



Frog Street Threes

Correlation to the Louisiana Birth to Five Early Learning and Development Standards for Three-Year-Olds



APPROACHES TO LEARNING

Three-Year-Olds
(36 – 48 months)

Subdomain: INITIATIVE AND CURIOSITY (AL)

Standard AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.

AL.1.3.1. - Demonstrate eagerness to learn through play and exploring the environment. (3.1)

TG1: 9, 10, 11, 20, 21, 30, 31, 39, 40, 41
TG2: 10, 30, 31, 40
TG3: 10, 11, 20, 29, 31, 41
TG4: 10, 11, 16, 20, 34, 40
TG5: 10, 19, 20, 21, 30, 31, 38, 40, 41
TG6: 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41
TG7: 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41
TG8: 4, 10, 20, 21, 22, 30, 31, 40, 41
TG9: 4, 10, 11, 20, 21, 30, 31, 32, 40, 41

AL.1.3.2. - Complete a range of simple tasks on their own. (3.2)

TG1: 9, 10, 11, 20, 21, 30, 31, 39, 40, 41
TG2: 10, 30, 31, 40
TG3: 10, 11, 20, 29, 31, 41
TG4: 10, 11, 16, 20, 34, 40
TG5: 10, 19, 20, 21, 30, 31, 38, 40, 41
TG6: 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41
TG7: 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41
TG8: 4, 10, 20, 21, 22, 30, 31, 40, 41
TG9: 4, 10, 11, 20, 21, 30, 31, 32, 40, 41

Subdomain: ATTENTION, ENGAGEMENT, AND PERSISTENCE (AL)

Standard AL 2: Demonstrate attention, engagement, and persistence in learning.

AL.2.3.1. - Maintain focus on objects and activities of interest while other activities are going on in the environment. (3.1)

TG1: 9, 10, 11, 20, 21, 30, 31, 39, 40, 41
TG2: 10, 30, 31, 40
TG3: 10, 11, 20, 29, 31, 41
TG4: 10, 11, 16, 20, 34, 40
TG5: 10, 19, 20, 21, 30, 31, 38, 40, 41
TG6: 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41
TG7: 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41
TG8: 4, 10, 20, 21, 22, 30, 31, 40, 41
TG9: 4, 10, 11, 20, 21, 30, 31, 32, 40, 41

AL.2.3.2. - Maintain focus on a complex activity with adult support. (3.2)

TG1: 9, 10, 11, 20, 21, 30, 31, 39, 40, 41
TG2: 10, 30, 31, 40
TG3: 10, 11, 20, 29, 31, 41
TG4: 10, 11, 16, 20, 34, 40
TG5: 10, 19, 20, 21, 30, 31, 38, 40, 41
TG6: 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41
TG7: 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41
TG8: 4, 10, 20, 21, 22, 30, 31, 40, 41
TG9: 4, 10, 11, 20, 21, 30, 31, 32, 40, 41

AL.2.3.3. - With prompting and support, develop a simple plan for and work towards completion of short tasks, and activities. (3.3)

TG1: 9, 10, 11, 20, 21, 30, 31, 39, 40, 41
TG2: 10, 30, 31, 40
TG3: 10, 11, 20, 29, 31, 41
TG4: 10, 11, 16, 20, 34, 40
TG5: 10, 19, 20, 21, 30, 31, 38, 40, 41

	TG6: 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 TG7: 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 TG8: 4, 10, 20, 21, 22, 30, 31, 40, 41 TG9: 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
Subdomain: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING (AL)	
Standard AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.	
AL.3.3.1. - Experiment to see if the same actions have similar effects on different objects. (3.1)	TG1: 9, 21, 39, 40, 41 TG2: 9, 39, 42 TG3: 19, 39 TG4: 9, 12, 19, 29, 32, 41 TG5: 10, 29, 30, 32, 39 TG6: 9, 29, 31, 39 TG7: 29, 31
AL.3.3.2. - Remember and apply previously learned information to a familiar object, task or situation. (3.2)	TG1: 21, 36, 40, 41 TG2: 11, 21, 30, 31 TG3: 30, 31, 39, 40 TG4: 10, 20, 21, 30, 40, 42 TG5: 21, 39, 40 TG6: 10, 11, 12, 39, 42 TG7: 40, 42 TG8: 9, 19, 22, 29, 40 TG9: 9, 19, 22, 29, 40

AL.3.3.3. - Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3)	TG1: 21, 36, 40, 41 TG2: 11, 21, 30, 31 TG3: 30, 31, 39, 40 TG4: 10, 20, 21, 30, 40, 42 TG5: 21, 39, 40 TG6: 10, 11, 12, 39, 42 TG7: 40, 42 TG8: 9, 19, 22, 29, 40 TG9: 9, 19, 22, 29, 40
AL.3.3.4. – Ask adults for help on tasks, if needed. (3.4)	TG1: 17 TG2: 22, 40 TG3: 14 TG4: 40 TG6: 4 TG7: 4 TG8: 4 TG9: 4
Subdomain: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING (AL)	
Standard AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.	
AL.4.3.1. - Express unique ideas in both language and use of objects in a variety of situations. (3.1)	TG1: 21, 36, 40, 41 TG2: 11, 21, 30, 31 TG3: 30, 31, 39, 40 TG4: 10, 20, 21, 30, 40, 42 TG5: 21, 39, 40 TG6: 10, 11, 12, 39, 42 TG7: 40, 42 TG8: 9, 19, 22, 29, 40

	TG9: 9, 19, 22, 29, 40
AL.4.3.2. - Ask more complex questions for clarification and to seek meaningful information. (3.2)	TG1: 21, 36, 40, 41 TG2: 11, 21, 30, 31 TG3: 30, 31, 39, 40 TG4: 10, 20, 21, 30, 40, 42 TG5: 21, 39, 40 TG6: 10, 11, 12, 39, 42 TG7: 40, 42 TG8: 9, 19, 22, 29, 40 TG9: 9, 19, 22, 29, 40
COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (CC)	
Subdomain: CREATIVE THINKING AND EXPRESSION	
Standard CC 1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.	
CC.1.3.1. – Listen and respond to different types of music (jazz, classical, country, lullaby, etc.) through movement. (3.1)	TG1: 4, 7, 17, 27, 28, 34, 36 TG2: 7, 27, 37 TG3: 27 TG4: 27, 34 TG5: 7, 27, 37 TG6: 7 TG7: 7, 27 TG8: 7, 17, 27 TG9: 7, 17, 27, 39 Resources: Songs for Threes • Canciones para los tres años CDs Welcome to Frog Street Threes Guide: 24

CC.1.3.2. - Participate in songs and finger plays. (3.2)	TG1: 44, 45, 46, 47 TG2: 44, 45, 46, 47 TG3: 44, 45, 46, 47 TG4: 44, 45, 46, 47 TG5: 34, 44, 45, 46, 47 TG6: 27, 44, 45, 46, 47 TG7: 44, 45, 46, 47 TG8: 16, 44, 45, 46, 47 TG9: 7, 17, 44, 45, 46, 47
CC.1.3.3. – Use instruments, sounds/words, and/or their bodies to imitate or produce their own beat and/or rhythm. (3.3)	TG4: 8 TG5: 7, 14, 26 Resources: Songs for Threes • Canciones para lost res años CDs
CC.1.3.4. – Identify changes in tempo when listening to music. (3.4)	Resources: Songs for Threes • Canciones para lost res años CDs
CC.1.3.5. – Replicate changes in tempo (3.5)	Resources: Songs for Threes • Canciones para lost res años CDs
CC.1.3.6. – Use instruments, props, and body to respond creatively to music. (3.6)	TG1: 44, 45, 46, 47 TG2: 44, 45, 46, 47 TG3: 44, 45, 46, 47 TG4: 44, 45, 46, 47 TG5: 17, 34, 44, 45, 46, 47 TG6: 27, 44, 45, 46, 47 TG7: 44, 45, 46, 47 TG8: 16, 44, 45, 46, 47 TG9: 7, 17, 44, 45, 46, 47 Resources: Songs for Threes • Canciones para lost res años CDs
Subdomain: CREATIVE THINKING AND EXPRESSION (CC)	
Standard CC 2: Develop an appreciation for visual arts from different culture and create various forms of visual arts.	
CC.2.3.1. – With prompting and support, describe what they like and do not like about various forms of	TG1: 19

art. (3.1)	
CC.2.3.2. – Describe general features (color, size, objects included) of a piece of art work. (3.2)	TG1: 20, 41
CC.2.3.3. – Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3)	TG5: 29, 39 TG6: 19 TG8: 19
Subdomain: CREATIVE THINKING AND EXPRESSION (CC)	
Standard CC 3: Explore roles and experiences through dramatic art and play.	
CC.3.3.1. - Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1)	TG2: 10, 12, 16, 20 TG3: 10, 20, 40 TG4: 10, 12, 20, 30, 40 TG6: 10, 19, 30, 40 TG7: 10, 20, 30, 40 TG8: 10, 12, 20, 22, 30, 32, 40 TG9: 6, 10, 20, 30, 40
CC.3.3.2. - With prompting and support, role play or use puppets to act out stories. (3.2)	TG1: 7, 11, 20, 27, 31 TG2: 10, 13, 20, 21, 22 TG3: 20, 40 TG4: 10, 20, 30, 40 TG5: 6, 7, 16 TG6: 19, 20, 21, 22, 40, 42 TG7: 7, 19, 20, 21, 22, 30, 40, 42 TG8: 19, 20, 21, 30, 40, 42 TG9: 17, 20, 21, 27, 29, 30, 40

<p>CC.3.3.3. - Recreate real-life experiences (that may reflect their home culture or language) through pretend play. (3.3)</p>	<p>TG1: 11, 20, 31 TG2: 10, 13, 20, 21, 22 TG3: 20, 40 TG4: 10, 20, 30, 40 TG6: 19, 21, 22, 40, 42 TG7: 19, 20, 21, 22, 30, 40, 42 TG8: 19, 20, 21, 30, 40, 42 TG9: 20, 21, 29, 30, 40</p>
<p>CC.3.3.4. - Use one object to represent another object. (3.4)</p>	<p>TG1: 11, 20, 31 TG2: 10, 13, 20, 21, 22 TG3: 20, 40 TG4: 10, 20, 30, 40 TG6: 19, 21, 22, 40, 42 TG7: 19, 20, 21, 22, 30, 40, 42 TG8: 19, 20, 21, 30, 40, 42 TG9: 20, 21, 29, 30, 40</p>
<p>COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE</p>	
<p>Subdomain: MATHEMATICS (CM)</p>	
<p>Standard CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.</p>	
<p>CM.1.3.1. - Verbally counts by ones to 10. (3.1)</p>	<p>TG3: 9, 11, 30, 31, 39 TG5: 28 TG7: 16 TG8: 8, 11, 18, 21, 22, 31, 32, 38, 40, 41, 42 TG9: 11, 18, 21, 22, 28, 31, 38, 41, 42</p>

CM.1.3.2. - With prompting and support, count up to 5 and then backwards from 5. (3.2)	TG3: 9, 11, 30, 31, 39 TG5: 28 TG7: 16 TG8: 8, 11, 18, 21, 22, 31, 32, 38, 40, 41, 42 TG9: 11, 18, 21, 22, 28, 31, 38, 41, 42
CM.1.3.3. – Tell “how many” after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3)	TG2: 29, 32 TG3: 30, 31 TG7: 38 TG8: 8, 11, 18, 21, 22, 28, 31, 32, 38, 41, 42 TG9: 8, 11, 18, 21, 31, 38, 41, 42
CM.1.3.4. - Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4)	TG2: 8, 18, 29 TG5: 28, 29, 31, 38, 41, 42 TG6: 8, 11, 12, 18, 21, 22, 28, 31, 32, 41, 42 TG7: 18, 21, 28 TG8: 8, 18, 21, 22, 28, 31, 32, 38, 39, 42 TG9: 8, 11, 18, 21, 22, 28, 31, 38, 41
CM.1.3.5. – Identify some written numerals but not in sequence. (3.5)	TG8: 8, 21, 28, 31, 32, 38, 41 TG9: 11, 18, 21, 31, 32, 38, 41
CM.1.3.6. – With prompting and support, match four or five numerals with the correct number of objects. (3.6)	TG2: 8, 18, 29 TG5: 28 TG8: 8, 18, 21, 22, 28, 31, 32, 38, 39, 42 TG9: 8, 11, 18, 21, 22, 28, 31, 38, 41
CM.1.3.7. - Count two sets of objects and identify which set has more/less/fewer. (3.7)	TG2: 29, 32 TG3: 30, 31 TG7: 38 TG8: 8, 11, 18, 21, 22, 28, 31, 32, 38, 41, 42 TG9: 8, 11, 18, 21, 31, 38, 41, 42
CM.1.3.8. – Identify an object or person as first. (3.8)	TG7: 18, 21, 22, 28, 31, 32, 38

Subdomain: MATHEMATICS (CM)

Standard CM 2: Understand basic patterns, concepts, and operations.

CM.2.3.1. - Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1)	TG4: 8, 11, 18, 21, 22, 28, 31, 32, 38, 41 TG5: 8, 11, 12, 18, 21, 22 TG7: 28, 32
CM.2.3.2. - Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2)	TG3: 8, 18, 28, 31, 37, 38, 40, 41, 42 TG4: 8 TG9: 9, 10
CM.2.3.3. - Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3)	TG1: 29 TG9: 8, 28
CM.2.3.4. - Participate in songs, finger plays and stories that illustrate combining and taking away objects/items (e.g., Five Little Pumpkins, Anno's Magic Seeds, One More Bunny). (3.4)	TG4: 6 TG6: 27 TG7: 46 TG8: 16 TG9: 45
CM.2.3.5. – Act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 3. (3.5)	TG1: 29 TG9: 8, 28

Subdomain: MATHEMATICS (CM)

Standard CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area.

<p>CM.3.3.1. - Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1)</p>	<p>TG1: 8, 11, 18, 21, 31 TG2: 8, 10, 11, 18 TG5: 19 TG6: 19 TG7: 9, 12, 19 TG8: 29, 32, 40, 42</p>
<p>CM.3.3.2. - Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2)</p>	<p>TG1: 8, 11, 18, 21, 31 TG2: 8, 10, 11, 18 TG5: 19 TG6: 19 TG7: 9, 12, 19 TG8: 29, 32, 40, 42</p>
<p>CM.3.3.3 – Identify/name simple measurement tools (e.g., ruler, measuring cup, and scale.) (3.3)</p>	<p>TG1: 39 TG6: 19 Photo Activity Card: #8 (balance scale • balanza)</p>
<p>CM.3.3.4. – Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh an apple, or measure one cup of flour during a cooking activity). (3.4)</p>	<p>TG1: 8 TG2: 8, 10, 11, 18 TG5: 19 TG6: 19 TG7: 9, 12, 19 TG8: 29, 32, 40, 42</p>

Subdomain: MATHEMATICS (CM)

Standard CM 4: Understand shapes, their properties, and how objects are related to one another in space.

<p>CM.4.3.1. - Recognize basic shapes in the environment in two- and three-dimension forms. (3.1)</p>	<p>TG1: 28 TG2: 27, 30, 38, 41, 42 TG3: 12, 16, 17, 18, 20, 21, 22, 28, 29 TG5: 29 TG6: 36, 37 TG7: 41 TG8: 41 TG9: 41</p> <p>Literature Library: <i>Finding Shapes with Fernando</i> • <i>Buscando figuras con Fernando</i> Photo Activity Cards: #28 (circles all around • círculos por todos lados), #29 (triangles all around • triángulos por todos lados), #30 (stars all around • estrellas por todos lados), #31 (rectangles and squares • rectángulos y cuadrados)</p>
<p>CM.4.3.2. - With prompting and support, name the attributes of two shapes. (3.2)</p>	<p>TG1: 28 TG2: 27, 30, 38, 41, 42 TG3: 12, 16, 17, 18, 20, 21, 22, 28, 29 TG5: 29 TG6: 36, 37 TG7: 41 TG8: 41 TG9: 41</p>
<p>CM.4.3.3. - Create, simple shapes using objects or other materials. (3.3)</p>	<p>TG1: 28 TG2: 27, 30, 38, 41, 42 TG3: 12, 16, 17, 18, 20, 21, 22, 28, 29 TG5: 29</p>

	TG6: 36, 37 TG7: 41 TG8: 41 TG9: 41
CM.4.3.4. - Create representations of everyday objects by combining basic shapes (e.g., pictures, tangrams, or block structures to represent a house). (3.4)	TG1: 28 TG2: 27, 30, 38, 41, 42 TG3: 12, 16, 17, 18, 20, 21, 22, 28, 29 TG5: 29 TG6: 36, 37 TG7: 41 TG8: 41 TG9: 41
CM.4.3.5. - With prompting and support, combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (3.5)	TG1: 28 TG2: 27, 30, 38, 41, 42 TG3: 12, 16, 17, 18, 20, 21, 22, 28, 29 TG5: 29 TG6: 36, 37 TG7: 41 TG8: 41 TG9: 41
CM.4.3.6. - Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside). (3.6)	TG1: 29, 38 TG2: 28, 31, 32 TG3: 12, 21, 32 TG4: 40 TG5: 31, 39 TG6: 39 TG7: 39

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Subdomain: SCIENCE (CS)

Standard CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).

CS.1.3.1. – Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1)

TG1: 9, 11, 21, 30, 39
TG2: 31, 40
TG3: 41
TG5: 19
TG6: 22, 32
TG7: 20, 21, 22, 32
TG8: 20
TG9: 20, 21

CS.1.3.2. – Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2)

TG1: 11
TG2: 11, 21, 38
TG3: 21, 31, 32, 41
TG4: 30, 31, 41
TG5: 9
TG6: 32
TG7: 9, 11, 12, 32, 39, 41, 42
TG8: 9, 19, 29, 32, 39, 42
TG9: 9, 19, 20, 22, 29, 39, 42

CS.1.3.3. – Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3)

TG1: 11, 39
TG5: 10
TG6: 28, 31
TG7: 11

CS.1.3.4. – Show an understanding of cause and effect relationships that are observed immediately. (3.4)

TG4: 6, 9, 10
TG7: 9

CS.1.3.5. – With prompting and support, talk about

TG4:29

cause and effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered). (3.5)	
CS.1.3.6. – Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6)	TG1: 36, 37, 39, 40, 42
CS.1.3.7. - Participate in simple scientific investigations. (3.7)	TG1: 9, 21, 39, 40, 41 TG2: 9, 39, 42 TG3: 19, 39 TG4: 9, 12, 19, 29, 32, 41 TG5: 10, 29, 30, 32, 39 TG6: 9, 29, 31, 39 TG7: 29, 31
CS.1.3.8. - With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8)	TG1: 9, 11, 19, 21, 39, 40, 41 TG2: 9, 11, 21, 29, 32, 38, 39, 42 TG3: 9, 11, 19, 21, 31, 32, 39, 41 TG4: 9, 12, 19, 29, 30, 31, 32, 41 TG5: 9, 10, 12, 29, 30, 32, 39 TG6: 9, 29, 31, 32, 39 TG7: 9, 11, 12, 29, 31, 32, 39, 41, 42 TG8: 9, 19, 29, 32, 39, 42 TG9: 9, 19, 29, 39, 42
CS.1.3.9. - With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., “observation,” “experiment”). (3.9)	TG1: 21, 29, 30, 40 TG2: 19 TG3: 9, 12 TG4: 9, 39, 41, 42 TG5: 19 TG6: 32 TG7: 32, 39, 42 TG8: 9, 11, 19, 39, 42

	TG9: 9, 19, 39, 42
Subdomain: SCIENCE (CS)	
Standard CS 2: Acquire scientific knowledge related to physical science (properties of objects and materials).	
CS.2.3.1. – With prompting and support, observe and describe properties of objects and materials, and how objects and materials can be combined or can change from one form to another (e.g., ice melting to a liquid). (3.1)	TG1: 19, 21, 30 TG3: 9 TG7: 39 TG9: 19
CS.2.3.2. – Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps, etc.) (3.2)	TG2: 39 TG7: 21 Patterns CD: Simple Machines
CS.2.3.3. – With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3)	TG7: 37 Story Folder: <i>It's Gravity • Es la gravedad</i>
CS.2.3.4. – Watch how balls, toys and other objects move and use different strategies to change their speed of motion. (3.4)	TG7: 19, 26, 29, 31 Welcome to Frog Street Threes Guide: 71
Subdomain: SCIENCE (CS)	
Standard CS 3: Acquire scientific knowledge related to life science (properties of living things).	
CS.3.3.1. – With prompting and support, explore, observe, and describe a variety of living creatures and plants. (3.1)	TG8: 6 Literature Library: <i>Backyard Bugs • Los insectos del jardín</i>
CS.3.3.2. – Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2)	TG8: 6, 30, 37, 39
CS.3.3.3. – Care for living creatures and/or plants	TG2: 29

with some direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (3.3)	TG4: 29
CS.3.3.4. – Follow adults’ guidance on how to act appropriately with living creatures (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (3.4)	TG2: 26, 27 Photo Activity Cards: #15 (veterinarian), #16 (pet trainer) Literature Library: <i>Jasper’s New Bed</i> • <i>La carna nueva de Jasper</i>
CS.3.3.5. – Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5)	TG4: 29 TG8: 16 Literature Library: <i>Monarchs</i> • <i>Las mariposas monarca</i>
CS.3.3.6. - Use basic vocabulary for plants, animals, and humans (e.g. some names of parts, characteristics). (3.6)	TG1: 10 TG5: 26, 27 TG9: 6, 9, 20, 30
Subdomain: SCIENCE (CS)	
Standard CS 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).	
CS.4.3.1. – Describe common weather conditions of the current season and how they compare to other seasons where they live (e.g., summer is hot, winter is cooler). (3.1)	TG5: 4 Story Folder: <i>Shelby’s Rainy Day Fun</i> • <i>Silvia pasa u día de lluvia divertido</i>
CS.4.3.2. – Name the types of clothing needed for different seasons. (3.2)	TG5: 4 Story Folder: <i>Shelby’s Rainy Day Fun</i> • <i>Silvia pasa u día de lluvia divertido</i>
CS.4.3.3. – Identify the characteristics of current weather conditions. (3.3)	TG5: 4 Story Folder: <i>Shelby’s Rainy Day Fun</i> • <i>Silvia pasa u día de lluvia divertido</i>
CS.4.3.4. – Describe objects found in the day or night time sky. (3.4)	Songs for Threes • Canciones para lost res años CDs: Twinkle, Twinkle, Little Star • Estrellita de cristal
CS.4.3.5. – Talk about how the sky changes from night to day. (3.5)	Songs for Threes • Canciones para lost res años CDs: Twinkle, Twinkle, Little Star • Estrellita de cristal

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Subdomain: Social Studies (CSS)

Standard CSS 1: Develop the understanding that events happened in the past and how these events relate to one’s self, family, and community.

<p>CSS.1.3.1. – Use words to describe events or activities that happened at an earlier time (e.g., “after we had snack” or “last night”). (3.1)</p>	<p>TG1: 8, 12, 18, 22, 32 TG2: 42 TG3: 19 TG4: 11 TG7: 10, 21, 41 TG8: 10, 11, 41 TG9: 10, 11, 21, 40, 41 TG7: 44, Finger Play: “When I Was One” • Cuando tenía un año”</p>
<p>CSS.1.3.2. – Remember familiar people even though they may not have seen them for a while. (3.2)</p>	<p>TG1: 8, 12, 18, 22, 32 TG2: 42 TG3: 19 TG4: 11 TG7: 10, 21, 41 TG8: 10, 11, 41 TG9: 10, 11, 21, 40, 41</p>
<p>CSS.1.3.3. – Describe the sequence of daily routines. (3.3)</p>	<p>TG1: 10 TG2: 20, 30, 32 TG3: 14, 32, 42 TG4: 34, 38 TG5: 42 TG6: 40, 42 TG7: 40 TG8: 40 TG9: 4</p>
<p>CSS.1.3.4. – Participate in conversations about</p>	<p>TG1: 8, 12, 18, 22, 32</p>

familiar people and/or events from the recent past (e.g., what the class did earlier in the day or week). (3.4)	TG2: 42 TG3: 19 TG4: 11 TG7: 10, 21, 41 TG8: 10, 11, 41 TG9: 10, 11, 21, 40, 41
Subdomain: SOCIAL STUDIES (CSS)	
Standard CSS 2: Describe people, events, and symbols of the past and present.	
CSS.2.3.1. – Look at pictures of self or a family member, caregiver, or peer from the recent past and recognize the person even though she/he looks different from what she/he looks like in the present. (3.1)	TG1: 8, 12, 18, 22, 32 TG2: 42 TG3: 19 TG4: 11 TG7: 10, 21, 41 TG8: 10, 11, 41 TG9: 10, 11, 21, 40, 41
CSS.2.3.2. – With prompting and support, identify symbolic objects and pictures of local, state and/or national symbols such as the American flag or bald eagle. (3.2)	TG1: 38 TG7: 7, Songs for Threes CDs “Stars and Stripes Forever” Photo Activity Card: #67 (eagle • águila)
CSS.2.3.3. – Recognize familiar aspects of community/cultural symbols in books (e.g., Grandma’s Gumbo) and songs (e.g., Alligator). (3.3)	TG7: 41 TG8: 47, Songs for Threes • Canciones para los tres años CDs “All Around My Yard” • “Aquí en mi jardín” Story Folder: <i>Boats Float • Los barcos y los botes flotan</i>
CSS.2.3.4. – Participate in and talk about local cultural events, holidays and/or celebrations. (3.4)	Literature Library: <i>The More the Merrier • Cuantos más, mejor</i>
Subdomain: SOCIAL STUDIES (CSS)	

Standard CSS 3: Develop an awareness of geographic locations, maps, and landforms.	
CSS.3.3.1. – Participate in walks and field trips to different places in the community. (3.1)	TG1: 10 TG2: 42 TG7: 4, 6, 10
CSS.3.3.2. – Describe familiar places such as the home, center/family day home, etc. (3.2)	TG2: 21, 42
CSS.3.3.3. – Describe the location of items/areas in the classroom and places in home and community. (3.3)	TG1: 4, 5, 38 TG2: 32
CSS.3.3.4. – Draw or use blocks or other materials to represent places or things he/she has seen. (3.4)	TG2: 39, 41 TG6: 41 TG7: 11 Literature Library: <i>The Places I Go • Los lugares a donde voy</i>
CSS.3.3.5. – Recognize and name a map and a globe. (3.5)	TG5: 20
CSS.3.3.6. – Look at a simple map and find various features/parts of the map with support and guidance. (3.6)	TG5: 20
CSS.3.3.7. - Participate in conversations about how people can take care of the natural environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (3.7)	TG6: 14, 16, 17, 19, 22 Matching Card: Trash to Treasure
CSS.3.3.8. - Identify and use appropriate trash receptacles independently. (3.8)	TG6: 14, 16, 17, 19, 22 Matching Card: Trash to Treasure
CSS.3.3.9. - Participate in daily clean-up activities. (3.9)	TG2: 15 TG9: 15 Welcome to Frog Street Threes Guide: 57

Subdomain: SOCIAL STUDIES (CSS)	
Standard CSS 4: Demonstrate awareness of culture and other characteristics of groups of people.	
CSS.4.3.1. – Participate in music, dance, and other traditions from various cultures. (3.1)	TG4: 16 Welcome to Frog Street Threes Guide: 67
CSS.4.3.2. – Show and talk about objects, food, and customs from own family or culture. (3.2)	TG4: 16, 27, 30 TG5: 27 Welcome to Frog Street Threes Guide: 67
CSS.4.3.3. – Identify homes that are similar to and/or different from own home. (3.3)	TG5: 29, 31, 36
CSS.4.3.4. – With prompting and support, describe pictures of shelters/homes in other geographic regions. (3.4)	TG5: 29, 31, 36
CSS.4.3.5. – Identify the characteristics of one’s own home. (3.5)	TG5: 39
Subdomain: SOCIAL STUDIES (CSS)	
Standard CSS 5: Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.	
CSS.5.3.1. - Describe classroom and/or home responsibilities (e.g., “I pick up toys” or “I set the table.”). (3.1)	TG1: 20, 21, 30, 40 TG2: 10, 30, 40 TG3: 40 TG4: 8, 18, 28, 30, 31, 38, 40 TG6: 40 TG7: 40, 41 TG8: 21, 40 TG9: 40, 41

CSS.5.3.2. - With prompting from adult, carry out routines and responsibilities in the classroom (e.g., cleaning up, care of plants and/or animals, setting out snack). (3.2)	TG1: 20, 21, 30, 40 TG2: 10, 30, 40 TG3: 40 TG4: 8, 18, 28, 30, 31, 38, 40 TG6: 40 TG7: 40, 41 TG8: 21, 40 TG9: 40, 41 Welcome to Frog Street Threes Guide: 48
CSS.5.3.3. - Follow many rules with little support. (3.3)	TG1: 10 TG2: 20, 30, 32 TG3: 14, 32, 42 TG4: 34, 38 TG5: 42 TG6: 40, 42 TG7: 40 TG8: 40 TG9: 40 Welcome to Frog Street Threes Guide: 48
CSS.5.3.4. - Identify rules that are used at home or in the classroom. (3.4)	TG1: 10 TG2: 20, 30, 32 TG3: 14, 32, 42 TG4: 34, 38 TG5: 42 TG6: 40, 42 TG7: 40 TG8: 40 TG9: 40

CSS.5.3.5. - Tell why rules are important. (3.5)	TG1: 10 TG2: 20, 30, 32 TG3: 14, 32, 42 TG4: 34, 38 TG5: 42 TG6: 40, 42 TG7: 40 TG8: 40 TG9: 40
CSS.5.3.6. - Describe the roles of various familiar community helpers/workers. (3.6)	TG2: 36, 37, 40 TG6: 39 Literature Library: <i>Community Helpers • Gente que sirve a nuestra comunidad</i>
CSS.5.3.7. - Imitate the roles of familiar community workers. (3.7)	TG2: 36, 37, 41 TG3: 48 TG4: 10, 20
Subdomain: SOCIAL STUDIES (CSS)	
Standard CSS 6: Demonstrate an awareness of basic economic concepts.	
CSS.6.3.1. – Demonstrate an awareness of uses of money. (3.1)	TG2: 20
CSS.6.3.2. – Demonstrate an understanding of the process of buying and selling during play by using props related to buying and selling the way they typically are used by adults. (3.2)	TG2: 20 TG3: 40
CSS.6.3.3. – Express wants and needs. (3.3)	TG1: 26

	Literature Library: <i>The More the Merrier</i> • <i>Cuantos más, mejor</i> Welcome to Frog Street Threes Guide: 46
LANGUAGE AND LITERACY DEVELOPMENT	
Subdomain: SPEAKING AND LISTENING (LL)	
Standard LL 1: Comprehend or understand and use language.	
LL.1.3.1. - Follow two-step directions. (3.1)	TG1: 8, 12, 18, 22, 32 TG2: 42 TG3: 19 TG4: 11 TG7: 29
LL.1.3.2. - Demonstrate understanding of simple questions and requests. (3.2)	TG1: 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 TG2: 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 TG3: 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 TG4: 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 TG5: 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 TG6: 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 TG7: 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 TG8: 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 TG9: 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
LL.1.3.3. - Answer some simple “who”, “what” and “where” questions. (3.3)	TG1: 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 TG2: 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 TG3: 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 TG4: 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 TG5: 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 TG6: 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 TG7: 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 TG8: 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42

	TG9: 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
LL.1.3.4. - Listen and respond attentively to simple conversations. (3.4)	TG1: 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 TG2: 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 TG3: 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 TG4: 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 TG5: 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 TG6: 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 TG7: 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 TG8: 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 TG9: 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
LL.1.3.5. - Use phrases and/or simple sentences and questions. (3.5)	TG1: 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 TG2: 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 TG3: 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 TG4: 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 TG5: 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 TG6: 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 TG7: 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 TG8: 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 TG9: 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
LL.1.3.6. - Ask “why” questions. (3.6)	TG1: 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 TG2: 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 TG3: 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 TG4: 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 TG5: 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 TG6: 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 TG7: 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 TG8: 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 TG9: 12, 14, 16, 22, 24, 26, 32, 34, 40, 42

	Welcome to Frog Street Threes Guide: 41
LL.1.3.7. - With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7)	TG1: 7, 27 TG5: 6, 7, 16 TG6: 27 TG7: 7 TG8: 16 TG9: 17, 27
LL.1.3.8. – Use phrases and/or simple sentences that convey a complete thought, “Tommy ate the cookie,” that is easily understood by family and most people outside the home. (3.8)	Welcome to Frog Street Threes Guide: 39
LL.1.3.9. - Ask questions that may incorporate expanding vocabulary. (3.9).	TG1: 6, 10, 12, 16, 18, 22, 26, 28, 30, 31, 32, 36, 38, 41, 42 TG2: 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 TG3: 4, 6, 10, 12, 16, 22, 24, 26, 34, 36, 38, 41, 42 TG4: 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 TG5: 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 TG6: 6, 10, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 TG7: 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 TG8: 6, 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42 TG9: 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42 Resources: Vocabulary Cards, Photo Activity Cards
Subdomain: LANGUAGE (LL)	
Standard LL 2: Comprehend and use increasingly complex and varied vocabulary.	
LL.2.3.1. - With prompting and support, demonstrate	TG1: 29, 38 TG2: 28, 31, 32

<p>understanding of simple concepts such as opposites and positions. (3.1)</p>	<p>TG3: 12, 21, 32 TG4: 40 TG5: 7, 31, 39 TG6: 39 TG7: 39 Resources: Patterns CD --Magnetic or Not?, “Sink or Float?” Boats</p>
<p>LL.2.3.2. - Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2)</p>	<p>TG1: 6, 7, 10, 12, 16, 17, 18, 22, 26, 27, 28, 30, 31, 32, 36, 37, 38, 41, 42 TG2: 4, 6, 7, 10, 12, 16, 17, 20, 21, 22, 26, 27, 30, 31, 36, 37, 40, 41 TG3: 4, 6, 7, 10, 12, 16, 17, 22, 24, 26, 27, 34, 36, 37, 38, 41, 42 TG4: 6, 7, 10, 12, 14, 16, 17, 22, 24, 26, 27, 30, 32, 36, 37, 42 TG5: 4, 6, 7, 11, 12, 14, 16, 17, 22, 24, 26, 27, 30, 31, 32, 34, 36, 37, 40, 42 TG6: 6, 7, 10, 11, 12, 14, 16, 17, 20, 22, 24, 26, 27, 32, 34, 36, 37, 40, 42 TG7: 6, 7, 10, 11, 12, 14, 16, 17, 22, 24, 26, 27, 32, 34, 36, 37, 40, 42 TG8: 6, 7, 12, 14, 16, 17, 22, 24, 26, 27, 30, 32, 34, 36, 37, 40, 42 TG9: 7, 12, 14, 16, 17, 22, 24, 26, 27, 30, 32, 34, 37, 40, 42 Resources: Vocabulary Cards, Photo Activity Cards, Literature Library</p>
<p>Subdomain: READING: LITERATURE AND INFORMATION IN PRINT (LL)</p>	
<p>Standard LL 3: Develop an interest in books and their characteristics.</p>	
<p>LL.3.3.1. - Find a specific book by looking at the cover. (3.1)</p>	<p>TG1: 7, 17, 26, 27, 36, 37 TG2: 6, 7, 16, 17, 26, 27, 36, 37 TG3: 6, 7, 16, 17, 26, 27, 30, 36, 37 TG4: 6, 7, 16, 17, 26, 27, 36, 37 TG5: 6, 7, 16, 17, 26, 27, 36, 37 TG6: 6, 7, 16, 17, 26, 27, 36, 37 TG7: 6, 7, 16, 17, 26, 27, 36, 37 TG8: 6, 7, 16, 17, 26, 36, 37 Resources: Literature Library</p>

LL.3.3.2. - Identify the front cover of a book. (3.2)	TG1: 7, 17, 26, 27, 36, 37 TG2: 6, 7, 16, 17, 26, 27, 36, 37 TG3: 6, 7, 16, 17, 26, 27, 30, 36, 37 TG4: 6, 7, 16, 17, 26, 27, 36, 37 TG5: 6, 7, 16, 17, 26, 27, 36, 37 TG6: 6, 7, 16, 17, 26, 27, 36, 37 TG7: 6, 7, 16, 17, 26, 27, 36, 37 TG8: 6, 7, 16, 17, 26, 36, 37 Resources: Literature Library
LL.3.3.3. - Hold book properly and look at pages of a book from left to right, pretending to read. (3.3)	TG1: 6, 36, 40 TG3: 36 TG4: 36 Resources: Literature Library
LL.3.3.4. - Imitate teacher reading a story. (3.4)	TG1: 7, 27 TG5: 6, 7, 16 TG7: 7 TG9: 17, 27 Resources: Literature Library
LL.3.3.5. - With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)	TG1: 5, 10, 15, 20, 25, 30, 31, 35, 40 TG2: 5, 10, 15, 20, 22, 25, 30, 35, 40 TG3: 5, 15, 16, 20, 25, 30, 35, 40 TG4: 5, 15, 20, 25, 30, 32, 35 TG5: 5, 6, 15, 20, 25, 26, 30, 35, 40 TG6: 5, 12, 15, 20, 25, 26, 30, 35 TG7: 5, 15, 20, 25, 26, 30, 35, 40 TG8: 5, 10, 15, 20, 25, 26, 30, 35, 40

	TG9: 5, 10, 12, 15, 20, 25, 30, 35, 40
LL.3.3.6. - Shows an interest in illustrations. (3.6)	TG1: 6, 7, 16, 17, 26, 27, 36, 37 TG2: 6, 7, 16, 17, 26, 27, 36, 37 TG3: 6, 7, 16, 17, 26, 27, 36, 37 TG4: 6, 7, 16, 17, 26, 27, 36, 37 TG5: 6, 7, 16, 17, 26, 27, 36, 37 TG6: 6, 7, 16, 17, 26, 27, 36, 37 TG7: 6, 7, 16, 17, 26, 27, 36, 37 TG8: 6, 7, 16, 17, 26, 27, 36, 37 TG9: 7, 17, 27, 37 Resources: Literature Library
Subdomain: READING: LITERATURE AND INFORMATION IN PRINT (LL)	
Standard LL 4: Comprehend stories and information from books and other print materials.	
LL.4.3.1. - Answer simple questions about print that has been read aloud several times. (3.1)	TG1: 6, 7, 10, 16, 17, 19, 26, 27, 36, 37, 40 TG2: 6, 7, 10, 16, 17, 26, 27, 32, 36, 37 TG3: 6, 7, 10, 12, 16, 17, 22, 26, 27, 30, 36, 37, 40 TG4: 6, 7, 10, 16, 17, 20, 26, 27, 30, 36, 37, 40 TG5: 6, 7, 16, 17, 26, 27, 36, 37 TG6: 6, 7, 16, 17, 26, 27, 30, 36, 37, 40 TG7: 6, 7, 12, 16, 17, 26, 27, 30, 36, 37, 40 TG8: 6, 7, 16, 17, 26, 27, 30, 36, 37, 40 TG9: 7, 17, 27, 30, 36, 37, 40
LL.4.3.2. - Retell a simple story with pictures or other props to use as prompts. (3.2)	TG1: 27 TG3: 7 TG4: 7 TG5: 6, 16, 20 TG6: 30 TG7: 30

	<p>TG8: 27</p> <p>TG9: 10, 17, 27, 40</p>
<p>LL.4.3.3. - With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3)</p>	<p>TG1: 6, 7, 16, 17, 26, 27, 36, 37</p> <p>TG2: 6, 7, 16, 17, 26, 27, 36, 37</p> <p>TG3: 6, 7, 16, 17, 26, 27, 36, 37</p> <p>TG4: 6, 7, 16, 17, 26, 27, 36, 37</p> <p>TG5: 6, 7, 16, 17, 26, 27, 36, 37</p> <p>TG6: 6, 7, 16, 17, 26, 27, 36, 37</p> <p>TG7: 6, 16, 26, 27, 36, 37</p> <p>TG8: 6, 7, 16, 17, 26, 27, 36, 37</p> <p>TG9: 7, 17, 27, 37</p>
<p>LL.4.3.4. - With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4)</p>	<p>TG1: 6, 7, 16, 17, 26, 27, 36, 37</p> <p>TG2: 6, 7, 16, 17, 26, 27, 36, 37</p> <p>TG3: 6, 7, 16, 17, 26, 27, 36, 37</p> <p>TG4: 6, 7, 16, 17, 26, 27, 36, 37</p> <p>TG5: 6, 7, 16, 17, 26, 27, 36, 37</p> <p>TG6: 6, 7, 16, 17, 26, 27, 36, 37</p> <p>TG7: 6, 7, 16, 17, 26, 27, 36, 37</p> <p>TG8: 6, 7, 16, 17, 26, 27, 36, 37</p> <p>TG9: 7, 17, 27, 37</p> <p>Resources: Vocabulary Cards, Photo Activity Cards</p> <p>Welcome to Frog Street Threes Guide: 75, 76</p>
<p>LL.4.3.5. - Distinguish between real objects and play objects (e.g. distinguish between a real apple and a toy apple). (3.5)</p>	<p>TG1: 37</p> <p>TG5: 17, 26, 27</p> <p>TG7: 36</p> <p>Resource: Photo Activity Cards</p>
<p>LL.4.3.6. - Use pictures and illustrations of a text to tell a story. (3.6)</p>	<p>TG1: 6, 7, 16, 17, 26, 27, 36, 37</p> <p>TG2: 6, 7, 16, 17, 26, 27, 36, 37</p> <p>TG3: 6, 7, 16, 17, 26, 27, 36, 37</p>

	TG4: 6, 7, 16, 17, 26, 27, 36, 37 TG5: 6, 7, 16, 17, 26, 27, 36, 37 TG6: 6, 7, 16, 17, 26, 27, 36, 37 TG7: 6, 7, 16, 17, 26, 27, 36, 37 TG8: 6, 7, 16, 17, 26, 27, 36, 37 TG9: 7, 17, 27, 37
LL.4.3.7. - With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7)	TG1: 6, 7, 16, 17, 26, 27, 37 TG2: 6, 7, 16, 17, 26, 27, 37 TG3: 6, 7, 16, 17, 26, 27, 36, 37 TG4: 6, 16, 27, 36, 37 TG5: 6, 7, 16, 17, 26, 27, 36, 37 TG6: 7, 16, 26, 27, 36, 37 TG7: 17, 26, 27, 36, 37 TG8: 6, 17, 26, 27, 36, 37 TG9: 7, 17, 27, 37
LL.4.3.8. - Demonstrate understanding of what will happen next in familiar stories. (3.8)	TG1: 26, 27 TG6: 26, 37
Subdomain: READING: FOUNDATIONAL SKILLS (LL)	
Standard LL 5: Demonstrate understanding of the organization and basic features of print.	
LL.5.3.1. - With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1)	TG1: 6, 36 TG3: 36 TG4: 36
LL.5.3.2. – Identify name on personal property. (3.2)	TG2: 48 TG4: 15

	TG6: 48 TG7: 48
LL. 5.3.3. – With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3)	TG2: 5, 15, 25, 35 TG3: 5, 15, 25, 35 TG4: 5, 15, 25, 35 TG5: 5, 15, 25, 35 TG6: 5, 15, 25, 35 TG7: 5, 15, 25, 35 TG8: 5, 15, 25, 35 TG9: 5, 15, 25, 35
LL.5.3.4. - Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4)	TG1: 5, 15, 25, 35, 37 TG2: 5, 7, 10, 15, 20, 25, 30, 32, 35 TG3: 5, 6, 10, 15, 20, 25, 27, 30, 35, 37 TG4: 5, 10, 15, 25, 30, 35, 40 TG5: 5, 6, 7, 10, 12, 15, 20, 21, 25, 30, 32, 35, 40 TG6: 5, 10, 15, 20, 25, 26, 30, 35, 37, 40 TG7: 5, 10, 15, 17, 20, 25, 26, 27, 30, 35, 37, 40 TG8: 5, 10, 15, 17, 20, 22, 25, 30, 35, 37, 40 TG9: 5, 10, 15, 20, 25, 30, 35, 40 Resources: Sing & Read eStories
LL.5.3.5. – Identify some letters in own name. (3.5)	TG2: 5, 15, 25, 35, 48 TG3: 5, 15, 25, 35 TG4: 5, 15, 25, 35 TG5: 5, 15, 25, 35 TG6: 5, 15, 25, 35, 48 TG7: 5, 15, 25, 35, 48 TG8: 5, 15, 25, 35 TG9: 5, 15, 25, 35 Welcome to Frog Street Threes Guide: 36, 37
Subdomain: READING: FOUNDATIONAL SKILLS (LL)	
Standard LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).	

LL.6.3.1. - With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1)	TG4: 6, 7, 17, 36 TG5: 6, 36, 37 TG6: 6, 7 TG7: 7, 26, 36 TG9: 27 Welcome to Frog Street Threes Guide: 35
LL.6.3.2. – With prompting and support segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2)	TG3: 5 TG4: 8 TG8: 5 Welcome to Frog Street Threes Guide: 34
LL.6.3.3. - With prompting and support, show an awareness of beginning sounds in words. (3.3)	TG6: 5, 15, 25, 45 TG7: 5, 36
LL.6.3.4. - With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)	TG6: 5, 15, 25, 45 TG7: 5, 36 Welcome to Frog Street Threes Guide: 35
LL.6.3.5. - Engage in word play activities in songs and rhymes. (3.5)	TG1: 7 TG3: 5, 15 TG4: 6, 7, 17, 36 TG5: 6, 36, 37 TG6: 6, 7 TG7: 7, 26, 36 TG9: 7, 17, 27 Welcome to Frog Street Threes Guide: 35
Subdomain: WRITING (LL)	
Standard LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	

<p>LL.7.3.1. - Experiment with a variety of writing tools, materials, and surfaces. (3.1)</p>	<p>TG2: 40, 42 TG4: 10, 20, 26 TG6: 10, 22, 30, 40 TG7: 10, 22, 30 TG8: 9, 10, 20, 30 TG9: 10, 32</p>
<p>LL.7.3.2. – Use early stages of writing to form shapes and letter –like symbols to convey ideas. (3.2)</p>	<p>TG3: 20, 30 TG4: 40 TG5: 10, 30, 40 TG6: 10, 20, 30, 40 TG7: 10, 20, 30, 40 Welcome to Frog Street Threes Guide: 51</p>
<p>LL.7.3.3. – Engage in tactile experiences creating letters and other forms. (3.3)</p>	<p>TG3: 20, 30 TG4: 40 TG5: 10, 30, 40 TG6: 10, 20, 30, 40 TG7: 10, 20, 30, 40 TG8: 10, 20, 30, 40 TG9: 10, 20, 30, 40</p>
<p>LL.7.3.4. - Imitate marks made by adult or older child (approximations). (3.4)</p>	<p>TG2: 40, 42 TG4: 10, 20, 26 TG6: 10, 22, 30, 40 TG7: 10, 22, 30 TG8: 9, 10, 20, 30 TG9: 10, 32</p>
<p>LL.7.3.5. - Describe picture and/or dictate story to caretaker. (3.5)</p>	<p>TG2: 10, 12, 16, 20 TG3: 10, 20, 40 TG4: 10, 12, 20, 30, 40 TG6: 10, 19, 30, 40 TG7: 10, 20, 30, 40</p>

	TG8: 10, 12, 20, 22, 30, 32, 40 TG9: 6, 10, 20, 30, 40
LL.7.3.6. – With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (3.6)	Resource: Sing & Read eStories Welcome to Frog Street Threes Guide: 71
PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (PM)	
Subdomain: MOTOR SKILLS AND PHYSICAL FITNESS	
Standard PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body.	
PM1.3.1. – Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1)	TG7: 4, 9, 10, 30 TG9: 39 Welcome to Frog Street Threes Guide: 52
PM1.3.2. – Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2)	TG7: 4, 9, 10, 30 TG9: 39
Subdomain: MOTOR SKILLS AND PHYSICAL FITNESS (PM)	
Standard PM 2: Develop small muscle control and coordination.	
PM.2.3.1. - Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1)	TG1: 10, 19, 20, 31, 40, 41 TG2: 19, 21, 30, 40, 41 TG3: 10, 11, 20, 21, 30, 31, 32, 40, 41 TG4: 21, 31, 40, 41 TG5: 10, 11, 20, 29, 30, 31, 40, 41 TG6: 10, 11, 20, 29, 31, 41 TG7: 10, 11, 20, 22, 29, 30, 31, 41 TG8: 10, 11, 12, 20, 21, 22, 30, 31, 41 TG9: 20, 21, 30, 31, 41
PM.2.3.2. - Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large	TG1: 10, 19, 20, 31, 40, 41 TG2: 19, 21, 30, 40, 41 TG3: 10, 11, 20, 21, 30, 31, 32, 40, 41 TG4: 21, 31, 40, 41

beads, using a crayon). (3.2)	TG5: 10, 11, 20, 29, 30, 31, 40, 41 TG6: 10, 11, 20, 29, 31, 41 TG7: 10, 11, 20, 22, 29, 30, 31, 41 TG8: 10, 11, 12, 20, 21, 22, 30, 31, 41 TG9: 20, 21, 30, 31, 41
Subdomain: MOTOR SKILLS AND PHYSICAL FITNESS (PM)	
Standard PM 3: Participate in a variety of physical activities to enhance strength and stamina.	
PM.3.3.1. - Seek out a variety of physical activities such as games and indoor/outdoor play. (3.1)	TG4: 36, 37 TG7: 7
PM.3.3.2. - Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2)	TG1: 10, 11, 20, 31, 40, 41 TG2: 11, 22, 31, 41 TG3: 11, 21 TG4: 11, 21, 40, 42 TG5: 10, 20, 21 TG6: 9, 11, 12, 22, 30, 31 TG7: 9, 10, 12, 30 TG8: 10, 12, 21, 40, 41 TG9: 11, 12, 20, 30, 39, 40
Subdomain: HEALTH AND HYGIENE (PM)	
Standard PM 4: Develop appropriate health and hygiene skills.	
PM.4.3.1. - Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1)	TG4: 26, 27 Story Folder: <i>We Are Safe and Healthy Kids</i> • <i>Somos niños cuidadosos, somos niños saludables</i> Photo Activity Cards: #36 (five food groups • cinco grupos de alimentos); Vocabulary Card: #48 (nutritious • nutritivos)
PM.4.3.2. - Select from a variety of healthy foods	TG4: 26, 27 Literature Library: <i>Eat Green</i> • <i>Frutas y verduras de colores</i>

that are offered. (3.2)	
PM.4.3.3. - Carry out most personal care routines with minimal adult guidance and assistance. (3.3)	TG4: 16, 17, 18, 19, 20, 21, 40, 44 TG7: 11 Welcome to Frog Street Threes Guide: 46
PM.4.3.4. – Sleep or rest for a sufficient amount of time to support healthy development of their body. (3.4)	Literature Library: <i>How Do You Feel?</i> • <i>¿Cómo te sientes?</i> Story Folder: <i>We Are Safe and Healthy Kids</i> • <i>Somos niños cuidadosos, somos niños saludables</i> Resources: Vocabulary Cards #37 (healthy practices • costumbres saludables), #78 (unhealthy practices • costumbres no saludables)
Subdomain: SAFETY (PM)	
Standard PM 5: Demonstrate safe behaviors.	
PM.5.3.1. - Identify and avoid potentially harmful objects, substances, or situations or behaviors with supervision. (3.1)	TG1: 11 TG4: 8, 10, 11, 16, 19 TG7: 11, 19, 21 TG8: 21, 31 TG9: 31 Story Folder: <i>We Are Safe and Healthy Kids</i> • <i>Somos niños cuidadosos, somos niños saludables</i> Literature Library: <i>It's a Safety Rule</i> • <i>La seguridad es lo primero</i>
PM.5.3.2. - State safety rules and follow them with guidance from adults. (3.2)	TG1: 5, 11, 15, 25, 35 TG2: 5, 15, 24, 35 TG3: 4, 14, 25, 35 TG4: 5, 8, 10, 11, 15, 16, 19, 25, 35 TG5: 5, 14, 25, 35 TG6: 5, 15, 25, 35 TG7: 5, 11, 15, 19, 21, 25, 35 TG8: 5, 14, 21, 25, 31, 34

	<p>TG9: 4, 15, 24, 31, 34</p> <p>Literature Library: <i>It's a Safety Rule</i> • <i>La seguridad es lo primero</i></p> <p>Story Folder: <i>We Are Safe and Healthy Kids</i> • <i>Somos niños cuidadosos, somos niños saludables</i></p> <p>Resources: Patterns CD-- Walk, Don't Walk Signs; Vocabulary Card -- #61 (safety rules • reglas de seguridad)</p>
SOCIAL –EMOTIONAL DEVELOPMENT	
Subdomain: SOCIAL RELATIONSHIPS (SE)	
Standard SE 1: Develop healthy relationships and interactions with peers and adults.	
SE.1.3.1. - Sometimes recognize the feelings others are expressing and acts appropriately when others are happy, sad, angry or afraid (e.g., comforts a friend who gets hurt). (3.1)	<p>TG2: 22</p> <p>TG3: 14</p> <p>TG6: 4</p> <p>TG7: 4</p> <p>TG8: 4</p> <p>TG9: 4, 32</p>
SE.1.3.2. - Develop a growing understanding of how his/her actions affect others and begin to accept consequences of their actions. (3.2)	<p>TG1: 4</p> <p>TG2: 11, 41, 42</p> <p>TG4: 4, 34, 38</p> <p>TG5: 20, 30, 40</p> <p>TG6: 10, 11, 20, 22, 30, 32</p> <p>TG7: 10, 20, 22, 30</p> <p>TG8: 10, 22, 30, 41</p> <p>TG9: 10, 11, 20, 22, 30, 41</p>
SE.1.3.3. – Demonstrate emerging awareness and	TG2: 37

respect for differences between people (culture, ethnicity, abilities, and disabilities). (3.3)	TG4: 16, 27, 30 Welcome to Frog Street Threes Guide: 67
SE.1.3.4. - Work or play cooperatively with other children with some direction from adults. (3.4)	TG1: 4, 10, 11, 14, 20, 21, 24, 26, 27, 29, 30, 31, 34, 41 TG2: 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 TG3: 4, 12, 14, 20, 24, 30, 32, 40, 42 TG4: 4, 10, 11, 14, 20, 28, 30, 34, 40 TG5: 4, 11, 17, 20 TG6: 4, 14, 19, 20, 21, 22, 30, 40, 42 TG7: 4, 11, 12, 14, 19, 20, 21, 22, 30, 40, 42 TG8: 4, 14, 19, 20, 21, 30, 40, 42 TG9: 4, 12, 14, 20, 21, 29, 30, 40, 42
SE.1.3.5. - Resolve conflict with peers by following suggestions from an adult. (3.5)	TG1: 31 TG2: 12 Welcome to Frog Street Threes Guide: 32
SE.1.3.6. - Show affection for adults that care for him/her on a regular basis. (3.6)	TG2: 22 TG3: 14 TG6: 4 TG7: 4 TG8: 4 TG9: 4, 32
SE.1.3.7. - Demonstrate interactions with a few adults who are less familiar. (3.7)	TG2: 22, 40 TG3: 14 TG4: 40 TG6: 4 TG7: 4 TG8: 4 TG9: 4, 32

SE.1.3.8. - Occasionally play with the same one or two children for a short time. (3.8)	TG1: 4, 10, 11, 14, 20, 21, 24, 29, 30, 31, 34, 41 TG2: 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 TG3: 4, 12, 14, 20, 24, 30, 32, 40, 42 TG4: 4, 10, 11, 14, 20, 28, 30, 34, 40 TG5: 4, 11, 17, 20 TG6: 4, 14, 19, 20, 21, 22, 30, 40, 42 TG7: 4, 11, 12, 14, 19, 20, 21, 22, 30, 40, 42 TG8: 4, 14, 19, 20, 21, 30, 40, 42 TG9: 4, 12, 14, 20, 21, 29, 30, 40, 42
SE.1.3.9. - Describe one or two children as their friends. (3.9)	TG1: 4, 10, 11, 14, 20, 21, 24, 29, 30, 31, 34, 41 TG2: 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 TG3: 4, 12, 14, 20, 24, 30, 32, 40, 42 TG4: 4, 10, 11, 14, 20, 28, 30, 34, 40 TG5: 4, 11, 17, 20 TG6: 4, 14, 19, 20, 21, 22, 30, 40, 42 TG7: 4, 11, 12, 14, 19, 20, 21, 22, 30, 40, 42 TG8: 4, 14, 19, 20, 21, 30, 40, 42 TG9: 4, 12, 14, 20, 21, 29, 30, 40, 42
SE.1.3.10. - Join in with a small group of children. (3.10)	TG1: 4, 10, 11, 14, 20, 21, 24, 29, 30, 31, 34, 41 TG2: 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 TG3: 4, 12, 14, 20, 24, 30, 32, 40, 42 TG4: 4, 10, 11, 14, 20, 28, 30, 34, 40 TG5: 4, 11, 17, 20 TG6: 4, 14, 19, 20, 21, 22, 30, 40, 42 TG7: 4, 11, 12, 14, 19, 20, 21, 22, 30, 40, 42 TG8: 4, 14, 19, 20, 21, 30, 40, 42

	TG9: 4, 12, 14, 20, 21, 29, 30, 40, 42
Subdomain: SELF-CONCEPT AND SELF-EFFICACY (SE)	
Standard SE 2: Develop positive self-identify and sense of belonging.	
SE.2.3.1. - Recognize self in terms of basic preferences, characteristics, and skills. (3.1)	TG1: 6, 10, 20 TG2: 12, 17 Literature Library: <i>Awesome Me</i> • <i>Soy fantástico</i>
Subdomain: SELF-CONCEPT AND SELF-EFFICACY (SE)	
Standard SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.	
SE.3.3.1. - Demonstrate confidence in completing familiar tasks. (3.1)	TG1: 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 TG2: 10, 30, 31, 40 TG3: 10, 11, 20, 29, 31, 41 TG4: 10, 11, 16, 20, 34, 40 TG5: 10, 19, 20, 21, 30, 31, 38, 40, 41 TG6: 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 TG7: 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 TG8: 4, 10, 20, 21, 22, 30, 31, 40, 41 TG9: 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
SE.3.3.2. - Actively explore the environment and begin to try new experiences. (3.2)	TG1: 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 TG2: 10, 30, 31, 40 TG3: 10, 11, 20, 29, 31, 41 TG4: 10, 11, 16, 20, 34, 40 TG5: 10, 19, 20, 21, 30, 31, 38, 40, 41

	TG6: 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 TG7: 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 TG8: 4, 10, 20, 21, 22, 30, 31, 40, 41 TG9: 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
SE.3.3.3. – Make choices between two or three options (e.g., chooses milk or juice). (3.3)	Welcome to Frog Street Threes Guide: 32
Subdomain: SELF-REGULATION (SE)	
Standard SE 4: Regulate own emotions and behavior.	
SE.4.3.1. - Recognize and name basic emotions (happy, mad, sad) in self. (3.1)	TG1: 14, 15, 16, 17, 20, 22 TG3: 22 TG5: 4, 14 TG6: 42 TG9: 42 Literature Library: <i>How Do You Feel?</i> • <i>¿Cómo te sientes?</i> Photo Activity Cards: #4 (happy • feliz), #5 (sad • triste), #6 (angry • enojado)
SE.4.3.2. - Express own ideas, interests, and feelings through words or actions. (3.2)	TG1: 14, 15, 16, 17, 20, 22 TG3: 22 TG5: 4, 14 TG6: 42 TG9: 42
Subdomain: SELF-REGULATION (SE)	
Standard SE 5: Regulate attention, impulses, and behavior.	
SE.5.3.1. - With prompting and support, follow rules	TG1: 10 TG2: 20, 30, 32

and routines. (3.1)	TG3: 14, 32, 42 TG4: 34, 38 TG5: 42 TG6: 40, 42 TG7: 40 TG8: 40 TG9: 40
SE.5.3.2. - With prompting and support, respond appropriately during teacher-guided and child-initiated activities. (3.2)	TG1: 26, 27
SE.5.3.3. - Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3)	TG1: 26, 27
SE.5.3.4. - With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (3.4)	TG1: 4 TG2: 12 Welcome to Frog Street Threes Guide: 32 Literature Library: <i>Sophie Wants a Turn</i>