



Frog Street Threes Correlation to Maryland Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age



TEXTBOOK COMPANY: Frog Street Press, Inc.

Program: Frog Street Threes (Thirty-Six to Forty-Eight Months)

CORRELATION TO Maryland Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age

Program Components: 9 Teaching Guides, Welcome Guide, Literature Library, Photo Activity Cards, Vocabulary Cards, Fernando Plush Puppet, Manipulatives, Music CDs, Assessment, and Lesson Planners

Additional resources: Family Involvement

Three Years Personal and Social Development	
A. Building Self-Concept Indicators	Frog Street Threes
A.1: Be more confident, self directed, purposeful and inventive in play	TG1: p.20 TG6: p.10 TG7: p.10 TG9: p. 32
A.2: Relate his needs, wants and feelings to others	TG1: p.12 TG2: P.21, 40 TG3: p.12, 22, 36 TG4: P.12, 16, 36 TG5: p.12, 22, 30, 31, 32, 34, 42 TG6: p.12, 14, 16, 22, 32, 34, 42 TG7: p.12, 14, 16, 32, 34, 42 TG8: p.12, 14, 16, 22, 32, 34, 42 TG9: p.12, 14, 16, 22, 32, 34, 42

<p>A.3: Have increased self-regulation, following classroom rules and routines with guidance</p>	<p>TG1: p.10 TG2: p.20, 30, 32 TG3: p.14, 32, 42 TG4: p.34, 38 TG5: p. 42 TG6: p.40, 42 TG7: p.40 TG8: p.40 TG9: p.40</p>
<p>B. Relating to Adults Indicators</p>	<p>Frog Street Threes</p>
<p>B.1. Imitate and try to please familiar adults</p>	<p>TG2: p.22 TG3: p.14 TG6: p.4 TG7: p.4 TG8: p.4 TG9: p.4, 32</p>
<p>B.2. Be more comfortable around unfamiliar adults</p>	<p>TG2: p.40 TG4: p.40 TG6: p.4 TG7: p.4 TG8: p.4 TG9: p.4</p>
<p>C. Relating to Other Children Indicators</p>	<p>Frog Street Threes</p>
<p>C.1. Begin to play cooperatively for brief periods with other children</p>	<p>TG1: p.4, 10 TG2: p. 4, 14, 24, 30, 31, 32, 34 TG3: p. 4, 12, 14, 24, 29, 32, 42 TG4: p. 4, 10, 11, 14, 20 TG5: p. 4, 11, 20 TG6: p. 4, 11, 14, 20, 22, 30, 40</p>

	TG7: p. 4, 11, 12, 14, 30, 40 TG8: p. 4, 14 TG9: p.4, 12, 14, 42
C.2. Be able to better understand the feelings of other children	TG1: p.16 TG5: p.14 TG9: p.42
C.3. Participate, with help, in the group life of the class	TG1: p.20, 21, 30, 40 TG2: p.10, 30, 40 TG3: p.40 TG4: p.8, 18, 28, 30, 31, 38, 40 TG6: p.40 TG7: p.40, 41 TG8: p.21, 40 TG9: p.40, 41
Three Years Language and Literacy	
A. Listening and Understanding Indicators	Frog Street Threes
A.1. Show understanding and respond to simple directions and requests	TG1: p.10 TG2: p.10, 40 TG3: p.6, 10, 24, 38, 41 TG4: p.6, 12, 22, 36 TG5: p.11, 16 TG6: p.11 TG7: p.11
A.2. Understand abstract concepts	TG1: p.9, 11, 19, 21, 30 TG2: p.11, 21 TG3: p.10 TG4: p.9, 19, 39 TG5: p.10, 30, 32 TG6: p.41

	<p>TG7: p.39, 41, 42 TG8: p.11, 31 TG9: p.20, 22, 31</p>
B. Expressing Thoughts and Ideas Indicators	Frog Street Threes
B.1. Use more conventions of speech as he speaks	<p>TG1: p.30 TG2: p.4, 10, 20, 22, 26 TG3: p.4, 12, 22, 34, 36, 42 TG4: p.10, 16, 22, 24, 32, 42 TG5: p.12, 14, 16, 22, 24, 26, 31, 32, 34, 42 TG6: p.6, 12, 14, 16, 20, 22, 24, 26, 32, 34, 42 TG7: p.6, 10, 12, 14, 16, 22, 24, 32, 34, 42 TG8: p.6, 12, 14, 16, 22, 24, 26, 32, 34, 42 TG9: p.12, 14, 16, 22, 24, 26, 34, 42</p>
C. Entering Into Conversations Indicators	Frog Street Threes
C.1. Have more meaningful conversations with peers and adults	<p>TG1: p.10 TG2: p.10, 40 TG3: p.6, 10, 24, 38, 41 TG4: p.6, 12, 22, 36 TG5: p.11, 16 TG6: p.11 TG7: p.11</p>
C.2. Ask “why” and other questions to keep a conversation going	<p>TG1: p.9, 11, 21, 30, 39 TG2: p.31, 40 TG3: p.41 TG5: p.19 TG6: p.22, 32 TG7: p.20, 21, 22, 32 TG8: p.20 TG9: p.20, 21</p>
C.3. Demonstrate active listening	TG1: p.21, 40, 41

skills	TG2: p.40 TG3: p.11, 20 TG4: p.16, 20, 34, 40 TG5: p. 20, 30, 40 TG6: p. 4, 20, 31 TG7: p. 4, 20, 31 TG8: p.4, 31, 40 TG9: p.4, 20, 31, 32
D. Early Literacy: Pre-Reading and Pre-Writing Indicators	Frog Street Threes
D.1. Develop phonological awareness by becoming aware of the sounds of spoken language	TG1: p.5 TG2: p.5, 15, 25, 35 TG3: p.5, 15, 25, 35, 42 TG4: p.5, 15, 25, 35, 42 TG5: p.5, 15, 22, 25, 35, 36, 42 TG6: p.5, 6, 15, 25, 26, 32, 35, 36, 42 TG7: p.5, 6, 15, 25, 26, 32, 35, 36, 42 TG8: p.5, 6, 12, 15, 25, 26, 35, 36 TG9: p.5, 6, 15, 22, 25, 26, 35, 36
D.2. Recognize that symbols have corresponding meaning	TG1: p.5 TG2: p.5, 10, 15, 20, 22, 25, 30, 35, 40 TG3: p.5, 15, 16, 20, 25, 30, 35, 40 TG4: p.5, 15, 20, 25, 30, 32, 35 TG5: p.5, 6, 15, 20, 25, 26, 30, 35, 40 TG6: p.5, 12, 15, 20, 25, 26, 30, 35 TG7: p.5, 15, 20, 25, 26, 30, 35, 40 TG8: p.5, 10, 15, 20, 25, 26, 30, 35, 40 TG9: p.5, 10, 12, 15, 20, 25, 30, 35, 40
D.3. Begin to develop fluency by engaging in imitative reading	TG1: p.6 TG2: p.6, 10, 16, 26, 32, 36 TG3: p.6, 10, 12, 22, 26, 30, 40 TG4: p.6, 10, 20, 30, 40

	<p>TG5: p.6, 36 TG6: p.30, 36, 40 TG7: p.12, 30, 36, 40 TG8: p.30, 36, 40 TG9: p.30, 36, 40</p>
D.4 Expand his vocabulary and language usage	<p>TG1: p.18 TG2: p.6, 10, 16, 26, 30, 36, 40, 41 TG3: p.16, 26 TG4: p.30 TG5: p.26 TG6: p.10, 40 TG7: p.22, 40 TG8: p.30, 40 TG9: p.30, 32, 40</p>
D.5. Develop comprehension by demonstrating understanding of text during and after reading	<p>TG1: p.6 TG2: p.6, 10, 16, 26, 32, 36 TG3: p.6, 10, 12, 22, 26, 30, 40 TG4: p.6, 10, 20, 30, 40 TG5: p.6, 36 TG6: p.30, 36, 40 TG7: p.12, 30, 36, 40 TG8: p.30, 36, 40 TG9: p.30, 36, 40</p>
D.6. Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations	<p>TG1: p.19, 19, 29 TG2: p.9, 19 TG3: p.19, 19 TG4: p.9 TG5: p.9, 19, 39 TG6: p.19, 39 TG7: p.19, 39 TG8: p.9, 19, 29, 39 TG9: p.19, 29, 39</p>
D.7. Use writing utensils for	<p>TG2: p.40, 42</p>

scribbles and drawings	TG4: p.10, 20, 26 TG6: p.10, 22, 30, 40 TG7: p.10, 22, 30 TG8: p.9, 10, 20, 30 TG9: p.10, 32
Cognition and General Knowledge	
A. Using Mathematical Thinking Indicators	Frog Street Threes
A.1. Use mathematical thinking to solve real problems	TG1: p.19, 39, 40, 41 TG2: p.9, 29, 32, 39, 42 TG3: p.9, 11, 19, 21, 39 TG4: p.9, 19, 29 TG5: p.10, 12 TG6: p.31 TG7: p.11, 31
A.2. Show interest in concepts such as matching and sorting according to a single criteria	TG1: p.11 TG2: p.11, 21, 38 TG3: p.21, 31, 32, 41 TG4: p.30, 31, 41 TG5: p.9 TG6: p.32 TG7: p.9, 11, 12, 32, 39, 41, 42 TG8: p.9, 19, 29, 32, 39, 42 TG9: p.9, 19, 20, 22, 29, 39
A.3. Show interest in quantity, measuring and number relationships	TG2: p.8, 18, 29 TG5: p.28 TG8: p.8, 18, 21, 22, 28, 31, 32, 38, 39, 42 TG9: p.8, 11, 18, 21, 22, 28, 31, 38, 41
A.4. Show beginning interest in geometry	TG1: p.28 TG2: p.30, 38, 41, 42 TG3: p.12, 18, 20, 21, 22, 28, 29

	<p>TG5: p.29 TG6: p.36 TG7: p.41 TG8: p.41 TG9: p.41</p>
A.5. Show beginning interest in numerals and counting	<p>TG3: p.9, 11, 30, 31, 39 TG8: p.8, 11, 18, 21, 22, 31, 32, 38, 41, 42 TG9: p.11, 18, 21, 22, 28, 31, 38, 41, 42</p>
B. Using Scientific Thinking Indicators	Frog Street Threes
B.1. Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects	<p>TG1: p.11 TG2: p.11, 21, 38 TG3: p.21, 31, 32, 41 TG4: p.30, 31, 41 TG5: p.9 TG6: p.32 TG7: p.9, 11, 12, 32, 39, 41, 42 TG8: p.9, 19, 29, 32, 39, 42 TG9: p.9, 19, 20, 22, 29, 39, 42</p>
B.2. Seek information through observation, exploration and descriptive investigations with simple science tools	<p>TG1: p.9, 21, 39, 40, 41 TG2: p.19, 39, 42 TG3: p.19, 39 TG4: p.9, 12, 19, 29, 32, 41 TG5: p.10, 29, 30, 32, 39 TG6: p.9, 29, 31, 39 TG7: p.29, 31</p>
B.3. Use more advanced problem solving skills, testing his understanding and ideas in real situations	<p>TG1: p.40, 41 TG2: p.9, 19 TG3: p.9, 12 TG4: p.29 TG5: p.9, 29, 30 TG6: p.9, 12, 29, 31 TG7: p. 29, 31</p>

C. Exploring Social Learning Indicators	Frog Street Threes
C.1. Explore more complex situations and concepts, beginning to understand some people’s jobs, and care for the environment	TG6: p.14, 16, 17
C.2. Use prior knowledge and imagination to think through what he wants to play	TG1: p.11, 20, 30 31 TG2: p.10, 20, 21, 22, 30 TG3: p.20, 40 TG4: p.10, 20, 30, 40 TG6: p.19, 21, 22, 40, 42 TG7: p.19, 20,21, 22, 30, 40, 42 TG8: p.19, 20, 21, 30, 40, 42 TG9: p.20, 21, 29, 30, 40
C.3. Have beginning understanding of consequences when following routines and recreating familiar events	TG1: p.10 TG2: p.20, 30, 32 TG3: p.14, 32, 42 TG4: p.34, 38 TG5: p.42 TG6: p.40, 42 TG7: p.40 TG8: p.40 TG9: p.40
C.4. Begin to recognize his own physical and family characteristics and those of others	TG1: p.4 TG2: p.4, 12, 14, 20, 21, 24, 34, 42 TG9: p.32
Physical Development	
A. Coordinating Large Muscle Groups Indicators	Frog Street Threes
A.1. Move with confidence and stability, coordinating movements to accomplish simple tasks	TG1: p.10, 20 TG2: p.22, 31, 41 TG3: p.11, 21

	<p>TG4: p.11, 21, 40, 42 TG5: p. 10, 20, 21 TG6: p.9, 11, 12, 30, 31 TG7: p.9, 10, 12, 30 TG8: p.10, 12, 21, 41 TG9: p.10, 11, 20, 30, 39, 40</p>
B. Controlling Small Muscle Groups Indicators	Frog Street Threes
B.1. Develop finger skills through many forms of play	<p>TG1: p.10, 19, 20, 31, 40, 41 TG2: p.19, 21, 30, 40, 41 TG3: p.10, 11, 20, 21, 30, 31, 32 TG4: p.21, 31, 40, 41 TG5: p.10, 11, 20, 29, 30, 31, 40, 41 TG6: p.10, 11, 20, 29, 31, 41 TG7: p.10, 11, 20, 22, 29, 30, 31, 41 TG8: p.10, 11, 12, 20, 21, 22, 30, 31, 41 TG9: p.11, 20, 21, 30, 31, 41</p>
C. Caring for Self and Others Indicators	Frog Street Threes
C.1. Feel more grown up as he accomplishes self-help and housekeeping tasks with reminders	<p>TG3: p.10, 11, 29, 31 TG5: p. 10, 21, 31, 38, 41 TG6: p.10, 21, 22, 30, 32, 38, 41 TG7: p.10, 20, 21, 22, 30, 32, 41 TG8: p.10, 20, 21, 22, 30, 41 TG9: p.10, 20, 21, 30, 41</p>

