

# Maryland Early Learning Standards Birth-8 Years Correlation to Frog Street Threes



## Maryland Early Learning Standards Birth – 8 Years Correlation to Frog Street Threes

Maryland Early Learning Standards 3 Years	Frog Street Threes Teacher Guide Page References
<b>Domain:</b> Language & Literacy <b>Strand:</b> Reading Literature	
<b>Standard:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific evidence when writing or speaking to support conclusions drawn from the text.	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., make guesses about what a story is about).	<i>Children enjoy two read-aloud (shared reading) selections each day during <b>Read-Aloud Time</b> and they have many opportunities to demonstrating understanding of text during and after reading in independent <b>Practice Centers (Library and Listening Center)</b>.</i>  <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
<b>Standard:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).	<i>Children enjoy two read-aloud (shared reading) selections each day during <b>Read-Aloud Time</b> and they have many opportunities to demonstrating understanding of text during and after reading in independent <b>Practice Centers (Library and Listening Center)</b>.</i>  <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, 27, 36, 37 <b>TG9:</b> 7, 17, 27, 37
<b>Standard:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of text.	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., begin to understand that stories can be acted out).	<i>Children enjoy two read-aloud (shared reading) selections each day during <b>Read-Aloud Time</b> and they have many opportunities to demonstrating understanding of text during and</i>

	<p><i>after reading in independent Practice Centers (Library and Listening Center).</i></p> <p><b>TG1:</b> 6, 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, 27, 36, 37  <b>TG9:</b> 6, 7, 16, 17, 26, 27, 36, 37</p>
<p><b>Standard:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	
<p>Expand vocabulary and language usage (e.g., discover the meaning of new words from the context or pictures).</p>	<p><i>During the weekly Teaching Guides' sections, <b>Conscious Discipline® Greeting Circle</b> and the <b>Read-Aloud time</b>, children learn new vocabulary, repeat words, sing simple songs, and repeat chants and finger plays. New vocabulary is introduced 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. <b>Photo Activity Cards</b> used throughout each theme support children in determining meaning of words and concepts through conversations using vocabulary lists and discussion prompts.</i></p> <p><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</p> <p><b>Resources:</b> Photo Activity Cards, Vocabulary Cards, Literature Library</p>
<p><b>Standard:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p>Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to a variety of fiction and non-fiction materials).</p>	<p><i>Children enjoy two read-aloud (shared reading) selections each day during <b>Read-Aloud Time</b> and they have many opportunities to demonstrating understanding of text during and after reading in independent <b>Practice Centers (Library and Listening Center).</b></i></p> <p><b>TG1:</b> 6, 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,</p>

	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> 6, 7, 16, 17, 26, 27, 36, 37
<b>Standard:</b> Assess how point of view or purpose shapes the content and style of a text.	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to and discuss a variety of books).	<i>Children enjoy two read-aloud (shared reading) selections each day during <b>Read-Aloud Time</b> and they have many opportunities to demonstrating understanding of text during and after reading in independent <b>Practice Centers (Library and Listening Center).</b></i>  <b>TG1:</b> 6, 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, 27, 36, 37 <b>TG9:</b> 6, 7, 16, 17, 26, 27, 36, 37
<b>Standard:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).	<b>TG1:</b> 6, 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, 27, 36, 37 <b>TG9:</b> 6, 7, 16, 17, 26, 27, 36, 37
<b>Standard:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
NA	
<b>Standard:</b> Read and comprehend complex literary and informational texts independently and proficiently.	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., makes guesses about what a story is about).	<i>Children enjoy two read-aloud (shared reading) selections each day during <b>Read-Aloud Time</b> and they have many opportunities to demonstrating understanding of text during and after reading in independent <b>Practice Centers (Library and Listening Center).</b></i>  <b>TG1:</b> 6, 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, 27, 36, 37 <b>TG9:</b> 6, 7, 16, 17, 26, 27, 36, 37
<b>Domain:</b> Language & Literacy	
<b>Strand:</b> Reading Informational Text	
<b>Standard:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., makes guesses about what a story is about).	<i>Children enjoy two read-aloud (shared reading) selections each day during <b>Read-Aloud Time</b> and they have many opportunities to demonstrating understanding of text during and after reading in independent <b>Practice Centers (Library and Listening Center)</b>.</i>  <b>TG1:</b> 6, 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, 27, 36, 37 <b>TG9:</b> 6, 7, 16, 17, 26, 27, 36, 37
<b>Standard:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).	<i>Children enjoy two read-aloud (shared reading) selections each day during <b>Read-Aloud Time</b> and they have many opportunities to demonstrating understanding of text during and after reading in independent <b>Practice Centers (Library and Listening Center)</b>.</i>  <b>TG1:</b> 6, 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, 27, 36, 37 <b>TG9:</b> 6, 7, 16, 17, 26, 27, 36, 37
<b>Standard:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of text.	
<b>Learning Progression:</b> Story/Text Comprehension	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., make up a story about a book).	<b>TG1:</b> 6, 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, 27, 36, 37 <b>TG9:</b> 6, 7, 16, 17, 26, 27, 36, 37
<b>Standard:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Expand vocabulary and language usage (e.g., discover the meaning of new words from the context or pictures).	<p><i>During the weekly Teaching Guides' sections, <b>Conscious Discipline® Greeting Circle</b> and the <b>Read-Aloud</b> time, children learn new vocabulary, repeat words, sing simple songs, and repeat chants and finger plays. New vocabulary is introduced 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. <b>Photo Activity Cards</b> used throughout each theme support children in determining meaning of words and concepts through conversations using vocabulary lists and discussion prompts.</i></p> <p><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</p> <p><b>Resources:</b> Photo Activity Cards, Vocabulary Cards, Literature Library</p>
<b>Standard:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to a variety of fiction and non-fiction materials).	<p><i>Children enjoy two read-aloud (shared reading) selections each day during <b>Read-Aloud Time</b> and they have many opportunities to demonstrating understanding of text during and after reading in independent <b>Practice Centers (Library and Listening Center)</b>.</i></p> <p><b>TG1:</b> 6, 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, 27, 36, 37 <b>TG9:</b> 6, 7, 16, 17, 26, 27, 36, 37</p>

<b>Standard:</b> Assess how point of view or purpose shapes the content and style of a text.	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to and discuss a variety of books).	<p><i>Children enjoy two read-aloud (shared reading) selections each day during <b>Read-Aloud Time</b> and they have many opportunities to demonstrating understanding of text during and after reading in independent <b>Practice Centers (Library and Listening Center).</b></i></p> <p><b>TG1:</b> 6, 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, 27, 36, 37 <b>TG9:</b> 6, 7, 16, 17, 26, 27, 36, 37</p>
<b>Standard:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).	<p><i>Children enjoy two read-aloud (shared reading) selections each day during <b>Read-Aloud Time</b> and they have many opportunities to demonstrating understanding of text during and after reading in independent <b>Practice Centers (Library and Listening Center).</b></i></p> <p><b>TG1:</b> 6, 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, 27, 36, 37 <b>TG9:</b> 6, 7, 16, 17, 26, 27, 36, 37</p>
<b>Standard:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., ask and answer questions about a book).	<p><i>Children enjoy two read-aloud (shared reading) selections each day during <b>Read-Aloud Time</b> and they have many opportunities to demonstrating understanding of text during and after reading in independent <b>Practice Centers (Library and Listening Center).</b></i></p> <p><b>TG1:</b> 6, 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,</p>



	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> 6, 7, 16, 17, 26, 27, 36, 37
<b>Standard:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
NA	
<b>Standard:</b> Read and comprehend complex literary and informational texts independently and proficiently.	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., makes guesses about what a book is about).	<i>Children enjoy two read-aloud (shared reading) selections each day during <b>Read-Aloud Time</b> and they have many opportunities to demonstrating understanding of text during and after reading in independent <b>Practice Centers (Library and Listening Center)</b>.</i>  <b>TG1:</b> 6, 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, 27, 36, 37 <b>TG9:</b> 6, 7, 16, 17, 26, 27, 36, 37
<b>Standard:</b> RF1 Demonstrate understanding of the organization and basic features of print.	
Recognize that symbols have corresponding meaning (e.g., sing the alphabet song, pointing to the letters).	<b>Frog Street Threes Morning Message, ABC Practice Center, Writer’s Corner, and Library &amp; Listening Center</b> give children opportunities to understand that symbols carry meaning—and to demonstrate awareness of environmental print.  <b>TG1:</b> 5 <b>TG2:</b> 5, 10, 15, 20, 22, 25, 30, 35, 40 <b>TG3:</b> 5, 15, 16, 20, 25, 30, 35, 40 <b>TG4:</b> 5, 15, 20, 25, 30, 32, 35 <b>TG5:</b> 5, 6, 15, 20, 25, 26, 30, 35, 40 <b>TG6:</b> 5, 12, 15, 20, 25, 26, 30, 35 <b>TG7:</b> 5, 15, 20, 25, 26, 30, 35, 40 <b>TG8:</b> 5, 10, 15, 20, 25, 26, 30, 35, 40 <b>TG9:</b> 5, 10, 12, 15, 20, 25, 30, 35, 40
<b>Domain:</b> Language & Literacy	
<b>Strand:</b> Reading Foundational Skills	
<b>Standard:</b> RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Develop phonological awareness by becoming aware of the sounds of spoken language (e.g., begin to supply rhyming words in a familiar poem or song, draw attention to parts of words such as syllables by moving or clapping).	<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 <b>TG9:</b> 5, 6, 15, 22, 25, 26, 35, 36



<b>Standard:</b> Know and apply grade-level phonics and word analysis skills in decoding words.	
Recognize that symbols have corresponding meaning (e.g., look for and identify familiar logos or signs, find own name card on a carpet square and sit there).	<b>Frog Street Threes Morning Message, ABC Practice Center, Writer’s Corner, and Library &amp; Listening Center</b> give children opportunities to understand that symbols carry meaning—and to demonstrate awareness of environmental print.  <b>TG1:</b> 5 <b>TG2:</b> 5, 10, 15, 20, 25, 30, 32, 35 <b>TG3:</b> 5, 10, 15, 20, 25, 30, 35 <b>TG4:</b> 5, 10, 15, 25, 30, 35, 40 <b>TG5:</b> 5, 6, 10, 12, 15, 20, 21, 25, 30, 32, 25, 40 <b>TG6:</b> 5, 10, 15, 20, 25, 30, 35, 40 <b>TG7:</b> 5, 10, 15, 20, 25, 30, 35, 40 <b>TG8:</b> 5, 10, 15, 20, 22, 25, 30, 35, 40 <b>TG9:</b> 5, 10, 15, 20, 25, 30, 35, 40
<b>Standard:</b> Engage with a variety of texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension.	
Begin to develop fluency by imitative reading (e.g., listen to models of fluent reading, ask to reread a favorite story, remembering the funny ending and telling it as you start to read).	<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
<b>Domain:</b> Language & Literacy <b>Strand:</b> Writing	
<b>Standard:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., begin to control scribbles, perhaps telling caregiver what they say).	<i>The Writer’s Corner 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.</i>  <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>Standard:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
Begin to develop writing skills by recognizing that drawing, paintings and writing are meaningful representations (e.g., pretend to take your order while playing restaurant by scribbling on a pad with a pencil).	<i>The Writer’s Corner 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.</i>  <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>Standard:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., make a picture of self with lines coming out of the bottom and sides of a circle).	<i>The Writer's Corner 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.</i>  <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>Standard:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
NA	
<b>Standard:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., show a friend his picture on a wall).	<i>The Writer's Corner 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.</i>  <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>Standard:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
NA	
<b>Standard:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
NA	
<b>Domain:</b> Language & Literacy <b>Strand:</b> Speaking & Listening	
<b>Standard:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
Have more meaningful conversations with peers and adults (e.g., offer own information in a group story or discussion about a visit by the firefighters, talk to a friend or caregiver, an imaginary friend, or the dolls and toys that he is playing with).	<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>Standard:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
Demonstrate active listening skills (e.g., ask questions about what has been heard).	<b>TG1:</b> 21, 40, 41 <b>TG2:</b> 40 <b>TG3:</b> 11, 20 <b>TG4:</b> 16, 20, 34, 40 <b>TG5:</b> 20, 30, 40 <b>TG6:</b> 4, 20, 31 <b>TG7:</b> 4, 20, 31 <b>TG8:</b> 4, 31, 40 <b>TG9:</b> 4, 20, 31, 32

<b>Standard:</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
Show understanding and respond to simple directions and requests (e.g., begin to ask “how” and “why” questions).	<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>Standard:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
Demonstrate active listening skills (e.g., retell, and relate to what has been heard).	<b>TG1:</b> 27 <b>TG3:</b> 7 <b>TG4:</b> 7 <b>TG5:</b> 6, 16, 20 <b>TG6:</b> 30 <b>TG7:</b> 30 <b>TG8:</b> 27 <b>TG9:</b> 10, 17, 27, 40
<b>Standard:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
Use writing utensils for scribble and drawings (e.g., begin to draw representations of people and objects).	<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:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
Use more conventions of speech when speaking (e.g., not pronounce all of his words correctly, but be easily understood most of the time).	<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
<b>Domain:</b> Language & Literacy	
<b>Strand:</b> Language	
<b>Standard:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
Use more conventions of speech when speaking (e.g., use ‘s’ at the end of plurals and ‘ed’ for past tense, use plurals, pronouns and possessive words such as “my” and “his”).	<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
<b>Standard:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., begin to control scribbles, perhaps telling caregiver what they say).	<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>Standard:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
Expand vocabulary and language usage (e.g., use words to describe the purpose and function of objects, learn the names of new objects).	<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>Resources:</b> Vocabulary Cards
<b>Standard:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
NA	
<b>Standard:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
Expand vocabulary and language usage (e.g., use words to describe the purpose and function of objects, learn the names of new objects).	<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>Resources:</b> Vocabulary Cards
<b>Domain:</b> Mathematics	
<b>Strand:</b> Counting and Cardinality	
<b>Standard:</b> Know number names and the count sequence.	
Show beginning interest in numerals and counting (e.g., recognize and name the numerals in a counting book).	<b>TG3:</b> 9, 11, 30, 31, 39 <b>TG8:</b> 8, 11, 18, 21, 22, 31, 32, 38, 41, 42 <b>TG9:</b> 11, 18, 21, 22, 28, 31, 38, 41, 42
<b>Standard:</b> Count to tell the number of objects.	
Show beginning interest in numerals and counting (e.g., proudly show that he can count three objects, count the name cards to see if there is room for him in a given play center where only four children may play at a time).	<b>TG2:</b> 9, 11, 30, 31, 39 <b>TG8:</b> 8, 11, 18, 21, 22, 31, 32, 38, 41, 42 <b>TG9:</b> 11, 18, 21, 22, 28, 31, 38, 41, 42
<b>Domain:</b> Mathematics	
<b>Strand:</b> Operations & Algebraic Thinking	
<b>Standard:</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
Show interest in quantity, measuring and number relationships (e.g., sing “Five Little Monkeys jumping on the Bed” and know that the next number is one less than the one before).	<b>TG2:</b> 8, 18, 29 <b>TG5:</b> 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
<b>Domain:</b> Mathematics	
<b>Strand:</b> Number and Operations in Base Ten	
<b>Standard:</b> Work with numbers to gain foundations for place value.	
NA	

<b>Domain:</b> Mathematics	
<b>Strand:</b> Measurement & Data	
<b>Standard:</b> Describe and compare measurable attributes.	
Show interest in quantity, measuring and number relationships (e.g., fill a balance scale with beads, making one side go down, then the other, tell a friend that he is taller than the tower he has built).	<b>TG2:</b> 8, 18, 29 <b>TG5:</b> 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
<b>Domain:</b> Mathematics	
<b>Strand:</b> Geometry	
<b>Standard:</b> Identify and describe shapes/reason with shapes and their attributes.	
Show beginning interest in geometry (e.g., make symmetrical designs with shape blocks, find examples of shapes in the environment).	<b>TG1:</b> 28 <b>TG2:</b> 30, 38, 41, 42 <b>TG3:</b> 12, 18, 20, 21, 22, 28, 29 <b>TG5:</b> 29 <b>TG6:</b> 36 <b>TG7:</b> 41 <b>TG8:</b> 41 <b>TG9:</b> 41
<b>Domain:</b> Social Studies	
<b>Strand:</b> Political Science	
<b>Standard:</b> Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.	
Have beginning understanding of consequences when following routines and recreating familiar events (e.g., try to follow the rules of a simple board game and become frustrated when not understanding why something has changed, help to clean up, saying "We are a team").	<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.</b>
Have increased self-regulation, following classroom rules and routines and guidance (e.g., manage transitions between activities with a few reminders, use classroom materials respectfully).	<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
Imitate and try to please familiar adults (e.g., pick up own trash after seeing the task modeled by a caregiver, pretend to wash the dishes and put them away in places where they teacher has shown where they belong).	<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

<b>Domain:</b> Social Studies	
<b>Strand:</b> Peoples of the Nation and the World	
<b>Standard:</b> Students will understand how people in Maryland, the United States and around the world are alike and different.	
Be able to better understand the feelings of other children (e.g., share a toy car with a child who cries because of not having one, watch other children to see how they react).	<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> .
Participate, with help, in the group life of the class (e.g., help to clean up after hearing the signal and being encouraged by you, join in group games such as playing “Farmer in the Dell”).	<b>TG2:</b> 14, 21, 22, 24, 34 <b>TG3:</b> 14 <b>TG4:</b> 14 <b>TG5:</b> 14, 24 <b>TG6:</b> 4, 24 <b>TG7:</b> 4, 24 <b>TG8:</b> 24 <b>TG9:</b> 4, 24, 32, 42  <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
<b>Domain:</b> Social Studies	
<b>Strand:</b> Geography	
<b>Standard:</b> Students will use geographic concepts and processes to understand location and its relationship to human activities.	
Explore more complex situations and concepts, beginning to understand some people’s jobs and care for the environment.	<b>TG1:</b> 6 <b>TG2:</b> 12, 36, 37, 40 <b>TG6:</b> 14, 16, 17, 19, 22, 39  <b>Resources:</b> Matching Card: Trash to Treasure, Literature Library: Community Helpers
<b>Domain:</b> Social Studies	
<b>Strand:</b> Economics	
<b>Standard:</b> Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.	
NA	
<b>Domain:</b> Social Studies	
<b>Strand:</b> History	
<b>Standard:</b> Students will use historical thinking skills to understand how individuals and events have changed society over time.	
NA	

<b>Domain:</b> Social Studies	
<b>Strand:</b> Social Studies Skills and Processes	
<b>Standard:</b> Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.	
NA	
<b>Domain:</b> Science	
<b>Strand:</b> Skills & Processes	
<b>Standard:</b> Students will demonstrate the thinking and acting inherent in the practice of science.	
Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects (e.g., ask questions about everything he sees, put the modeling clay in water to see what happens).	<b>Frog Street Threes weekly Practice Centers offer opportunities for children to explore, ask questions, seek new information, show curiosity, interest, and willingness to learn.</b>  <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, 42
Seek information through observation, exploration and descriptive investigations with simple science tools (e.g., ask lots of “why” questions, use tools such as magnifying glass, balance scale and measuring cups for investigation, guess that a nut is inside an acorn, and confirm that prediction by breaking, with assistance, the acorn to find out).	<b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 19, 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
Use more advanced problem solving skills, testing his understanding and ideas in real situations (e.g., get a toy broom and use the handle to get a ball out from under a shelf where it has rolled).	<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
Show interest in quantity, measuring and number relationships (e.g., fill a balance scale with beads, making one side go down, then the other).	<b>TG2:</b> 8, 18, 29 <b>TG5:</b> 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
Show interest in concepts such as matching and sorting according to a single criteria (e.g., help to put away the utensils, matching the large spoons with the other large spoons).	<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
Use prior knowledge and imagination to think through what he wants to play (e.g., use the blocks as garages and houses that	<b>TG1:</b> 11, 20, 30 31 <b>TG2:</b> 10, 20, 21, 22, 30 <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



the cars and trucks drive to, use the Unifix Cubes with several friends to try to make a rod that reaches across the room).	
<b>Domain:</b> Science	
<b>Strand:</b> Earth/Space	
<b>Standard:</b> Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.	
Begin to recognize his own physical and family characteristics and those of others (e.g., count how many boys are in the group he is playing with, go to the table when the teacher says that everyone who has brown hair may go).	<b>TG1:</b> 4 <b>TG2:</b> 4, 12, 14, 20, 21, 24, 34, 42 <b>TG9:</b> 32
<b>Domain:</b> Science	
<b>Strand:</b> Chemistry	
<b>Standard:</b> Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.	
Use scientific thinking as well as his senses to discover the world around him, and make comparison between objects (e.g., watch the fish and tell that he likes the biggest one best).	<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, 42
<b>Domain:</b> Science	
<b>Strand:</b> Physics	
<b>Standard:</b> Students will use scientific skills and processes to explain the interactions of matter and energy and the energy transformations that occur.	
NA	
<b>Domain:</b> Science	
<b>Strand:</b> Environmental Science	
<b>Standard:</b> Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.	
NA	
<b>Domain:</b> Health	
<b>Strand:</b> Safety & Injury Prevention	
<b>Standard:</b> Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.	
Have beginning understanding of consequences when following routines and recreating familiar events (e.g., participate in creating rules for the class).	<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>Domain:</b> Health	
<b>Strand:</b> Nutrition & Fitness	
<b>Standard:</b> Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.	
NA	
<b>Domain:</b> Health	
<b>Strand:</b> Personal and Consumer Health	
<b>Standard:</b> Students will demonstrate the ability to use consumer knowledge, skills, and strategies to develop sound personal health practices involving the use of health care products, services, and community services.	
NA	
<b>Domain:</b> Health	
<b>Strand:</b> Alcohol, Tobacco, and Other Drugs	
<b>Standard:</b> Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address, the use, non-use, and abuse of medications, alcohol, tobacco, and other drugs.	
NA	
<b>Domain:</b> Health	
<b>Strand:</b> Family Life and Human Sexuality	
<b>Standard:</b> Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and health growth and development through the life cycle.	
NA	
<b>Domain:</b> Health	
<b>Strand:</b> Disease & Prevention	
<b>Standard:</b> Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.	
Feel more grown up as he accomplishes self-help and housekeeping tasks with reminders (e.g., take of the own toileting needs and wash and dry his own hands).	<p><b>TG3:</b> 10, 11, 29, 31 <b>TG4:</b> 8, 10, 11, 16, 17, 18, 19, 20, 21, 26, 27, 30, 31, 32, 36, 37, 40 <b>TG5:</b> 10, 21, 31, 38, 41 <b>TG6:</b> 10, 21, 22, 30, 32, 38, 41 <b>TG7:</b> 7, 10, 11, 20, 21, 22, 30, 32, 41 <b>TG8:</b> 10, 20, 21, 22, 30, 31, 41 <b>TG9:</b> 10, 20, 21, 30, 31, 41</p> <p><b>Resources:</b> Sequence Cards: Brushing Teeth, Handwashing</p>

<b>Domain:</b> Physical Education <b>Strand:</b> Skillfulness	
<b>Standard:</b> Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.	
Move with confidence and stability, coordinating movements to accomplish simple tasks. (e.g., go over, under, around through on an obstacle course and easily use riding toys, such as tricycles and Big Wheels).	<b>TG1:</b> 10, 20 <b>TG2:</b> 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, 30, 31 <b>TG7:</b> 9, 10, 12, 30 <b>TG8:</b> 10, 12, 21, 41 <b>TG9:</b> 10, 11, 20, 30, 39, 40
<b>Domain:</b> Physical Education <b>Strand:</b> Biomechanical Principles	
<b>Standard:</b> Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.	
Move with confidence and stability, coordinating movements to accomplish simple tasks. (e.g., go over, under, around through on an obstacle course and easily use riding toys, such as tricycles and Big Wheels).	<i>The Moving and Learning activities and the activities presented in the <b>Gross Motor Practice Center and Outdoors Center</b> give children many opportunities to demonstrate control, balance and coordination by running, jumping, galloping, sliding, hopping, and/or dancing.</i>  <b>TG1:</b> 10, 20 <b>TG2:</b> 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, 30, 31 <b>TG7:</b> 9, 10, 12, 30 <b>TG8:</b> 10, 12, 21, 41 <b>TG9:</b> 10, 11, 20, 30, 39, 40
<b>Domain:</b> Physical Education <b>Strand:</b> Motor Learning Principles:	
<b>Standard:</b> Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.	
NA	
<b>Domain:</b> Physical Education <b>Strand:</b> Exercise Physiology	
<b>Standard:</b> Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.	
NA	

<b>Domain:</b> Physical Education	
<b>Strand:</b> Physical Activity	
<b>Standard:</b> Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.	
NA	
<b>Domain:</b> Fine Arts	
<b>Strand:</b> Dance: Perceiving, Performing, and Responding	
<b>Standard:</b> Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance.	
Explore more complex situations and concepts, beginning to understand some people's jobs, and care for the environment (e.g., show a finger play that he learned to a friend, then make up hand motions to go with a new song).	<b>TG1:</b> 6 <b>TG2:</b> 12, 36, 37, 40 <b>TG6:</b> 14, 16, 17, 19, 22, 39 <b>Resources:</b> Matching Card: Trash to Treasure, Literature Library: Community Helpers
<b>Domain:</b> Fine Arts	
<b>Strand:</b> Dance: Historical, Cultural, and Social Context	
<b>Standard:</b> Students will demonstrate an understanding of dance as an essential aspect of history and human experience.	
NA	
<b>Domain:</b> Fine Arts	
<b>Strand:</b> Dance: Creative Expression and Production	
<b>Standard:</b> Students will demonstrate the ability to create and perform dance.	
NA	
<b>Domain:</b> Fine Arts	
<b>Strand:</b> Dance: Aesthetics and Criticism	
<b>Standard:</b> Students will demonstrate the ability to make aesthetic judgments in dance.	
NA	
<b>Domain:</b> Fine Arts	
<b>Strand:</b> Music: Perceiving, Performing, and Responding	
<b>Standard:</b> Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.	
Explore more complex situations and concepts, beginning to understand some people's jobs, and care for the environment (e.g., wait until you point to his group to play the jingle bells during the song, after the woods and triangles have had their solos).	<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

	<p><i>integrated with the other disciplines and domains to enrich the learning experience.</i></p> <p><b>TG1:</b> 6 <b>TG2:</b> 12, 36, 37, 40 <b>TG6:</b> 14, 16, 17, 19, 22, 39</p> <p><b>Resources:</b> Matching Card: Trash to Treasure, Literature Library: Community Helpers</p>
<b>Domain:</b> Fine Arts	
<b>Strand:</b> Music: Historical, Cultural, and Social Context	
<b>Standard:</b> Students will demonstrate an understanding of music as an essential aspect of history and human experience	
NA	
<b>Domain:</b> Fine Arts	
<b>Strand:</b> Music: Creative Expression and Production	
<b>Standard:</b> Students will demonstrate the ability to organize musical ideas and sounds creatively.	
NA	
<b>Domain:</b> Fine Arts	
<b>Strand:</b> Music: Aesthetics and Criticism	
<b>Standard:</b> Students will demonstrate the ability to make aesthetic judgments.	
NA	
<b>Domain:</b> Fine Arts	
<b>Strand:</b> Theatre: Perceiving and Responding	
<b>Standard:</b> Aesthetic Education: Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.	
Explore more complex situations and concepts, beginning to understand some people's jobs, and care for the environment (e.g., pretend to be a firefighter and spray the dramatic play center with a play hose, telling everyone to get out).	<p><b>TG1:</b> 6 <b>TG2:</b> 12, 36, 37, 40 <b>TG6:</b> 14, 16, 17, 19, 22, 39</p> <p><b>Resources:</b> Matching Card: Trash to Treasure, Literature Library: Community Helpers</p>
<b>Domain:</b> Fine Arts	
<b>Strand:</b> Theatre: Historical, Cultural, and Social Context	
<b>Standard:</b> Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic works, and other literature of the theatre.	
NA	

<b>Domain:</b> Fine Arts	
<b>Strand:</b> Theatre: Creative Expression and Production	
<b>Standard:</b> Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.	
Use prior knowledge and imagination to think through what he wants to play (e.g., decide in advance who will be the dad and who will be the son in the dramatic play areas and take turns playing teacher, acting out circle time routines with a friend, talking first about what they each will do).	<b>TG1:</b> 11, 20, 30 31 <b>TG2:</b> 10, 20, 21, 22, 30 <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>Domain:</b> Fine Arts	
<b>Strand:</b> Theatre: Aesthetics and Criticism	
<b>Standard:</b> Students will demonstrate the ability to make aesthetic judgments.	
NA	
<b>Domain:</b> Fine Arts	
<b>Strand:</b> Visual Arts: Perceiving and Responding	
<b>Standard:</b> Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.	
Develop finger skills through many forms of play (e.g., make a snowman out of play dough after watching an older child make balls and put them together and practice using scissors to cut out shapes, but be unable to stay on the lines).	<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, 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
<b>Domain:</b> Fine Arts	
<b>Strand:</b> Visual Arts: Historical, Cultural, and Social Context	
<b>Standard:</b> Students will demonstrate an understanding of visual arts as an essential aspect of history and human experience.	
NA	
<b>Domain:</b> Fine Arts	
<b>Strand:</b> Visual Arts: Creative Expression and Production	
<b>Standard:</b> Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.	
NA	
<b>Domain:</b> Fine Arts	
<b>Strand:</b> Visual Arts: Aesthetics and Criticism	
<b>Standard:</b> Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.	
NA	

<b>Domain:</b> Social Foundations <b>Strand:</b> Social Emotional Regulation <b>Standard:</b> Demonstrates healthy self-confidence.	
<p>A. Demonstrates Independence in a range of Routines and Tasks</p> <ol style="list-style-type: none"> <li>1. Begins to actively participate in classroom activities (e.g., answers questions or joins dramatic play).</li> <li>2. Chooses where to play during center time.</li> </ol> <p>B. Demonstrates Age-Appropriate Independence in Decision-Making</p> <ol style="list-style-type: none"> <li>1. Begins to independently select appropriate materials during specific activities (i.e., when presented with a painting project gets red and green paint).</li> <li>2. Recognizes the appropriate place for items (e.g., their assigned seat, rest spot, etc.).</li> </ol>	<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><b>TG1:</b> 4, 10, 11, 14, 20, 21, 24, 26, 27, 29, 30, 31, 34, 41 <b>TG2:</b> 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 10, 11, 12, 14, 20, 24, 29, 30, 31, 32, 40, 42 <b>TG4:</b> 4, 10, 11, 14, 20, 28, 30, 34, 38, 40 <b>TG5:</b> 4, 10, 11, 17, 20, 21, 31, 38, 41, 42 <b>TG6:</b> 4, 10, 14, 19, 20, 21, 22, 30, 32, 38, 40, 41, 42 <b>TG7:</b> 4, 10, 11, 12, 14, 19, 20, 21, 22, 30, 32, 40, 41, 42 <b>TG8:</b> 4, 10, 14, 19, 20, 21, 22, 30, 40, 41, 42 <b>TG9:</b> 4, 10, 12, 14, 20, 21, 29, 30, 40, 41, 42</p>
<b>Domain:</b> Social Foundations <b>Strand:</b> Social & Emotional Regulation <b>Standard:</b> Initiates and maintains relations.	
<p>A. Expresses, Understands, and Responds to Feelings/Emotions of Others</p> <ol style="list-style-type: none"> <li>1. Identifies basic feelings (e.g., sad, mad, happy).</li> <li>2. Begins to express emotions through non-verbal cues with adult modeling and support (e.g., body language, facial expressions, crosses arms, and frowns).</li> <li>3. Recognizes when someone needs help, but may not respond every time.</li> </ol>	<p><b>A. 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 skills to appropriately express and emotions and respond to others.</b></p> <p><b>TG1:</b> 12, 16, 20 <b>TG2:</b> 21, 22, 40 <b>TG3:</b> p.12, 14, 22, 36 <b>TG4:</b> 12, 16, 36 <b>TG5:</b> 12, 14, 22, 30, 31, 32, 34, 42 <b>TG6:</b> 4, 12, 14, 16, 22, 32, 34, 42 <b>TG7:</b> 4, 12, 14, 16, 32, 34, 42 <b>TG8:</b> 4,12, 14, 16, 22, 32, 34, 42 <b>TG9:</b> 4,12, 14, 16, 22, 32, 34, 42</p> <p><b>Welcome to Frog Street Threes: 49</b>  <b>Resources:</b> Photo Activity Cards, Literature Library</p>



<p><b>B. Plays or Works with Others Cooperatively</b></p> <ol style="list-style-type: none"> <li>1. Plays alongside other children (e.g., dramatic play, block table).</li> <li>2. Begins to understand the concept of sharing with adult modeling and support.</li> </ol> <p><b>C. Recognizes Differences or Similarities Between Self as Compared to Others</b></p> <ol style="list-style-type: none"> <li>1. Begins to recognize differences or similarities between self as compared to other (e.g., children with disabilities, gender, hair color, etc.).</li> </ol> <p><b>D. Show Ability to Resolve Conflicts</b></p> <ol style="list-style-type: none"> <li>1. Accepts compromise when resolving conflicts if suggested by an adult (e.g., mom says, “Jackson, you can use that swing as soon as Sheila finishes her turn”).</li> <li>2. Seeks adults’ help in resolving a conflict (e.g., goes to dad and says, “Jacob took my truck!”).</li> <li>3. Continues to learn simple alternatives to aggressive ways of dealing with conflicts (e.g., trades one object for a desired one.)</li> </ol>	<p><b>B. TG1:</b> 4, 10 <b>TG2:</b> 4, 5, 14, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 24, 29, 32, 42 <b>TG4:</b> 4, 5, 10, 11, 14, 20 <b>TG5:</b> 4, 11, 20 <b>TG6:</b> 4, 11, 14, 20, 22, 30, 40</p> <p><b>C. <i>The Home School Connection</i> 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: My Family and Friends gives children many opportunities to talk about their family and home.</b></p> <p><b>TG2:</b> 37 <b>TG4:</b> 16, 27, 30</p> <p><b>Welcome to Frog Street Threes: 67</b></p> <p><b>D. Throughout Frog Street Threes children are encouraged to use flexible problem-solving strategies. Activities in the Practice Centers provide children with the opportunity to explore and seek multiple solutions to a question, task, or problem.</b></p> <p><b>TG1:</b> 10, 31 <b>TG2:</b> 12, 20, 30, 41 <b>TG3:</b> 41 <b>TG6:</b> 19</p> <p><b>Welcome to Frog Street Threes: 32, 40, 41</b></p>
<p><b>Domain:</b> Social Foundations</p>	
<p><b>Strand:</b> Approaches to Learning &amp; Executive Functioning.</p>	
<p><b>Standard:</b> Self-regulation/inhibitory control.</p>	
<p><b>A. Control Impulses</b></p>	<p><b>A. Conscious Discipline® is a comprehensive classroom management and social-emotional program that creates a learning environment where children feel safe and loved. From</b></p>

1. Occasionally avoids imitating the negative behaviors of peers with prompting from an adult.

2. Developing the ability to control impulses during structured activities with adult support (e.g., resist the impulse to call out before raising hand during group time).

3. May remind other children to control their impulses and follow rules when not able to do so oneself.

4. May need to be reminded to stop a habitual action when it is not appropriate (e.g., continuing to go to the bathroom for paper towels even though they have been moved into the classroom).

5. Can enjoy games like Red Light, Green Light that require waiting for signal to do something with adult support.

#### B. Resist Temptation

1. Briefly able to wait for an object without grabbing. Can wait longer with adult support.

2. Can wait for a highly desired food or object with adult reminders (e.g., can wait to eat the cupcake in reach until the birthday song is complete).

3. Able to take turns with preferred toys with prompting from an adult.

#### C. Refrains from Emotional Outbursts and Unsafe Behaviors

1. Shows progress in resisting the impulse to harm self, others or property in difficult situations or conflicts and using language to express strong feelings instead (e.g., says, "I really, REALLY need that swing!"). May still fall apart under stress.

*this foundation of safety and caring, children begin learning how to manage their emotions and interact appropriately with their peers by controlling their impulses.*

**TG1:** 14, 15, 16, 17, 43

**Welcome to Frog Street Threes:** 27-28

**Resources:** Literature Library

**B. Conscious Discipline®** 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, resisting temptations.

**TG1:** 4, 31 **TG2:** 12, 30 **TG6:** 19

**Welcome to Frog Street Threes:** 32

**Resources:** Literature Library

**C. Conscious Discipline®** 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 by controlling their impulses.

<p>D. Attentiveness—Resists Distraction to Maintain Focus on Tasks of Interest to the Child</p> <p>1. Maintains focus on one activity for longer periods of time as long as the activity is age-appropriate and of interest (e.g., can repeatedly solve and dump out a wooden puzzle, even with other children playing in the background).</p> <p>E. Attentiveness—Resists Distraction to Maintain Focus on Tasks Set By Someone Else</p> <p>1. Remains on task during an activity set by the teacher for short periods of time despite distractions though still may require prompting from an adult.</p> <p>2. Can return to an earlier task after an interruption, with adult reminders.</p>	<p><i>D. 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> <p><b>E. TG1:</b> 4, 14, 21, 24, 31, 34, 40, 41 <b>TG2:</b> 4, 14, 22, 24, 31, 32, 34, 40 <b>TG3:</b> 4, 11, 12, 14, 20, 24, 32 <b>TG4:</b> 4, 14, 16, 20, 34, 40 <b>TG5:</b> 4, 20, 30, 40 <b>TG6:</b> 4, 14, 20, 22, 30, 31, 40 <b>TG7:</b> 4, 14, 20, 30, 31, 40 <b>TG8:</b> 4, 14, 31, 40 <b>TG9:</b> 4, 12, 14, 20, 31, 32, 42</p>
<p><b>Domain:</b> Social Foundations</p> <p><b>Strand:</b> Approaches to Learning &amp; Executive Functioning</p>	
<p><b>Standard:</b> Working Memory</p>	
<p>A. Demonstrate the Ability to Hold and Manipulate Information</p> <p>1. Can remember and talk about what has just happened in a story and what is happening now.</p> <p>2. Can consider two options and make a choice when asked.</p> <p>3. Can hold two rules in mind long enough to complete the tasks (e.g., “Throw your trash away, and then put your lunchbox in your cubby.”).</p>	<p><i>A. Throughout <b>Frog Street Threes</b> children have many opportunities are to draw on memory or experience (apply prior knowledge) including during the <b>Conscious Discipline® Greeting Circle, Practice Centers</b>, and during the daily <b>Closing Circle</b>.</i></p> <p><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, 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>

<p>4. Can remember a response to a teacher’s question long enough to respond appropriately after waiting for a turn during a short group discussion.</p> <p>5. Can put down a toy and remember its location for a brief period of time.</p> <p>6. Can enjoy success at simple memory games tracking a few objects or pictures.</p>	
<p><b>Domain:</b> Social Foundations  <b>Strand:</b> Approaches to Learning &amp; Executive Functioning</p>	
<p><b>Standard:</b> Cognitive Flexibility</p>	
<p>A. Can Flexibly Apply Rules to Games and Behavior</p> <p>1. Can take on a character in pretend play and sustain this role consistently for approximately 5-10 minutes with adult modeling and support.</p> <p>2. Can enjoy games with rules and follow the rules some of the time.</p> <p>3. Can learn to follow different rules in different contexts and can do so with reminders (e.g., use indoor voices indoors but not outdoors).</p> <p>4. Can recognize when making a mistake and change approach with adult help.</p> <p>5. Able to sort materials by two different characteristics (e.g., blocks go here, dolls go here).</p> <p>B. Flexible Problem Solving—Seeks Multiple Solutions to a Question, Task, or Problem</p> <p>1. Employs a strategy to solve a problem with adult modeling, prompting, and support.</p>	<p><b>A.</b> 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><b>TG1:</b> 8, 12, 18, 22, 32, 35, 42 <b>TG2:</b> 11, 20, 35, 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, 12, 41 <b>TG9:</b> 10, 11, 12, 21, 40, 41</p> <p><b>Resources:</b> Literature Library</p> <p><b>B. TG1:</b> 10, 31, 40, 41 <b>TG2:</b> 9, 12, 19, 30, 40 <b>TG3:</b> 9, 12, 29, 32, 42 <b>TG4:</b> 10, 11, 20, 29, 40 <b>TG5:</b> 9, 11, 29, 30 <b>TG6:</b> 4, 9, 11, 12, 20, 29, 31, 40 <b>TG7:</b> 4, 11, 12, 29, 31, 40 <b>TG8:</b> 4 <b>TG9:</b> 4, 12</p>

<p>2. Asks adults to solve of “fix” a problem.</p> <p>3. Continues to become more flexible in problem-solving and thing through alternatives (e.g., when trying to put on shoes, talks to self about what to do first. If the shoe won’t easily go on one foot, he or she tries the other foot).</p> <p>4. After a conflict with another child, con talk about other ways the problem might have been resolved.</p> <p>5. When faced with a problem can slow down and think through options with support from an adult (e.g., “It looks like someone is in your way. What could you do to get him to move?”).</p>	
<p><b>Domain:</b> Social Foundations</p>	
<p><b>Strand:</b> Approaches to Learning and Executive Functioning</p>	
<p><b>Standard:</b> Initiative &amp; Curiosity</p>	
<p>A. Desire to Learn—Ask Questions and Seeks New Information</p> <p>1. Begins to ask basic “wh” questions related to the environment (e.g., “Where is Sarah going?”).</p> <p>2. Seeks experiences with new toys and materials (e.g., listens to stories, plays with friends at the water table, takes trips to the fire station).</p> <p>3. Generates ideas with teachers and peers with adult modeling and support.</p> <p>B. Desire to Learn—Interest in Challenges</p> <p>1. Continues to ask numerous questions, which are becoming more verbally complex (e.g., asks, “How do we get to Nana’s house?”).</p>	<p><b>A. TG1:</b> 6, 9, 10, 11, 12, 16, 21, 22, 26, 30, 31, 32, 36, 38, 39, 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, 38, 39, 40, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 20, 21, 22, 30, 32, 36, 40, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 19, 21, 22, 24, 26, 30, 31, 32, 34, 39, 40 <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, 20, 21, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 9, 12, 14, 16, 19, 20, 22, 24, 26, 29, 32, 34, 40, 42 <b>TG9:</b> 9, 12, 14, 16, 19, 20, 21, 22, 24, 26, 29, 32, 34, 40, 42</p> <p><b>Welcome to Frog Street Threes:</b> 41</p> <p><b>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</p>

<p>2. Starts to demonstrate enthusiasm for new challenges and experiences.</p> <p>C. Independence in Learning—Plans and Initiates Projects</p> <p>1. Begins to actively participate in classroom activities (i.e., answers questions or joins dramatic play).</p> <p>2. Chooses where to play during center time.</p> <p>3. Begins to independently select appropriate materials during specific activities (e.g., when presented with a painting project gets red and green paint).</p>	<p><b>C. TG1:</b> 20, 21, 30, 40 <b>TG2:</b> 10, 30, 40 <b>TG3:</b> 10, 11, 29, 31, 40 <b>TG4:</b> 8, 18, 28, 30, 31, 38, 40 <b>TG5:</b> 10, 21, 31, 38, 41 <b>TG6:</b> 10, 21, 22, 30, 32, 38, 40, 41 <b>TG7:</b> 10, 20, 21, 22, 30, 32, 40, 41 <b>TG8:</b> 10, 20, 21, 22, 30, 40, 41 <b>TG9:</b> 10, 20, 21, 30, 40, 41</p>
<p><b>Domain:</b> Social Foundations  <b>Strand:</b> Approaches to Learning &amp; Executive Functioning</p>	
<p><b>Standard:</b> Demonstrates Persistence</p>	
<p>A. Persists in an Activity from Start to Finish (Complete a Task)—Independently  Persists with a wider variety of tasks, activities, and experiences with adult prompting.</p> <p>2. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle).</p> <p>3. Notes sense of accomplishment when finishing a planned activity (e.g., successfully drawing a figure).</p> <p>B. Persists in the Face of Failure</p> <p>1. Insists upon putting on coat independently, even though prior attempts have been unsuccessful.</p>	<p><b>A. Frog Street Threes Practice Center activities provide opportunities for children to show persistence in completing tasks from beginning to end. During daily <b>Conscious Discipline® Greeting Circle</b> and daily <b>Closing Circle</b>, 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:</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>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,</p>

<p>2. Continues to stack cups or complete a simple puzzle unsuccessfully without an emotional outburst with adult support.</p> <p>3. Can adjust approach to a task to resolve difficulties with adult help (e.g., if teacher suggests the child rotate a puzzle piece to find a better fit).</p>	<p>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>Domain:</b> Social Foundations  <b>Strand:</b> Approaches to Learning &amp; Executive Functioning</p>	
<p><b>Standard:</b> Demonstrates Cooperation</p>	
<p>A. Positively Participates in Cooperative Play</p> <p>1. Offers basic help to peers who are in need, upset, hurt, or angry (e.g., hug, comfort object, pat, encouraging word).</p> <p>2. Attempts to give aid may not take into account the other child's characteristics or needs (e.g., offers a crying classmate his or her own stuffed animal, even though the child has another comfort object).</p> <p>3. Begins to have real friendships, even though he or she may not understand the concept of friendship or that these relationships may not last (e.g., says "my best friends are Nathan, Sharon, Enrique, Cassidy...and all others in his or her class).</p> <p>4. Accepts compromise when resolving conflicts if it is suggested by an adult (e.g., mom says, "Jackson, you can use that swing as soon as Sheila has finished").</p> <p>5. Seeks adults' help in resolving a conflict (e.g., goes to dad and says, "Jacob took my truck!").</p>	<p><b>TG1:</b> 4, 10 <b>TG2:</b> 4, 14, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 24, 29, 32, 42 <b>TG4:</b> 4, 10, 11, 14, 20 <b>TG5:</b> 4, 11, 20 <b>TG6:</b> 4, 11, 14, 20, 22, 30, 40 <b>TG7:</b> 4, 11, 12, 14, 30, 40 <b>TG8:</b> 4, 14 <b>TG9:</b> 4, 12, 14, 42</p> <p><b>TG2:</b> 22 <b>TG3:</b> 14 <b>TG6:</b> 14 <b>TG7:</b> 4 <b>TG8:</b> 4 <b>TG9:</b> 4, 32</p> <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>Frog Street Threes Conscious Discipline® 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></p>



<p>6. Continues to learn simple alternatives to aggressive ways of dealing with conflicts (e.g., trades one doll for a desired one by saying, “You have THIS dolly, okay?”).</p>	<p><b>TG1:</b> 10, 31 <b>TG2:</b> 12, 30, 20, 40, 41 <b>TG3:</b> 29, 32, 41, 42 <b>TG4:</b> 10, 11, 20, 40 <b>TG5:</b> 11 <b>TG6:</b> 4, 11, 19, 20, 40 <b>TG7:</b> 4, 11, 12, 40 <b>TG8:</b> 4 <b>TG9:</b> 4, 12</p> <p><b>Welcome to Frog Street Threes: 32</b></p>
<p><b>Domain:</b> Social Foundations</p>	
<p><b>Strand:</b> Approaches to Learning &amp; Executive Functioning</p>	
<p><b>Standard:</b> Understanding &amp; complying with classroom rules, routines, &amp; expectations.</p>	
<p>A. Follows Routines, Rules, and Directions</p> <p>1. Follows classroom rules frequently</p> <p>2. Behaves appropriately within the context of the classroom routines (e.g., sits for brief periods during circle or washes hands for lunch time).</p> <p>3. Begins to anticipate the next activity in the routine (e.g., asking “Are we going outside?” during snack time).</p>	<p><b>TG1:</b> 4, 5, 10, 14, 15, 24, 25, 34, 35 <b>TG2:</b> 4, 5, 14, 15, 20, 24, 25, 32, 34, 35 <b>TG3:</b> 4, 5, 14, 15, 24, 25, 32, 34, 35, 42 <b>TG4:</b> 4, 5, 14, 15, 24, 25, 34, 35, 38 <b>TG5:</b> 4, 5, 14, 15, 24, 25, 34, 35, 42 <b>TG6:</b> 4, 5, 14, 15, 24, 25, 34, 35, 40, 42 <b>TG7:</b> 4, 5, 14, 15, 24, 25, 34, 35, 40 <b>TG8:</b> 4, 5, 14, 15, 24, 25, 34, 35, 40 <b>TG9:</b> 4, 5, 14, 15, 24, 25, 34, 35, 40</p>
<p><b>Domain:</b> Social Foundations</p>	
<p><b>Strand:</b> Approaches to Learning &amp; Executive Functioning</p>	
<p><b>Standard:</b> Understanding &amp; complying with classroom rules, routines, and expectations.</p>	
<p>A. Demonstrates the Ability to Postpone Activity and Start Another</p> <p>1. Responds to visual or auditory prompts and cues to transition to the next activity with adult support.</p> <p>2. Moves from a preferred activity to a less preferable activity with adult support and assistance.</p> <p>3. Demonstrates the ability to stop an engaging activity to help clean up with adult support.</p>	<p><b>A. As children grow and develop through ongoing participation in the Frog Street Threes program and Conscious Discipline® 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.</b></p> <p><b>TG1:</b> 4, 5, 10, 14, 15, 24, 25, 34, 35 <b>TG2:</b> 4, 5, 14, 15, 20, 24, 25, 32, 34, 35 <b>TG3:</b> 4, 5, 14, 15, 24, 25, 32, 34, 35, 42 <b>TG4:</b> 4, 5, 14, 15, 24, 25, 34, 35, 38 <b>TG5:</b> 4, 5, 14, 15, 24, 25, 34, 35, 42 <b>TG6:</b> 4, 5, 14, 15, 24, 25, 34, 35, 40, 42 <b>TG7:</b> 4, 5, 14, 15, 24, 25, 34, 35, 40 <b>TG8:</b> 4, 5, 14, 15, 24, 25, 34, 35, 40 <b>TG9:</b> 4, 5, 14, 15, 24, 25, 34, 35, 40</p>

<p><b>B. Demonstrates the Ability to Adopt to New Environments with Appropriate Behaviors with Adult Support</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates comfort with the transition from home to the classroom environment (e.g., begins to calm down quicker and more frequently when parents leave).</li> <li>2. Engages with trusted adults during transition with support and encouragement.</li> </ol> <p><b>C. Demonstrates Appropriate Use of Materials or Belongings and Those of Others</b></p> <ol style="list-style-type: none"> <li>1. Begins to help with clean up after activities with prompting and adult assistance.</li> <li>2. Begins to recognize where materials belong.</li> <li>3. Begins to understand how to use age-appropriate classroom materials with modeling and prompting. Follows adult direction and modeling for an assigned task (e.g., turning pages of book with care, then puts book back onto shelf with prompting).</li> <li>4. Begins to reference past knowledge to create understanding of new information through pretend play (e.g., says “This game is like the one we played in Ms. Kim’s class”).</li> </ol>	<p><b>B. Throughout Frog Street Threes children are encouraged to take risks by trying out a new idea or approach. 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>TG1:</b> 10, 21, 31, 40, 41 <b>TG7:</b> 4, 20, 31 <b>TG8:</b> 4, 31, 40 <b>TG9:</b> 4, 20, 31, 32</p> <p><b>C. Throughout Frog Street Threes children have many opportunities are to draw on memory or experience (apply prior knowledge) including during the Conscious Discipline® Greeting Circle, Practice Centers, and during the daily Closing Circle.</b></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>
<p><b>Domain:</b> Social Foundations <b>Strand:</b> Approaches to Learning &amp; Executive Functioning <b>Standard:</b> Demonstrates cognitive flexibility—Understands symbolic representation</p>	
<p><b>A. Represents People, Places, or Things Through Drawings, Movement, and Three Dimension Objects</b></p> <ol style="list-style-type: none"> <li>1. Develops generic symbols for repeated drawings of common objects like sun, dog and house.</li> </ol>	<p><b>A. 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>2. Begins drawing in a more realistic manner, occasionally oscillating between realism and scribbling.</p> <p><b>B. Engages in Pretend Play and Acts Out Roles</b></p> <p>1. Identifies difference between fantasy and reality with adult support and prompting.</p> <p>2. Able to act out simple roles (i.e., “Look, I am a dog, ruff, ruff”).</p> <p><b>C. Recognizes Cause and Effect</b></p> <p>1. Understands explanations when concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., “When we mix colors, we get a new color. See what color you get when you mix yellow with blue”).</p>	<p><b>TG1:</b> 19, 29 <b>TG2:</b> 9, 19 <b>TG3:</b> 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</p> <p><b>B. Frog Street Threes weekly Practice Centers offer opportunities for children to explore, ask questions, seek new information, show curiosity, interest, and willingness to learn as children are engaged in acting out simple roles and distinguishing fantasy over reality.</b></p> <p><b>TG1:</b> 11, 20, 30, 31 <b>TG2:</b> 10, 20, 21, 22, 30 <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><b>C. TG4:</b> 6, 7, 9, 10, 16, 17, 19, 29 <b>TG7:</b> 9</p> <p><b>Welcome to Frog Street Threes: 4</b></p>
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