

Louisiana Department of Education Instructional Materials Evaluation Tool for  
Alignment of Three-Year-Old Resources  
Frog Street Threes

**INDICATORS OF SUPERIOR QUALITY**

**SECTION I: TIER 1 AND 2 NON-NEGOTIABLES**

**1. CONTENT within the Parameters of the Standards:**

**FOR ALL INTEGRATED CURRICULA:**

**1a)** Large majority of materials and activities provide opportunities and experiences for children to meet the *Louisiana Birth to Five Early Learning and Development Standards* (i.e., appropriate for the age level for which they are suggested) across all domains of the standards:

- Approaches to Learning,
- Cognitive Development/General Knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies,
- Language and Literacy Development,
- Physical Well-being and Motor Development, and
- Social-Emotional Development

Frog Street Threes is a comprehensive curriculum of intentional and integrated activities which support the domains of the Louisiana Birth to Five Early Learning and Development Standards. Refer to the Frog Street Threes Correlation to the Louisiana Birth to Five Early Learning and Development Standards for references to how the instructional activities within the curriculum meets each domain specified in the standards.

In addition, unique and comprehensive materials are provided to align to the instructional activities and therefore support the Louisiana Birth to Five Early Learning and Development Standards in each of the domains listed below.

**1. Approaches to Learning:** Developing children's positive Approaches to Learning is a cornerstone of the Frog Street Threes curriculum. Each child's approaches to learning optimizes their experiences and are treated as an important companion to academic and domain specific goals. Activities support these approaches to learning: 1) cooperation; 2) curiosity; 3) attentiveness; 4) persistence; and 5) initiative.

Frog Street Threes curriculum integrates joy, play, and imagination throughout the learning process. The curriculum offers substantial opportunities and experiences to support standards A1-A4 and Strategies for Approaches to Learning for Three Year Olds as cited on page 24 of Louisiana's Birth to Five ELDS.

- **Cooperation:** By age three, children will have moved from onlooker (watching others) to parallel play (playing beside others) to associative play (playing with others but not in an organized fashion). These are steps toward the final goal of cooperative play where children interact in play with their peers. Cooperation is the social bridge between playing beside another child to fully interacting with another child. Daily activities in the Greeting Circle provide opportunities for children to interact with each other through songs and chants that involve gentle touches,

eye contact and playfulness. Additional cooperative play opportunities occur in the daily Moving and Learning activities, center suggestions, and extension activities on the Photo Activity Cards. A list of Cooperative Games are provided in the **Frog Street Threes Welcome Guide, p. 71**.

- **Curiosity** is the fuel of learning. Children are born curious and capable of generating solutions to problems. Frog Street Threes supports children's natural curiosity with activities to use creativity and imagination in their approach to learning. In a STEAM lesson in **Theme 1/Awesome Me • Soy fantástico Teaching Guide, Week 4, p. 39**, opportunities to explore tools used by scientists pique children's curiosity. Children's natural curiosity is encouraged by noticing what children are doing and asking open ended questions as they work. Center activities in **Theme 3/Color, Shape and Size • Color, forma y tamaño Teaching Guide, Week 4, p. 41**, suggests an Outdoor activity to collect leaves to make a leaf bracelet and/or classify their collections by color, shape or size in support of Approaches to Learning.
- **Attentiveness** is another Approaches to Learning evidenced in the activities in Frog Street Threes and in support of AL 2 Indicators for Three-Year-Olds in Louisiana's Birth to Five ELDS. Suggestions for setting up and managing Practice Centers (learning centers) are outlined in the **Welcome to Frog Street Threes Guide, pp. 53-55**. Children learn by doing and hands-on explorations encourage them to maintain focus on complex activities with adult support. In **Theme 4/Safe and Healthy Me • Me cuido y soy saludable Teaching Guide, Week 2, Literacy, p. 16**, the Read-Aloud lesson offers engaging guidelines for responding to a book, connecting to personal experiences, building vocabulary and interactions to encourage children's attentiveness.
- **Persistence** is encouraged as children engage in the self-selected learning centers that are tied to the focus of each theme. There are suggestions for how to scaffold learning during various practice center activities in order to help children persist in accomplishing the learning objective. (Refer to the **Writer's Corner** activity for the **Theme 5/ Favorite Tales and Rhymes • Cuentos y rimas preferidos Teaching Guide, Week 1, p. 10**.) Additional centers offer scaffolded activities to encourage accomplishing the learning objective. (See the **Theme 8/Amazing Critters • Animales increíbles Teaching Guide, Week 1, Fine Motor, p. 11**).
- **Initiative** supports AL1 Indicators for Three-Year-Olds in Louisiana's Birth to Five ELDS. Frog Street Threes provides a complete range of simple tasks for children to complete on their own. (Refer to **Theme 3, Color, Shape and Size • Color, forma y tamaño Teaching Guide, Week 1, Construction Center, p. 10** and also, **Theme 9/Animals • Animales Teaching Guide, Week 1, Library and Listening Center, p. 10**.)

**2. Cognitive Development/ General Knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies:** Frog Street Threes incorporates all domains related to cognitive development and general knowledge in daily routines, such as the Greeting Circle, Math, STEAM, and thematic Learning Centers. Math content is taught daily through small group instruction with opportunities to extend and rehearse the skills and objectives introduced in these lessons during related practice center activities. An innovative feature of Frog Street Threes is weekly STEAM (Science, Technology, Engineering, Art, and Math) activities. STEAM activities combine various disciplines to develop deeper mathematical and scientific foundations that children will need to be competitive in the

workforce as they mature into adults. STEAM activities also develop thinking, reasoning, teamwork, investigative, and creative skills.

**Creative Thinking and Expression** lessons are offered through a variety of teaching/learning formats—in particular singing, movement, dramatization, arts, as well as during planned, explicit instruction. Weekly Moving and Learning activities offer movement and singing interactions for children to explore theme concepts (Refer to the **Moving and Learning** suggestion—“Can You Move with Me?” and “Little Ants”—**Theme 8/Amazing Critters • Animales increíbles Teaching Guide, Week 1, p. 7.**) Based on findings from brain research (e.g., Deutsch, 2010; Jensen, 2005), which suggest singing increases the flow of oxygen to the brain and thereby stimulates thinking, each daily Greeting Circle in the Frog Street Threes curriculum begins with a song. Additionally, some Literacy and Math small group lessons are introduced through songs, movement, and finger plays. Refer to the Math lesson on classification, **Theme 2, My Family and Friends • Mi familia y mis amigos Teaching Guide, Week 4, p. 38.** Children will sing “Sing a Song of Attributes”. Visual arts and opportunities for children to create art are also integrated throughout the curriculum. The Creativity Station is one of 14 Learning Centers integrated throughout each theme with eight content center suggestions each week. Classroom materials suggested include easels, paints, crayons, markers, stencils, scissors, glue, collage materials and suggestions for how to incorporate three-dimensional items, such as cardboard boxes and empty paper-towel tubes. In addition to child-selected activities, Frog Street Threes also incorporates the visual arts as a focus of study within its major themes, such as **Theme 6/Creative Me • Soy creativo Teaching Guide.** For example, in **Week 2, pp. 14 – 22,** children learn to recycle or use something that might be thrown away. They will sing about recycling, create puppets after the reading of *It Started as a Sock*, act as a puppeteer with the curriculum puppet, Fernando, and explore stick, glove, finger, hand, and shadow puppets with a class made puppet theatre and performance.

- **Mathematics** is addressed daily in each of the nine themes during the Math small group lessons and the four supporting practice centers for the week. Three major mathematical domains identified in NCTM’s Curriculum Focal Points (2008) for Pre-K—Number and Operations, Geometry, Measurement—spiral throughout the curriculum and alternate as a weekly focus along with two other connecting domains—Algebra (Patterns), and Data Analysis—which, although less prominent, are nonetheless considered essential to early childhood mathematics by the same panel of NCTM experts. (Refer to the **Frog Street Threes Welcome Guide, pp. 43-44,** for more information on how Frog Street Threes addresses the content outlined in each of the NCTM focal areas.) These domains parallel and support the Common Core Kindergarten Standards—e.g., Counting and Cardinality, Operations and Algebraic Thinking, Geometry, and Measurement and Data. Note that while patterns are not identified as a content strand within the Common Core, they are emphasized as a characteristic of daily instruction as stated in standards seven (recognizing structure) and eight (repeated reasoning) of the Eight Common Core Mathematical Practices. Each strand supports developmentally appropriate practices and aligns to Standards for Three-Year-Olds CM1 – CM4, of Louisiana’s Birth to Five ELDS.
- **Science** is also addressed through a variety of venues in Frog Street Threes. Some themes, such as **Theme 7/On the Go • En camino Teaching Guide** and **Theme 8/Amazing Critters Teaching Guide,** are developed around major science topics that provide the content for oral language and vocabulary development in various Literacy Lessons. For example, in **Theme 7/Things that Move Teaching Guide,** children learn how their bodies move, how wheels help them move and do work, and traveling in air and water. “Boats Float” story folder introduces topics related ways boats are powered (see **Theme 7/Things that Move Teaching Guide, Literacy, p. 39.**) Explicit

science content and the process skills listed in Standard CS1 of Louisiana’s Birth to Five ELDS (e.g., asking questions, observing, describing, predicting, comparing, classifying, and evaluating) are also introduced in each of the nine themes during various STEAM lessons (refer to **Theme 5/Favorite Tales and Rhymes • Cuentos y rimas preferidos Teaching Guide, Week 1, p. 9**). The children are able to practice the scientific inquiry skills outlined in the above as they self-select among and explore the Science Center, Gross Motor, and Sensory Table. (See **Gross Motor center Theme 5/Favorite Tales and Rhymes • Cuentos y rimas preferidos Teaching Guide, Week 1, p. 9**).

- **Social Studies** concepts are the focus of instruction within specific themes. Examples include:  
**Theme 1/ Awesome Me • Soy fantástico Teaching Guide** familiarizes the children with school and the people they interact with there—e.g., classmates, school helpers, etc. (Standard CSS 1). This theme also introduces the concept of keeping the classroom safe, framing it for children as taking responsibility as members of a classroom community (Standard CSS 5). **Theme 2/ My Family and Friends • Mi familia y mis amigos Teaching Guide** extends the learning about familiar places, focusing on cultural practices and diversity within families, homes (Standard CSS4), as well as workers within the community (Standard CSS 5, Indicator 3.6). **Theme 3/ Color, Shape and Size • Color, forma y tamaño Teaching Guide** allows the children to explore spatial relationships and location words (CSS Standard 3, Indicator 3.3).

**3. Language and Literacy Development:** Frog Street Threes draws upon an impressive body of research to support how young children develop their literacy and pre-reading skills aligned to Louisiana’s Birth to Five ELDS:

- Phonological awareness refers to the child’s ability to identify and manipulate parts of spoken language appropriate for three-year-olds—words, beginning sounds, and rhyme awareness (Louisiana’s Birth to Five ELD Standard LL 6, Indicators 3.1-3.5). This precursor skill to phonics instruction has, according to the National Early Literacy Panel (2008), a predictive relationship with later measures of literacy development. Considering the importance of phonological awareness to the child’s future success in reading, the Frog Street Threes curriculum recursively addresses this skill, allocating daily explicit instruction that occurs during the **Morning Message** routine (Louisiana’s Birth to Five ELD Standard LL6, Indicators 3.1-3.5) and on-going practice in the Language and Literacy Center. Phonological awareness is also significantly addressed in other areas of the curriculum as strategies for rhyme awareness, sentence segmenting, alliteration and onomatopoeia are explicitly taught throughout the 9 themes (e.g., Onomatopoeia: **Theme 9/Animals Teaching Guide, Week 2, Unite, p. 14, Literacy, p. 16**).
  - Rhyme awareness is also a focus of instruction in **Theme 5/Favorite Tales and Rhymes • Cuentos y rimas preferidos Teaching Guide** as the children are introduced to nursery rhymes and challenged to produce rhyme (e.g., **Theme 5/Favorite Tales and Rhymes • Cuentos y rimas preferidos Teaching Guide, Week 1, p. 6**). According to a series of studies conducted by researchers Bryant, Bradley, McClean, and Crossland (e.g., Bryant, Bradley, Maclean, & Crossland, 1989; Bryant, Maclean, & Bradley, 1990; Maclean, Bryant, & Bradley, 1987), children’s ability to recite nursery rhymes is directly related to their later language and literacy abilities.
- **Alphabet Knowledge** refers to the three-year-old’s ability to recognize and name uppercase and lowercase letters especially the letters in his/her name (Louisiana’s Birth to Five ELD Standard LL 5, Indicators 3.3-3.5). In addition to phonological awareness skills, letter knowledge is addressed

daily during the **Morning Message** routine and is a focus for on-going practice during self-selected centers—three in particular: the ABC Corner, the Language and Literacy Center, and Writer’s Corner (refer to **Writer’s Corner, Theme 7/On the Go Teaching Guide, p. 20**). Alphabet Knowledge is also a focus of instruction during various small group Literacy Lessons (e.g., **Theme 6/ Creative Me Teaching Guide, Activity 6, p. 26** as children identify letters they know in a recipe) that spiral throughout the 9 themes.

- **Vocabulary**, both receptive and expressive (Louisiana’s Birth to Five ELD Standard LL 2, Indicator 3.2) and the development of children’s oral language (Louisiana’s Birth to Five Standards LL 1, and LL2, Indicator 3.2) are integral components to the Frog Street Threes curriculum. Coyne, Simmons, and Kame’enui (2004) found a strong, positive relationship between children’s reading comprehension and vocabulary development. Also, the size of a child’s vocabulary by Kindergarten is a good predictor of future reading success (Scarborough, 2001). Considering the scope of research that suggests gaps in vocabulary are most successfully addressed during the preschool years (Biemiller, 2006; Cunningham, 1997), Frog Street Threes strategically inserts opportunities for children to practice and learn vocabulary through a variety of instructional formats—which include child-initiated center choices annotated with suggested scaffolds; formal teacher-led discussions related to thematic topics and concepts introduced during daily scheduled small group Literacy/ Math/ STEAM lessons; Greeting Circle, Morning Message; and the Wonderful Word of the Week routine (e.g., fabulous for **Theme 2/ My Family and Friends • Mi familia y mis amigos Teaching Guide, Week 3, pp. 26, 32**). Children are introduced to 5-8 vocabulary words each week, including American Sign Language featured on Photo Activity Cards. The curriculum’s Vocabulary cards and Photo Activity cards supplement the Read-Aloud lessons to extend concepts and expand learning modalities in the lesson.
- **Comprehension** skills are explicitly developed in Frog Street Threes during the daily scheduled Read-Aloud Time and literacy lessons. In the lessons, children learn to answer and generate questions and identify story structures—e.g., characters, setting, and sequence of events (Louisiana’s Birth to Five ELD Standard LL 4, Indicators 3.1-3.6). Illustrations, photographs, graphic organizers, story props, and sequence cards provide visual support to the conversation. The Developmental Storybook included in the literature selections differentiates instruction by offering two stories that are told at three different levels of comprehension. Some of the instructional strategies used in Frog Street Threes for teaching comprehension include active engagement (children following the teacher’s cue), rereading passages, parenthetical phrasing (introducing critical vocabulary prior to reading a story), pretelling (identifying important steps children take in a familiar routine—e.g., recess), graphic organizers (e.g., KWL chart – **Theme 8/Amazing Critters • Animales increíbles Teaching Guide, p. 26**) and retelling stories using story props and sequence cards (which are provided in the curriculum resources). The Appendix in each teacher guide is filled with theme related songs, poems, and finger plays. These help children focus on the words and the teacher’s inflection to comprehend meaning.
- **Book Knowledge and Concepts of Print**: Developing children’s understanding of and appreciation for books (Louisiana’s Birth to Five ELD Standard LL 3) is also a major focus of the Frog Street Threes curriculum. These print awareness skills are developed during the daily scheduled Read-Aloud Time, with opportunities for on-going skills practice as children self-select among center choices that include the Library and Listening Center and the Language and Literacy Center.

- **Written Expression:** In the Frog Street Threes program, children develop an understanding of the purpose of writing (its functionality) and of how to use writing to convey their thoughts—a skill related to composition (Louisiana’s Birth to Five Standard LL 7). Each day, the children participate in the Morning Message routine, during which they experience Modeled Writing—a process whereby the teacher models writing letters, words, and sentences to convey meaning. The shared writing time in Literacy, Math and STEAM lessons allows the teacher to model writing for a variety of purposes—e.g., writing a list, composing a thank you letter, sequencing the main events in a big book, writing a predictable chart, and using graphic organizers to record ideas. (Refer to **Theme 1/Awesome Me • Soy fantástico Teaching Guide, Week 4, Additional Readings 3, 4, p. 36**). Throughout the day, the children practice their writing skills during many of the learning centers (not just the Writer’s Corner) where teachers are encouraged to keep and introduce a variety of print and writing materials. (See **Theme 8/Amazing Critters Teaching Guide, Week 4, p.40 – ABC Center.**)

4. **Physical Well-being and Motor Development:** Frog Street Threes addresses and teaches skills/ concepts related to physical well-being (Louisiana’s Birth to Five ELD Standard PM4 and PM5) and gross/ fine motor development (Louisiana’s Birth to Five ELD Standards PM 1, 2, and 3) through a variety of instructional formats. Topics that are related to health (e.g., hand washing, PM4, 3.3)) and physical safety (e.g., crossing the street, PM5, 3.2) are explicitly taught in **Theme 1/Awesome Me • Soy fantástico Teaching Guide** (refer to **Week 1, Read Aloud, p. 6**) as well as **Theme 4/Safe and Healthy Me • Me cuido y soy saludable Teaching Guide** (see **Week 1, p. 7** and **Math, Day 4, p. 19**). Opportunities for children to practice health and safety concepts are provide throughout all 9 themes in center suggestions. (Refer to **Theme 1/Awesome Me • Soy fantástico Teaching Guide, Language and Literacy Center, p. 20** and **Theme 7/On the Go • En camino Teaching Guide, Science Center, p. 11.**) Between the ages of two and five, children have the greatest opportunity to perfect their fine and gross motor skills. The vestibular system, which in concert with the cochlea in the inner ear, provides balance and coordination but is not yet fully wired. The vestibular system not only provides balance and coordination, but allows us to track print on a page. Physical Development is also integrated in the thematic Moving and Learning activities throughout the 9 themes to support Louisiana’s Birth to Five ELDs Standards PM1 and PM 3. (See **Theme 7/On the Go Teaching Guide, Moving and Learning, p. 7.**) Learning centers (Gross Motor, Fine Motor, Construction and Outdoor Centers) focus on motor development with theme related activities (refer to **Theme 1/Awesome Me• Soy fantástico Teaching Guide, Gross Motor center, p. 10** and **Theme 4/Safe and Healthy Me • Me cuido y soy saludable Teaching Guide, Outdoor center, p. 40.**) Additional learning center activities for motor development are provided to align to Louisiana’s Birth to Five ELDs Standard PM2. (Refer to **Theme 5/Favorite Tales and Rhymes • Cuentos y rimas preferidos Teaching Guide, Writer’s Corner, p. 10** and **Theme 8/Amazing Critters • Animales increíbles Teaching Guide, Fine Motor, p. 11.**)

5. **Social Emotional Development:** Based on findings (e.g., Ramey & Ramey, 1999) that suggest the window of opportunity for wiring social and emotional intelligence in the brain occurs between birth and age four, Frog Street Threes considers social emotional development a critical component of its curriculum upon which all other domains depend. To that end, Frog Street Threes incorporates Conscious Discipline® as a comprehensive classroom management and social emotional program, which empowers children to learn self-regulating and monitoring skills through its emphasis on safety, connectedness, assertiveness, commitment making, and forming caring relationships rather than by way of rewards and punishment, intimidation, and authoritative external control. Frog Street Threes incorporates essential strategies of Conscious Discipline® during the Greeting Circle. This routine, which begins the school day, is broken down into four parts: 1) Unite—which includes songs (e.g., “The More

We Get Together”) designed to unite everyone together and develop a sense of belonging (Louisiana’s Birth to Five ELD Standard SE 2); 2) Calm—which includes calming strategies (e.g., S.T.A.R, Drain, Balloon, and Pretzel) that involve deep breathing and stretching (Louisiana’s Birth to Five ELD Standard SE 4); 3) Connect—which provides children opportunities to interact with each other (e.g., Absent Child Ritual, Welcome Back Ritual), thereby helping them to build and sustain healthy relationships (Louisiana’s Birth to Five ELD Standard SE ), increase their attention span (Louisiana’s Birth to Five ELD Standard SE 5), and foster a spirit of cooperation (Louisiana’s Birth to Five ELD Standard SE 1); 4) Commit—which help children make commitments for learning, taking responsibility (Louisiana’s Birth to Five ELD Standard SE 3) and cultivate specific social skills. Opportunities for children to build a classroom community are incorporated through various activities (e.g., the Safekeeper Box) and classroom areas (e.g., the Kindness Tree and Safe Place). Detailed information and research base of Conscious Discipline® strategies and Social Emotional development are found in the **Welcome to Frog Street Threes Guide, pp. 26-33 and pp. 46-50**. In addition to Conscious Discipline®, social emotional development is the central topic of instruction during **Theme 1/Awesome Me • Soy fantástico Teaching Guide, Week 2, p.16**, with a focus on facial expressions and feelings.

NOTE: Refer to the Frog Street Threes Correlation to the Louisiana Birth to Five Early Learning and Development Standards for references to how the instruction within the curriculum meets each domain specified in the standards.

## 2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES

### FOR ALL CURRICULUM TYPES:

**2a)** Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., children given substantial opportunities to choose interest areas/learning centers and activities within each).

Frog Street Threes provides a balance of teacher-directed and child-initiated experiences with materials and activities for whole group, small group and self-selected practice learning centers. Refer to the Daily Schedule samples located in the **Welcome to Frog Street Threes Guide, p. 58**. The sample schedules on this page outline recommendations on how to incorporate the program’s instructional components into both half and full day classrooms that must comply to externally scheduled factors, such as lunch and outdoor time. In short, Frog Street Threes allocates a balance of whole group and small group (teacher-led) activities that support and foster child-centered exploration and skills practice during self-selected learning centers. Frog Street Threes offers customized suggestions to meet the needs of school schedules, Early Childhood Environment Rating Scale and other classroom environment systems.

- Three-year-olds have a “three minutes times three” (three minutes for each year of life) attention span once it is developed. With practice, this can be multiplied by three which gives them nine minutes. Teacher-led activities that require children to focus for age appropriate periods of time are designed for up to a maximum of nine minutes with ample opportunities to actively engage through hands-on experiences, such as dramatizations, singing, movement exercises, finger plays, and manipulative materials. Refer to the **Moving and Learning** suggestion—“Community Helpers”, “Stop, Drop, and Roll” and “Police Officer, May I?” songs, dances, and games—described in **Theme 2/ My Family and Friends • Mi familia y mis amigos Teaching Guide, Week 4, p. 37**, to see how the children’s engagement unfolds and their oral

language is supported and developed during a teacher-initiated activity. Note that the words and actions are provided in the Appendix on p. 48, and the music is provided on the *Songs for Threes • Canciones para lost res años* CD. Teacher-led activities incorporate various materials to engage the brain and provide interactive and reciprocal oral language activities. (Refer to **Theme 2/ My Family and Friends • Mi familia y mis amigos Teaching Guide, Week 4, Read-Aloud Time, p. 36 – Additional Readings.**)

- Suggestions for activities that are primarily child-initiated are provided throughout the 180 days of instruction. The activities provide practice of the concepts in the 9 thematic units and the Louisiana Birth to Five Early Learning and Development Standards.
- The eight practice learning centers each week: 1) support the social nature of a young child’s world by offering interaction with peers so children can learn from each other and discuss their experiences; 2) offer practice with cooperation and collaboration to enrich oral language and vocabulary development; and 3) provide opportunities for children to make choices and develop decision making skills. These activities support theme concepts and skills and allow children to work at their own pace while providing the teacher with benchmarks for progress monitoring and reflection questions that will support intentionality to the child-initiated exploration. The centers allow children to actively engage in all content area domains of Louisiana’s Birth to Five ELDs—Creative Thinking and Expression, Mathematics, Science, Social Studies, Language and Literacy Development, Physical Well-being and Motor Development and Social Emotional Development—while simultaneously developing and harnessing their approaches to learning involving motivation, curiosity, persistence, and problem-solving. (Examples: **Theme 1/ Awesome Me • Soy fantástico Teaching Guide, pp. 40-41**)

**FOR ALL CURRICULUM TYPES:**

**2b)** Materials and activities and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches (i.e. does not typically support practice through the use of worksheets, etc.) Examples of interactive and hands-on approaches include but are not limited to puzzles, dramatic play, investigations, etc.

The materials and activities offered in the Frog Street Threes curriculum allow substantial opportunities for frequent and systemic practice of skills using interactive and hands-on approaches. The program DOES NOT offer worksheets or other decontextualized forms of skills practice. In fact, each Greeting Circle, Literacy, Math and STEAM lesson throughout all 9 themes adheres to an instructional format that follows Sousa’s (2005) recommended brain-compatible research sequence for optimal learning—e.g., distributed practice over a period of time. This distributed practice model recommended by Dr. David Sousa supports empirical findings that point to how such repetition within a lesson cycle strengthens neurological connections and, thus, supports long term memory retention. (Refer to lessons and centers on position and spatial relationships in **Theme 1/Awesome Me • Soy fantástico Teaching Guide, Math, Week 4, p. 38** with **Learning Center** practice, **pp. 40, 41** and **Theme 2/ My Family and Friends • Mi familia y mis amigos Teaching Guide, Week 2, Math, p. 28** with **Learning Center** practice, **p. 31**, to see a sample concept sequence.)

**FOR ALL CURRICULUM TYPES:**

**2c)** Materials and activities are included that are culturally sensitive.



The materials and activities provided in the Frog Street Threes curriculum are culturally sensitive and appropriate. According to recent studies, the country’s demographics continue to shift whereby children of various ethnicities and languages other than English are becoming increasingly representative of the population entering preschool classrooms. In response to this trend, Frog Street Threes embraces researchers’ Moll, Amanti, Neff and Gonzalez’s (2001) funds-of-knowledge framework, which encourages educators to refrain from approaching families of children from diverse backgrounds through traditional deficit lenses and discourses—e.g., of poverty and crime. Instead, Moll et al. recommend that teachers honor and draw upon the richness and community resources families from diverse backgrounds bring to the classroom and their child’s learning experience. To that end, Frog Street Threes provides carefully selected books, stories, and games to showcase the diversity and funds-of-knowledge that are familiar and sensitive to the range of cultures represented in today’s classrooms. The **Welcome to Frog Street Threes Guide, p. 67**, offers suggestions for teachers to celebrate the cultural and linguistic diversity of all learners. Respecting diversity means treating people as individuals rather than stereotypes. Refer to the following examples within the curriculum:

- The **Closing Circle** in **Theme 2/My Family and Friends • Mi familia y mis amigos Teaching Guide, p. 22**, suggests children share a description of the home they build in the Construction Center for their family and ways to be helpful at home, supporting Louisiana’s Birth to Five ELD Standards CSS, 3.3, 3.4, 3.5.
- The **Dual Language** box in **Theme 4/Safe and Healthy Me • Me cuido y soy saludable Teaching Guide, p. 16**, encourages teachers to be mindful of different cultures and customs represented in their classrooms when discussing literature. The reference also includes discussion examples of dress and costumes from other countries.
- Throughout the **Theme 6/ Creative Me • Soy creativo Teaching Guide**, lessons encourage creativity not confined by the boundaries of conformity and social expectations.
- Each day in Frog Street Threes begins with a Greeting Circle featuring Conscious Discipline® routines. The Absent Child Ritual offers opportunities for children to wish one another well. The goal is for children to notice one another and to practice empathy. (Refer to the **Welcome to Frog Street Threes Guide, p. 29**.)
- Materials in the Frog Street Threes curriculum incorporate photographs/illustrations of various ethnicities so that children see themselves. Some examples include:

Literature: *Awesome Me • Soy fantástico*  
*The More the Merrier • Cuantos más, mejor*  
*Wheels All Around • Ruedas po todos lados*  
*The Places I Go • Los lugares a donde voy*  
*I Wonder • Me pregunto*  
*Community Helpers • Gente que sirve a nuestra comunidad*  
*Better Things to Do • Cosas mejores que hacer*

Photo Activity Cards:

- #11 -#14 – Families and Relatives of non-stereotype groupings
- #1, #4, #7, #10, #38 – Children of various ethnicities
- #15 - #20, #45 – Community workers of non-stereotype gender roles

**FOR ALL CURRICULUM TYPES:**

**2d)** Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.

Materials and activities in Frog Street Threes are incorporated throughout a variety of settings. There are nine overarching themes, which each contain four weekly themes offering a total of 36 weeks (180 days) of instruction. Appropriate brain compatible instruction flows in a typical daily schedule. Each day has a simple to follow sequence of Greeting Circle, Morning Message, Moving and Learning, Small Group Literacy and Math lessons, Practice Learning Centers and Closing Circle. Transition activities are embedded throughout the day. (Additional references for Transitions can be found in the **Welcome to Frog Street Threes Guide, pp. 56-57.**)

- The Greeting Circle, Morning Message, and Moving and Learning lessons are designed for whole group instruction. The Literacy and Math Lessons are designed and recommended for small groups of children, and the Practice Learning Centers provide time for individualized attention as the rest of the class selects among the other activity/ interest areas. Explicit lesson plans outline learning tasks, discussions, read-alouds, and hands-on practice for all whole and small group instruction.
- The 14 learning centers/ interest areas listed in the **Welcome to Frog Street Threes Guide, p. 52**, focus on the practice of learning goals in order to provide an intentional approach to instruction. They offer opportunities to individualize instruction, scaffold learning, encourage contextual use of language, and informally assess children’s progress. Teachers are able to capitalize on unexpected opportunities to enhance understanding by responding to children’s discoveries in a way that encourages the processing of new information. Centers provide a playful setting where children socially engage with both teacher and peers as they practice skills and reinforce new concepts. Frog Street Threes center activities include suggestions for differentiating the activities outlined in the teacher guide to meet individual needs. In this way, ideas to scaffold instruction are incorporated throughout the program.

**FOR ALL CURRICULUM TYPES:**

**2e)** Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.

Materials and activities in Frog Street Threes are age appropriate for the specific domain and skills they are intended to address. For example, the Letter Cards in the program’s materials are designed to reduce confusion of letter orientation for recognizing letters. The letter on each rectangular card is printed in the upper one-third of the card so that a child will hold the card in the remaining white space. The letter will be in the correct orientation when held in the white space. Since most typically developing three-year-olds have 20/20 vision, they will begin to recognize letters in context (within words and sentences) and when taught to look at the features of the letters. Research indicates that letter recognition (distinguishing between letter shapes) occurs more readily when children learn a small set of two or four alphabet letters per week (McGee, 2007, Jones et al, 2012). The Letter Cards reduce the frustration of confusable letters (Z and N, n and u, p and d, etc.) and support letter recognition skills in the Language and Literacy Domain. (Louisiana’s Birth to Five ELD Standards LL4, 3.4 and 3.5)

Another example is the set of Photo Activity Cards featuring 90 full color photo cards with age appropriate oral language activities on the back of each card. The photos isolate a specific body part,

animal, community worker, facial expression, color, etc. to support the thematic instruction without a lot of extraneous clutter in the photos. The back of the card features associated vocabulary, sign language, prompts for things to talk about with critical thinking questions, and activities to expand meaning. A blue cloud icon on the activities encourages children to engage in cooperative activities. A song, rhyme or poem extends the concept, as well. An example is pictured in the **Welcome to Frog Street Threes Guide, p. 6**. The activities align to Louisiana’s Birth to Five ELD Standards in the domains of Language and Literacy Development, Cognitive Development/Creative Thinking and Expression, Social Studies and Social-Emotional Development. Approaches to Learning are embedded throughout the activities.

The Cognitive Development/Mathematics Domain is supported in Frog Street Threes with materials and instruction. The manipulatives included in the program components (Frog Counters, Connecting Cubes, and Attribute Buttons) align to lessons on Attributes, Patterns, Counting, and Number Operations. A lesson example can be found in **Theme 3/ Color, Shape and Size • Color, forma y tamaño Teaching Guide, Week 1, Math, p. 8**, as children classify attribute buttons by color and sort various manipulatives by color (**Math Center, p. 11**). In **Week 2, p. 18**, children sort manipulatives and classroom objects by shape; **Week 3, Math, p. 28**, they sort by size; and **Week 4, Math, p. 38**, children sort by two attributes. Additional center activities are evidenced on pp. 21, 31, and 41. Three-year-old indicators of Louisiana’s Birth to Five ELDS include CM1, 3.3; CM2, 3.1, 3.2; CM3, 3.1; and CM4 3.2 align to the lesson examples above.

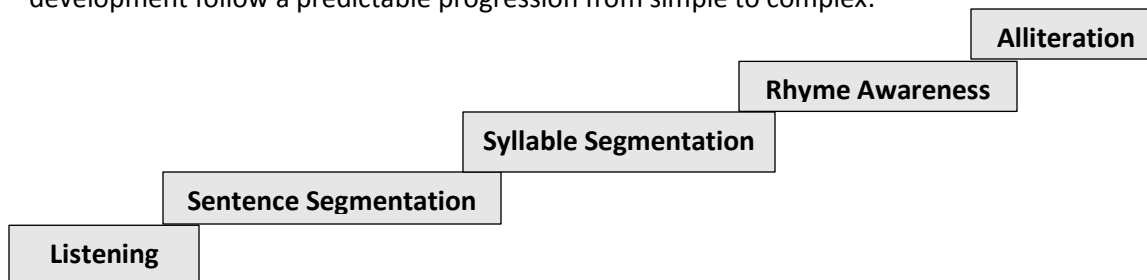
### 3. ORGANIZATION OF CURRICULUM MATERIALS & ACTIVITIES

#### FOR ALL CURRICULUM TYPES:

**3a)** Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way).

Frog Street Threes materials and activities present a logical and coherent progression of complexity over time. This trajectory is most evident in the sequencing of alphabet knowledge addressed daily during the Morning Message routine. Similarly, the mathematical concepts introduced in the curriculum—in particular numeracy, geometry, and measurement— follow a research-based progression.

- The following phonological awareness sequence outlined in the **Welcome to Frog Street Threes Guide, p. 35**, is based on a robust body of research (e.g., Adams et al., 1998; Gillon, 2004; Goswami, 2000; McGee, 2007, Paulson, 2004; Rath, 2001), which suggests that such skill development follow a predictable progression from simple to complex:



Some three year olds will accomplish these skills while others may not. Exposure and practice between ages 3-4 will allow most children to achieve this auditory discrimination ability more

readily between the ages of 4-5. Details of each skill progression is outline in the **Welcome to Frog Street Threes Guide, pp. 34-35**. A **Morning Message** example of the progression from Sentence Segmentation to introducing Syllable Segmentation is cited in **Theme 3/Color, Shape, and Size Teaching Guide, Week 1, p. 5**.

- o Alphabet Knowledge: Pashler (2006) details how to optimize memory for learning sets of information and overcome obstacles to forgetting. This research indicates that the optimal review cycle to remember a set of items, such as alphabet letter names and alphabet letter sounds, should follow a model of distributed practice and review every 18 to 36 days. A sequence of letter names based on a review cycle is outlined in the **Welcome to Frog Street Threes Guide, p. 36**, indicating all letters are introduced in Themes 2 – 5 (2 letters per week) and reviewed again in Themes 5 – 9 (one letter per day with multiple repetitions).

<b>Theme 1</b>	Letters in Name
<b>Theme 2</b>	C, c, E, e G, g, A, a P, p, I, i F, f, O, o
<b>Theme 3</b>	R, r, U, u L, l, S, s B, b, T, t D, d, W, w, (Ch, ch – Spanish)
<b>Theme 4</b>	J, j, N, n (ñ – Spanish) H, h, M, m V, v, X, x K, k, Q, q
<b>Theme 5</b>	Y, y, Z, z A, a, C, c, E, e, G, g, P, p, (Ch, ch – Spanish) F, f, I, i, O, o, R, r, U, u L, l, S, s, B, b, T, t, D, d
<b>Theme 6</b>	N, n, (ñ – Spanish), M, m, H, h, X, x, V, v K, k, Q, q, Y, y, Z, z, C, c (Ch, ch – Spanish) E, e, G, g, A, a, P, p, I, i F, f, O, o, U, u, R, r, L, l
<b>Theme 7</b>	S, s, B, b, T, t, D, d, W, w J, j, M, m, N, n, H, h, X, x (ñ – Spanish) V, v, K, k, Q, q, Y, y, Z, z C, c, E, e, G, g, A, a, P, p
<b>Theme 8</b>	A, a, S, s, C, c, B, b (H, h, O, o, E, e, A, a – Spanish) F, f, B, b, M, m, D, d, L, l (M, m, L, l, A, a, P, p, C, c – Spanish) G, g, C, c, F, f, S, s (G, g, A, a, C, c, S, s – Spanish) S, s, C, c, I, i, L, l, W, w (S, s, C, c, I, i, L, l, G, g – Spanish)
<b>Theme 9</b>	E, e, T, t, Z, z, L, l, M, m (E, e, T, t, C, c, L, l, M, m – Spanish) H, h, C, c, D, d, G, g, P, p (B, b, P, p, D, d, C, c, T, t – Spanish) W, w, F, f, E, e, B, b,, D, d (T, t, F, f, E, e, O, o, P, p – Spanish) T, t, S, s, E, e, B, b, D, d (T, t, F, f, E, e, O, o, P, p – Spanish)

- Mathematics: The math concepts introduced in Frog Street Threes recursively cycle in a way that not only builds upon what was taught before, but also deepen and expand this knowledge base. In other words, concepts from previous learning are integrated with and connected to new knowledge and skills that are introduced. More specifically, numeracy skills that lay the foundation for place value and algebraic reasoning in first grade are presented in a developmental progression, which closely follows what the panel of math experts convened by the National Center for Education Evaluation and Regional Assistance (see the extensive review of empirical studies conducted by Fry, Baroody, Burchinal, Carver, Jordan, & McDowell, 2013) recommend as an instructional sequence for preschool and kindergarten mathematics curricula.

The table below outlines how Frog Street Three complies with this research-based developmental trajectory:

<p><b>Theme 1: Attributes</b> Children are invited to explore many objects so they begin to recognize similarities and differences and build an “attribute” vocabulary (red, green, round, square, short, tall, inside, outside).</p>	<p>Week 1: Attributes Introduction Week 2: Color Week 3: Shape Week 4: Position Words</p>
<p><b>Theme 2: Attributes and Spatial Relationships</b> Children continue growing their “attribute” vocabulary as they practice describing their environment and objects and people they find it. Then they will learn how to put objects in groups based on attributes they have common (classification).</p>	<p>Week 1: Sizes and Sounds Week 2: Colors and Shapes Week 3: Spatial Relationships Week 4: Classification</p>
<p><b>Theme 3: Classification</b> Children continue grouping objects that share similar attributes. They begin by using just one attribute and then extend the skill by classifying by multiple attributes, such as finding attribute buttons that are both red and triangular (color and size).</p>	<p>Week 1: Classifying by Color Week 2: Classifying by Shape Week 3: Classifying by Size Week 4: Classifying by Multiple Attributes</p>
<p><b>Theme 4: Patterns</b> Children practice recognizing, copying, extending, and creating patterns.</p>	<p>Week 1: AB Patterns Week 2: AB Patterns Week 3: ABC Patterns Week 4: AAB Patterns</p>
<p><b>Theme 5: Patterns &amp; One-to-One Correspondence</b> Children continue practicing recognizing, copying, extending, and creating patterns. Then they begin to match objects using one-to-one correspondence.</p>	<p>Week 1: AB, ABC, and AAB Patterns Week 2: Vertical, Horizontal and Circular Patterns Week 3: One-to-One Correspondence Week 4: One-to-One Correspondence</p>
<p><b>Theme 6: One-to-One Correspondence</b> Before learning to count, children must be able to match up a set of objects in one-to-one</p>	<p>Week 1: One-to-One Correspondence Week 2: One-to-One Correspondence Week 3: One-to-One Correspondence</p>

correspondence. Once children can match objects one-to-one, they can compare sets to determine which sets have more and which have less members.	Week 4: One-to-One Correspondence
<b>Theme 7: Order &amp; Sequence</b> The prerequisite math skills of order and sequence are the ability to organize materials in a specific order based on a relationship, such as size, quantity, action, or position. The conceptual understanding of these skills is imperative before children can grasp numeration	Week 1: Order/Sequence by Size Week 2: Order/ Sequence by Position Week 3: Order/ Sequence by Size & Position Week 4: Position Words
<b>Theme 8: Numeration</b> Numeration is discovering and understanding the “manyness” of numbers. Children explore number families, learn to recognize numerals for each number, and practice simple operations. Understanding that a set remains the same no matter what is configuration is an important part of children’s conceptual understanding of number value.	Week 1: Numeration 1-3 Week 2: Numeration 1-4 Week 3: Numeration 1-5 Week 4: Numeration 1-5
<b>Theme 9: Numeration</b> Children continue their exploration of the “manyness” of numbers including the understanding of zero (the empty set) and the concepts of adding to and taking away from the members in a set.	Week 1: Numeration: Zero and Subtraction Week 2: Numeration: 6-9 (exposure) Week 3: Introduction to Addition Week 4: Review

## 4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES

### FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:

**4a) Language and literacy development** is emphasized through resources and activities that support:

- Regular read-alouds of texts of appropriately complex narrative and informational texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate children’s background knowledge and vocabulary development
- Frequent use of a repeated-reading approach (i.e., with close repetition) for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding

Language and Literacy development is emphasized through instructional activities, literature, and literacy resources in the Frog Street Threes curriculum. In addition to books, Frog Street Threes offers interactive songs, finger plays and poems, which contain references in the lesson plan to where they are located in the Appendix section of each theme’s teaching guide. (Refer to “On Your Face • En la cara” in **Theme 1/ Awesome Me • Soy fantástico Teaching Guide, p. 47.**) The 14 Story Folders have the English and Spanish story text printed on the insides of the folder with a pocket for storing the magnetic story

props for retelling. The interactive stories, songs and poems allow children to act out the sequence of events—a strategy which enhances their comprehension of information as well as related vocabulary. According to Hargrave and Sénéchal (2000), these type of interactive literacy activities result in gains in children’s vocabulary.

- Regular read-alouds of informational text related to thematic concepts are plentiful in order to accelerate children’s background knowledge and vocabulary development. Both large and small books explicitly teach new vocabulary words through detailed illustrations and real photographs indexed with comprehensible text to match the developmental level of young children. The support of text with illustrations and photographs allows the teacher to explicitly teach vocabulary at the definitional level, thereby increasing children’s comprehension and language development (Collins, 2004). Refer to the table below, which outlines examples of which specific informational texts correspond to a representative theme:

<b>Theme</b>	<b>Literature Titles in English or Spanish</b>	<b>Sample of English or Spanish Vocabulary Words Introduced</b>
Awesome Me • Soy fantástico	<i>How Do You Feel?</i> • <i>¿Cómo te sientes?</i>	ecstatic • muy contenta annoyed • molesto happy • feliz sad • triste angry • enojado
My Family and Friends • Mi familia y mis amigos	<i>Community Helpers</i> • <i>Gente que sirve a nuestra comunidad</i>	firefighter • bombero police officer • policía mail carrier • cartero construction worker • trabajador de construcción neighbor • vecinas community • comunidad neighbor • vecinas
Safe and Healthy Me • Me cuido y soy saludable	<i>Eat Green</i> • <i>Frutas y verduras de Colores</i>  “We Are Safe and Healthy Kids” • “Somos niños cuidados, somos niños saludables” Story Folder	nutritious • nutritivos vegetables • verduras fruit • fruta five food groups • cinco grupos de alimentos  germs • microbios healthy practices • costumbre saludables unhealthy practices • costumbres no saludables visiting the doctor • visitando al doctor
On the Go • En camino	<i>The Places I Go</i> • <i>Los lugares a donde voy</i>	riding a tricycle • manejando un triciclo skating • patinar travel • viajar destination • destino
Amazing Critters • Animales increíbles	<i>Backyard Bugs</i> • <i>Los insectos del jardín</i>	ant • hormiga grasshopper • saltamontes frog hopper • cigarrilla jumping spider • araña saltarina

		cricket • grillo serenade • serenata wheat • trigo
Animals • Animales	“Who’s Who at the Zoo” • “¿Quién es quién en el zoológico?” Story Folder	snake • serpiente elephant • elefante lion • león brown bear • oso pardo zebra • cebra tiger • tigre monkey • mono fish • pez dolphin • delfín habitat • hábitat zookeeper • cuidador del zoológico
Creative Me • Soy creativo	<i>Things Kids Do • Cosas que hacen los niños</i>	artists • artistas creative • creativo imagination • imaginación

- Frog Street Threes offers frequent use of a repeated-reading approach for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions about the text.

Instructional components and activities are highlighted weekly in the Frog Street Threes program—e.g., two weekly Read-Aloud suggestions with additional reading activities—allow for frequent use of a repeated-reading approach for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions about the text. The story, *Soapy Scientists* or *Científicos jabonosos*, is introduced in **Theme 1/ Awesome Me • Soy fantástico Teaching Guide, Week 4, p. 37** with a focus on vocabulary: curious • curioso, experiment • experiment, predictions • predicciones and, scientist • científico. Higher order questions include asking, “How are the children in the story like scientists?” The story is revisited and expanded in **Theme 6/ Creative Me • Soy creativo Teaching Guide, Week 3, Literacy lessons, pp. 26-27**. The lessons follow a sequence for building comprehension with a four part instructional strategy: Introduce, Prepare, Read, and Ask. For example, the teacher introduces the book, *Soapy Scientists* or *Científicos jabonosos* with a challenge to find out what the girl will do with bubbles. The first reading suggests the teacher stop on page 13 of the book. The question prompts invite children to report what the girl did with the bubbles outdoors. The second reading under Additional Readings encourages teachers to introduce vocabulary: experiment or experimentar, continue reading the rest of the story and ask children to determine what the “soapy scientists” were trying to find out. Additional readings introduce the vocabulary: predict or predecir, invite children to listen to the story and compare their predictions from the story. Throughout the week, children identify the story settings and make personal connections about blowing bubbles as well as identify letters in the bubble recipe. The **STEAM lesson, p. 29**, revisits *Soapy Scientists* or *Científicos jabonosos* and lesson vocabulary as children experiment with bubble solutions and bubble blowers. They are encouraged to graph their results.



The **Read-Aloud** suggestion on p. 27 is a story folder, “Its Gravity • Es la gravedad” with magnetic story props. The story introduces children to asking questions and prompts them to answer what the character found out and provide examples from the story. Additional readings 1) offer a shared writing experience to recall information from the book, 2) suggest children give an example of gravity, 3) demonstrate and discuss gravity, and 4) connect to the meaning with a poem.

**FOR INTEGRATED CURRICULA AND MATH CURRICULA:**

**4b) Math** materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards.

Young children learn by doing and they learn by trial and error. When they control, manipulate, and arrange objects, they internalize concepts and make sense of the world. When children learn math skills in an appropriate developmental sequence, using real life and concrete experiences and a consistent vocabulary, they develop an understanding of math that serves as a springboard to developing higher level math skills. Even those weeks during which number and operations are not explicitly the focus, there are designated opportunities included within the daily Math Lessons that specify how the children will revisit skills related to numerical fluency. The scope of how Frog Street Threes comprehensively addresses numeracy skills aligned to the Louisiana Birth to Five Early Learning and Development Standards CM1 and CM 2 is outlined in the samples below—

<b>Math Skill</b>	<b>Theme</b>	<b>Example of Activity and Skill Development</b>
<b>Subitize</b>	<b>Theme 2/ My Family and Friends • Mi familia y mis amigos</b>	Math – children visually evaluate a color graph to determine the least and most choices of color STEAM – children visually evaluate a pet graph to determine favorite pets as they begin to understand relationships between number and quantity
	<b>Theme 3/Color, Shape and Size • Color, forma y tamaño</b>	Math – children visually notice line size differences in a graph and compare using “fewest” and “most”
	<b>Theme 9/Animals • Animales</b>	Math - children manipulate counters (or zoo animals) in Number Bags. They make sets of frog counters and connecting cubes and assign a Numeral Card to each set.
<b>Numeration</b>	<b>Theme 2/ My Family and Friends • Mi familia y mis amigos</b>	Math – children compare size attributes; they sing and dramatize “Five in the Bed”
	<b>Theme 3/Color, Shape and Size • Color, forma y tamaño</b>	STEAM – children identify colors as attributes and mix colors to make new colors. At the end of the week, they will count the number of new colors created.

		<p>Math – children count the number of squares in a graph</p> <p>Closing Circle – count the hearts on the Kindness Tree. This is done daily from Theme 3 – Theme 9.</p> <p>Gross Motor – children count and compare how many clothespins landed inside or outside the container.</p> <p>Math – children sort and count objects in each set.</p> <p>STEAM – during the lesson on capacity, count how many children will fit inside the designated space.</p>
	<p><b>Theme 5/ Favorite Tales and Rhymes</b>  <b>• Cuentos y rimas preferidos</b></p>	<p>Outdoor Play – count to three to start a game</p>
	<p><b>Theme 6/Creative Me • Soy creativo</b></p>	<p>Math – children will act out the poem “Five Happy Puppets” • “Cinco títeres felices” while counting down on their fingers.</p> <p>STEAM – children count tally marks on recording graph.</p>
	<p><b>Theme 7/ On the Go • En camino</b></p>	<p>Literacy – children count how many items on shared writing list have wheels</p> <p>Literacy – children count the number of legs on the spider.</p>
	<p><b>Theme 8/ Amazing Critters • Animales increíbles</b> (Children will explore number families, recognize numerals for number quantities and practice simple operations</p>	<p>Literacy – children count the number of legs on the spider.</p> <p>Literacy – children count body parts of insects.</p> <p>Math – children count and match quantity to numerals (1-5).</p> <p>Fine Motor– children place caterpillars on appropriate counting mats with tweezers.</p> <p>Science – children count ant body parts; count spiders to match web counting mats.</p>

		<p>Science – children match counting cards to numeral cards.</p> <p>Math – children make sets of 3 using frog counters and connecting cubes.</p>
	<p><b>Theme 9/Animals • Animales</b>  Children continue the exploration of “manyess” of numbers including the understanding of zero and the concepts of adding to and taking away from a set</p>	<p>Math – lesson focuses on zero using a number line; children sing and act out “Five Silly Monkeys” • “Cinco monos tontos”.</p> <p>Math – introduction of numeration 6-9.</p> <p>Math – expose children to addition and math sentences using songs and poems</p> <p>Fine Motor - children place five Spider Counters in a plastic cup, shake them, and then spill them out and describe the set combinations they create. Children are encouraged to pick up the spiders with tweezers and repeat the activity.</p>
<b>One to One Correspondence</b>	<p><b>Theme 5/ Favorite Tales and Rhymes</b>  • Cuentos y rimas preferidos</p>	<p>Math – count number of children to match number of objects and compare as equal or unequal.</p> <p>Literacy – children count how many pairs of rhyming words.</p> <p>Math – demonstrate one to one correspondence with frog counters and children.</p> <p>Science – children create sets of frog counters and determine if they are equal or unequal.</p>
	<p><b>Theme 6/Creative Me • Soy creativo</b></p>	<p>Math – children practice one to one correspondence with objects.</p>
<b>Cardinality</b>	<p><b>Theme 7/ On the Go • En camino</b></p>	<p>Math – demonstrate quantity with the poem, “When I Was One”.</p> <p>Math – children use counting cards to identify most and least.</p> <p>Math – children use counting cards to order by quantity.</p>

		<p>Math - encourage children to make number combinations using Number Bags. Invite them to trace over Numeral Cards with their fingers and match numerals to Number Bags.</p> <p>Math Center - children will place a set of five connecting cubes in a cup and spill them into the box that has a line drawn down the middle. Encourage children to say an addition sentence by looking at the results in the box.</p> <p>Math - children use the “Fish Puppets” to create subtraction stories with adult assistance.</p>
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**FOR INTEGRATED CURRICULA AND MATH CURRICULA:**

**4c) Math materials and activities adhere to the following indicators of quality:**

- Promote children’s acquisition and use of the language and vocabulary of math
  - Promote conceptual understanding of math content
  - Promote children’s development of perseverance and persistence in solving problems
- 
- Promote children’s acquisition and use of the language and vocabulary of math
    - Math materials and activities in the Frog Street Threes curriculum promote the children’s acquisition and use of the language and vocabulary of math. Lessons are designed to guide the children to make sense of otherwise abstract concepts through the use of concrete models. For example, the Math lesson (**Theme 7, On the Go • En camino Teaching Guide, p. 18**) suggests the teacher create a set of three children to demonstrate how to order a set using ordinal numbers. One by one, three children line up by the door and then the teacher names each child in the order. “\_\_\_\_\_ is the first child in the line. \_\_\_\_\_ is the second child in the line. \_\_\_\_\_ is the third child in the line.” Additional activities suggest children perform finger plays using ordinal numbers (“Three Little Cars” • “Tres carritos”. “Three Little Wagons” • “Tres carretillas” and “Five Little Backhoes” • “Cinco excavadoras”, **Appendix, p. 46**). The “Stop, Look and Listen” Sequence Cards are provided to sequence the safety steps for crossing the street using ordinal number vocabulary. The Science and Gross Motor centers (**p. 21**) provide interactive activities and teacher prompts to promote children’s acquisition and use of ordinal numbers.
    - The types of hands-on-explorations highlighted in the above are intentionally inserted throughout the curriculum based on research that suggests this learning contributes not only to the understanding of abstract concepts, but also to four critical thinking skills essential to learning: making distinctions, recognizing relationships, organizing systems, and taking multiple perspectives (Cabrera & Cotosi, 2010).
  - Promote conceptual understanding of math content

- Math materials and activities in the Frog Street Threes curriculum promote conceptual understanding of math content. Many lessons incorporate a multi-modal approach whereby the children employ singing, dramatization, and the use of manipulative materials to process new knowledge and skills and demonstrate their emerging understandings of these concepts. For example, **Theme 8/ Amazing Critters • Animales increíbles Teaching Guide** focuses on numeration. The **Week 1, Math lesson, pp. 8-9**, introduces sets and numeral symbols. Activities to promote conceptual understandings of numeration 1-3 include finger plays, Counting Cards, demonstration with children themselves, number bags, and dramatizing sets of three. Note that some children may confuse the words *numeral* and *number*, using them interchangeably or not knowing the appropriate context for each word. It is important for the teacher to be explicit when explaining the differences. *Numeral* refers to the symbol. *Number* refers to the actual value or “*manyness*” of the set.
- Promote children’s development of perseverance and persistence in solving problems
  - The daily Greeting Circle routine, which integrates components of Conscious Discipline®, encourages children to practice breathing and calming strategies designed to disengage the stress response. Over time, the goal of this daily exercise is to help the children develop self-regulation skills whereby they can cope with setbacks and subsequently work through problems that would otherwise overwhelm them emotionally and defeat their willingness to persevere.
  - Teacher-guided instruction on how to cultivate perseverance and persistence occurs extensively by offering scaffolding in Practice Learning Centers such as Writer’s Corner. Each child has the opportunity to practice letters with multi-tiered activities. An example from **Theme 8/Animals • Animales Teaching Guide, Week 1, p. 10** encourages children to “write” in journals prompted by theme topics, roll playdough into snake like shapes to create letters on the Letter Shape Mats or numerals on the Numeral Shape Mats. Teachers are encouraged to rotate the mats daily to keep children engaged and challenged. Another Practice Learning Center with multiple suggestions to cultivate perseverance and persistence is Fine Motor (**p. 11**). Children are challenged to use tweezers to place caterpillars (or manipulatives) on designated leaves. If they cannot manipulate the tweezers, they are encouraged to move the caterpillars with their fingers. The Frog Street Threes curriculum offers 15 magnetic story folders for retelling and building comprehension. An example of encouraging children to persevere is the Language and Literacy Centers, as teachers encourage children to retell the story using the story props and ask guiding questions to support their retelling. The Photo Activity Cards are also used in Language and Literacy Centers for a variety of skills to cultivate persistence in accomplishing tasks. An example includes a Science Center activity for children to sort Photo Activity animal cards into two categories by zoo animals or farm animals. Midweek, additional cards are added to the center and children are challenged to sort the animals into three groups by the number of legs on each animal (0, 2, 4).

**FOR ALL CURRICULUM TYPES:**

**4d)** Adequate explanatory materials for teachers are provided (e.g., explicit instructions on how to use materials or conduct lessons).

Frog Street Threes curriculum provides adequate explanatory materials for teachers so as to support their content and pedagogical knowledge and expertise while making on-the-spot instructional decisions during the teaching process:

- Learning Outcomes related to the content being taught during Greeting Circle, Literacy, Math, and STEAM Lessons are prominently highlighted in a blue box on the outside column of each lesson in order to guide teachers as they formatively monitor/assess the children’s learning during the learning activity. The Learning Outcomes justify domain based learning goals.
- Vocabulary that the teacher will introduce during Greeting Circle, Literacy, Math, and STEAM Lessons is prominently highlighted in a box on the outside column of each lesson outline.
- Photos of teaching components and children engaged in specific activities support the instruction examples.
- The **Welcome to Frog Street Threes Guide** provides pedagogical background knowledge of the program cornerstones and strategies to guide instructional decisions. (See **Table of Contents, p. 3, for topics.**)

## 5. ASSESSMENT: Materials offer assessment opportunities that accurately and appropriately measure progress.

### FOR ALL CURRICULUM TYPES:

**5a)** Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods (e.g., anecdotal observations/notes/ photographs, checklists, and work examples).

Assessments consistent with the Louisiana Birth to Five Learning and Development Standards are provided through a variety of appropriate methods. Frog Street Threes curriculum provides ongoing assessment opportunities to identify a child’s current abilities in order to plan individualized activities; note developmental progress, concerns or delays; and guide instruction. It includes periodic and systematic checking of a child’s progress by recording observations (developmental checklist and anecdotal record forms provided) and collecting work samples (child’s productions, photographs, video recordings). Portfolios are recommended to collect data from ongoing assessment. A portfolio is an “organized purposeful compilation of evidence documenting a child’s development and learning over time” (McAfee & Leong, 2007, p. 100). Descriptions and examples of Frog Street Threes recommended assessment methods are detailed in the **Welcome to Frog Street Threes Guide, pp.68-70**.

NOTE: Assessment forms – Developmental checklist, Anecdotal record forms, etc. are housed on the Planning and Assessment CD and can also be accessed through the Frog Street Threes online portal.

### FOR ALL CURRICULUM TYPES:

**5b)** Methods to assess children’s learning are embedded throughout activities (e.g., whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.

Learning Outcomes recommended for ongoing assessment are referenced in each week of instruction in the teaching guides with an appropriate assessment method. Opportunities to observe and assess children’s learning are recommended for whole group, small group, and learning centers within the daily schedule. Icons indicate the method of observation and activity and are linked to outcomes aligned to

Louisiana’s Birth to Five ELDS. The icons and methods include: 1) pencil – record a written anecdotal observation, 2) camera – take a photograph, 3) blue file folder – place a work sample in a portfolio, and 4) checkmark – add a dated entry to a developmental checklist. (Refer to **Theme 3/ Color, Shape and Size • Color, forma y tamaño Teaching Guide, p. 12** and also, **Theme 8/Amazing Critters • Animales increíbles Teaching Guide, p.22.**)

## SECTION II: ADDITIONAL INDICATORS OF QUALITY

### 6. IMPLEMENTATION FORMAT OF MATERIALS & ACTIVITIES

Materials and activities reflect a wide range of experiences for skill development.

#### FOR ALL CURRICULUM TYPES:

**6a)** Materials and activities are available in different formats (e.g., print and non-print such as videos, art, music, charts, pictures, etc.).

Materials provided in the Frog Street Threes curriculum are available in different formats. All of these materials—e.g., manipulatives, books, CDs, card sets, photo cards, vocabulary cards, magnetic story folders, puppet, and teaching guides are provided as key components of the Frog Street Threes curriculum. Three dimensional materials, print materials, technology (CDs and online portal) support the instructional activities in Frog Street Threes aligned to Louisiana’s Birth to Five ELDS. (See **Welcome to Frog Street Threes Guide, pp. 5-7** for a comprehensive list of materials in different formats.

#### FOR ALL CURRICULUM TYPES:

**6b)** Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.

Additional/supplemental materials and activities provided in Frog Street Threes that appeal to children’s interests in order to deepen motivation, enjoyment and learning include weekly Moving and Learning activities (games, songs, etc.) with music and/or words and directions on the” Songs for Threes • Canciones para los tres años” CDs or in the Appendix, and a Patterns CD to supplement learning centers with colorful, interactive patterns, pictures, graphs, etc. to deepen motivation and learning. Additional materials are listed at the beginning of each week of instruction as **Supplies to Gather**. Suggested materials and activities to enhance the joy of learning are also listed at the beginning of each week as **Things to Make and Do** (See **Theme 3/ Color, Shape and Size • Color, forma y tamaño Teaching Guide, p. 3**) and in the Appendix of each guide, **Things to Make and Do**. (Example: **Theme 3/ Color, Shape and Size • Color, forma y tamaño Teaching Guide, p. 48.**)

### 7. SCAFFOLDING AND SUPPORT

Materials/activities provide all children with opportunities and support to meet the standards.

**FOR ALL CURRICULUM TYPES:**

**7a)** Appropriate suggestions and clear instructions are provided to support the varying needs of children (e.g. for English language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.

Appropriate suggestions are outlined in the Frog Street Threes curriculum for supporting varying needs of children (e.g., for English language learners, children with special needs, etc.) and are integrated throughout all materials and activities:

- Each of the 9 Teaching Guides contains adaptation suggestions inserted within boxes at their point of use in weekly lessons. Modifications for Dual Language Learners and special needs adaptations are contained within yellow boxes in the outside margins of the instructional page. (Refer to **Theme 1/Awesome Me • Soy fantástico Teaching Guide, p. 9.**) Frog Street Threes Practice Learning Centers and the Photo Activity Cards provided additional modification suggestions for instruction (i.e, leveled questions or prompts, sign language, etc.) Resources for modifying instruction to meet the needs of all children are discussed in the **Welcome to Frog Street Threes Guide, pp. 62- 66.**
- The Developmental Storybook provides three levels of story text with each level increasing in robust vocabulary and complex sentence structure.

**FOR ALL CURRICULUM TYPES:**

**7b)** Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests.

Schedule and time for activities in Frog Street Threes are flexible and allow for adjustment according to children’s needs and interests.

- The sample schedules suggested in the **Welcome to Frog Street Threes Guide, p. 58,** suggest an allocation of time for center/ small group instruction, which can be adapted to accommodate or extend children’s emergent interests in various projects, explorations or discoveries.
- Lesson Planners provided on the Planning and Assessment CD and accessible on the Frog Streets Online Portal, offers 36 weeks of lesson plans aligned to the Learning Outcomes of the curriculum. In addition, a blank Lesson Plan template allows teachers to make use the activities with flexibility or additional activities, ideas and learning goals each day adjusted to children’s needs and interests.
- Activities for maintaining fidelity to and trust in the curriculum are the Greeting Circle, Morning Message, a time for small group Literacy and Math instruction supported with STEAM and center activities, and Closing Circle. These components of the curriculum, and the resources and activities within them, adhere to research-based continuums and formats for optimal and brain compatible learning of the suggested knowledge and skills. That said, there is room for teachers to replace suggested resources with their own library of books and materials as well as insert their own teaching strategies when necessary or deviate when children take interest in a topic or discovery that arises unexpectedly. Teachers who are more skilled and experienced in guiding young children will know how to make such adjustments and tweaks to the activities and



lessons based on the individual, cultural, and linguistic needs of the children in their classroom. For novice teachers, however, the curriculum provides a very clear and explicit road map for how to guide and teach young children throughout the school year.

## 8. ACTIVITIES/MATERIALS SUPPORTING PARENTAL PARTICIPATION

### FOR ALL CURRICULUM TYPES:

**8a)** Provides a variety of activities to extend learning from the classroom into the home.

Frog Street Threes provides a variety of activities to extend learning from the classroom into the home and form a successful partnership with families. The **Welcome to Frog Street Threes Guide, pp. 60-61**, offers suggestions and descriptions of the resources in Frog Street Threes for supporting family participation. Family resources can be found on **Family Connections CD** or on the Frog Street Threes online portal. The resources in English and Spanish, include:

- An “All About Me” form for families to share valuable information on their child’s development, likes, dislikes, and unique needs.
- Family Theme Newsletters and PATT (Parents are Teachers, Too) Mats are activity suggestions for families to do at home with their child.
- Weekly notes provide activities to strengthen the skills children are developing in the classroom.
- The Home School Connection in each of the 9 teaching guides in Frog Street Threes provides reminders to send home newsletters, PATT Mats, and Weekly notes. (Refer to **Theme 6/Creative Me • Soy creativo Teaching Guide, p. 12.**)
- Suggestions for communicating with families on a child’s assessment include sharing work samples from the child’s portfolio and explaining learning outcomes, successes, and areas needing additional support and practice. (Refer to **Welcome to Frog Street Threes Guide, pp. 70.**)