects using a third object (e.g., using a piece of string to measure two objects on the playground and determining which is taller)	

	<p><b>Weight:</b> Compare Weight of Two Objects <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>
<b>CD4. FINE ARTS</b>	
<b>CD4.1. Exploring and expressing ideas through movement and dance</b>	
CD4.1j Imitates adult's model of moving body parts in isolation or coordination	<p><b>Theme 4, Safe and Healthy Me</b> focuses on ways bodies move for balance and coordination.</p> <p><b>TG4:</b> 26, 27</p> <p><b>Resources:</b> Photo Activity Cards, Literature Library: <i>We Are Safe and Healthy Kids</i></p>
CD4.1k Uses words that describe movement (e.g., roll, gallop, etc.)	<p><b>The Moving and Learning Practice Center activities and the activities presented in the Gross Motor Practice Center and Outdoors Center</b> give children many opportunities to use their words and demonstrate control, balance and coordination by running, jumping, galloping, sliding, hopping, and/or dancing.</p> <p><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</p>
CD4.1l Follows adult's guidance to recognize other children's personal space, as suggested by the cultures of the children in the group	<p><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</p>
CD4.1m Repeats longer rhythm patterns	<p><b>Frog Street Threes</b> provides children many opportunities to participate in movement activities with and without music. <b>Moving and Learning</b> experiences are included in each theme.</p> <p><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</p>

	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
CD4.1n Imitates dance movements or patterns of movement	<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> 7, 10, 11, 17, 20, 21, 30, 31, 40, 41
CD4.1o Contributes ideas to create dance movements	
<b>CD4.2. Learning about and through music</b>	
CD4.2n Shows preferences for music by requesting songs	<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
CD4.2o Participates in conversations about music dynamics, including sound qualities and pitch (high or low)	
CD4.2p Repeats longer rhythm patterns	
CD4.2q Creates beats, patterns or simple melodies using the voice or simple materials in the environment	
CD4.2r Sings alone and with others	
<b>CD4.3. Building understanding, empathy, and relationship skills through drama and theatre arts</b>	
CD4.3k Uses props and dramatic play to act out emotions related to fear, excitement, happiness, sadness and anger	<i>Frog Street Threes provides many opportunities for children to engage in dramatic play—and to assume different roles and characters, conveying meaning with gestures and emotions. Pretend and Learn Practice Centers provide children with ability to plan, coordinate roles, and engage in cooperative interaction with peers.</i>
CD4.3l When engaged in role play, contributes dialogue, gesture, and facial expressions to convey meaning, ideas and feelings	
CD4.3m With adult guiding dramatic play, explores character, plot and setting	
<b>CD4.4. Using visual arts media to express thoughts and feelings</b>	
CD4.4i Begins to transition drawings from spontaneous loops and lines to intentional shapes, including ovals, circles, and rectangles	<i>The Writer’s Corner provides opportunities for children to transition from informal to intentional shapes and drawings.</i>
	<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
CD4.4j Shows control and coordination with scissors	<b>TG3:</b> 19



