



New York State Prekindergarten Foundation for the Common Core Correlation to Frog Street Threes



Domain 1: Approaches to Learning

Engagement

1. Actively and confidently engages in play as a means of exploration and learning.

PK.1.1.a) - Interacts with a variety of materials through play.	TG1: 17, 36 TG2: 27, 37 TG3: 7, 17 TG6: 11, 27 TG7: 17, 27 TG9: 17, 19, 37
PK.1.1.b) - Participates in multiple play activities with same material.	TG3: 37 TG6: 11, 17 TG7: 11 TG8: 27 TG9: 17
PK.1.1.c) - Engages in pretend and imaginative play – testing theories, acting out imagination.	TG1: 11, 20, 30, 31 TG2: 10, 20, 21, 22, 30 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>PK.1.1.d) - Self-selects play activity and demonstrates spontaneity.</p>	<p>TG1: 11, 20, 30, 31 TG2: 10, 20, 21, 22, 30 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>PK.1.1.e) - Uses “trial and error” method to figure out a task, problem, etc.</p>	<p>TG1: 40 TG2: 9 TG4: 19 TG5: 9, 30 TG6: 26 TG7: 19</p>
<p>PK.1.1.f) - Demonstrates awareness of connections between prior and new knowledge.</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>Engagement</p>	
<p>2. Actively engages in problem solving.</p>	
<p>PK.1.2.a) - Identifies a problem and tries to solve it independently.</p>	<p>TG2: 9 TG3: 10, 11, 29, 31 TG4: 19 TG5: 10, 21, 31, 38, 41 TG6: 10, 21, 22, 30, 32, 38, 41 TG7: 10, 20, 21, 22, 30, 32, 41 TG8: 10, 20, 21, 22, 30, 41 TG9: 10, 20, 21, 30, 41</p>

<p>PK.1.2.b) - Attempts multiple ways to solve a problem.</p>	<p>TG1: 10, 20, 21, 31, 40 TG2: 10, 30, 31 TG3: 41 TG4: 10, 11 TG5: 10, 20 TG6: 10, 21, 22, 30, 31, 32, 38, 40 TG7: 10, 11, 20, 21, 31, 40, 41 TG8: 10, 20, 32, 33, 30, 41 TG9: 10, 11, 20, 21, 31, 40</p>
<p>PK.1.2.c) - Communicates more than one solution to a problem.</p>	<p>TG2: 11, 40, 41, 42 TG3: 12, 21, 32, 34, 36, 42 TG4: 24, 32, 36 TG5: 10, 12, 14, 16, 22, 24, 26, 32, 34, 42 TG6: 6, 10, 14, 16, 20, 24, 34, 42 TG7: 6, 14, 20, 24, 32, 34, 42 TG8: 6, 12, 16, 24, 34, 42 TG9: 6, 12, 14, 16, 20, 24, 34, 40, 42</p>
<p>PK.1.2.d) - Engages with peers and adults to solve problems.</p>	<p>TG1: 4, 14, 24, 31, 34 TG2: 4, 14, 22, 24, 31, 32, 34 TG3: 4, 12, 14, 24, 32 TG4: 4, 14 TG5: 4, 20 TG6: 4, 14, 20, 22, 30, 40 TG7: 4, 14, 30, 40 TG8: 4, 14 TG9: 4, 12, 14, 32, 42</p>
<p>Creativity and Imagination</p>	
<p>3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.</p>	

<p>PK.1.3.a) - Chooses materials/props and uses novel ways to represent ideas, characters, and objects.</p>	<p>TG1: 11, 20, 30, 31 TG2: 10, 20, 21, 22, 30 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>PK.1.3.b) - Identifies additional materials to complete a task.</p>	<p>TG3: 10, 11, 29, 31 TG5: 10, 21, 31, 38, 41 TG6: 10, 21, 22, 30, 32, 38, 41 TG7: 10, 20, 21, 22, 30, 32, 41 TG8: 10, 20, 21, 22, 30, 41 TG9: 10, 20, 21, 30, 41</p>
<p>K.1.3.c) - Experiments to further his/her knowledge.</p>	<p>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</p>
<p>PK.1.3.d) - Seeks additional clarity to further his/her knowledge.</p>	<p>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</p>
<p>PK.1.3.e) - Seeks out connections, relations and assistance from peers and adults to complete a task.</p>	<p>TG1: 17 TG5: 17 Welcome to Frog Street Threes: p. 46, 50</p>

<p>PK.1.3.f) - Communicates more than one solution to a problem.</p>	<p>TG2: 11, 40, 41, 42 TG3: 12, 21, 32, 34, 36, 42 TG4: 24, 32, 36 TG5: 10, 12, 14, 16, 22, 24, 26, 32, 34, 42 TG6: 6, 10, 14, 16, 20, 24, 34, 42 TG7: 6, 14, 20, 24, 32, 34, 42 TG8: 6, 12, 16, 24, 34, 42 TG9: 6, 12, 14, 16, 20, 24, 34, 40, 42</p>
<p>Curiosity and Initiative</p>	
<p>4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences.</p>	
<p>PK.1.4.a) - Asks questions using who, what, how, why, when, where, what if.</p>	<p>Welcome to Frog Street Threes: pp. 40, 41</p>
<p>PK.1.4.b) - Expresses an interest in learning about and discussing a growing range of ideas.</p>	<p>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</p>
<p>PK.1.4.c) – Actively explores how things in the world work.</p>	<p>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</p>

PK.1.4.d)- Investigates areas of interest.	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
PK.1.4.e) - Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts).	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
PK.1.4.f) - Seeks out activities and materials that support his/her curiosity.	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
PK.1.4.g) - Willingly engages in new experiences and activities.	TG3: 10, 11, 29, 31 TG5: 10, 21, 31, 38, 41 TG6: 10, 21, 22, 30, 32, 38, 41 TG7: 10, 20, 21, 22, 30, 32, 41 TG8: 10, 20, 21, 22, 30, 41 TG9: 10, 20, 21, 30, 41
Persistence	
5. Demonstrates persistence.	
PK.1.5.a) – Maintains focus on a task.	TG1: 21, 40, 41 TG2: 40 TG3: 11, 20

	TG4: 16, 20, 34, 40 TG5: 20, 30, 40 TG6: 4, 20, 31 TG7: 4, 20, 31 TG8: 4, 31, 40 TG9: 4, 20, 31, 32
PK.1.5.b) – Seeks assistance when the next step seems unclear or appears too difficult.	TG1: 17 Welcome to Frog Street Threes: 50
PK.1.5.c) – Modifies strategies used to complete a task.	TG1: 10, 31 TG2: 20, 41 TG3: 41
Domain 2: Physical Development and Health	
1. Uses senses to assist and guide learning.	
PK.2.1.a) – Identifies sights, smells, sounds, tastes and textures.	TG1: 10, 11, 31, 40, 41 TG2: 11, 31, 41 TG4: 11, 21, 40 TG5: 10, 20, 21 TG6: 9, 11, 12, 22, 30, 31 TG7: 9, 10, 30 TG8: 10, 12, 21, 40, 41 TG9: 10, 11, 12, 30, 39, 40

<p>PK.2.1.b) - Compares and contrasts different sights, smells, sounds, tastes, and textures.</p>	<p>TG1: 10, 11, 31, 40, 41 TG2: 11, 31, 41 TG4: 11, 21, 40 TG5: 10, 20, 21 TG6: 9, 11, 12, 22, 30, 31 TG7: 9, 10, 30 TG8: 10, 12, 21, 40, 41 TG9: 10, 11, 12, 30, 39, 40</p>
<p>PK.2.1.c) - Uses descriptive words to discuss sights, smells, sounds, tastes, and textures.</p>	<p>TG1: 18, 26, 28, 41 TG2: 6, 10, 16, 26, 30, 36, 40, 41 TG3: 16, 26 TG4: 30 TG5: 26 TG6: 10, 40 TG7: 22, 40 TG8: 30, 40 TG9: 30, 32, 40</p>
<p>Physical Development</p>	
<p>2. Uses sensory information to plan and carry out movements.</p>	
<p>PK.2.2.a) - Demonstrates appropriate body awareness when moving in different spaces.</p>	<p>TG1: 10, 11, 31, 40, 41 TG2: 11, 31, 41 TG4: 11, 21, 40 TG5: 10, 20, 21 TG6: 9, 11, 12, 22, 30, 31 TG7: 9, 10, 30 TG8: 10, 12, 21, 40, 41 TG9: 10, 11, 12, 30, 39, 40</p>

<p>PK.2.2.b) - Exhibits appropriate body movements When carrying out a task.</p>	<p>TG1: 10, 20 TG2: 22, 31, 41 TG3: 11, 21 TG4: 11, 21, 40, 42 TG5: 10, 20, 21 TG6: 9, 11, 12, 30, 31 TG7: 9, 10, 12, 30 TG8: 10, 12, 21, 41 TG9: 10, 11, 20, 30, 39, 40</p>
<p>PK.2.2.c) - Demonstrates awareness of spatial boundaries and the ability to work within them.</p>	<p>TG1: 10, 11, 31, 40, 41 TG2: 11, 31, 41 TG4: 11, 21, 40 TG5: 10, 20, 21 TG6: 9, 11, 12, 22, 30, 31 TG7: 9, 10, 30 TG8: 10, 12, 21, 40, 41 TG9: 10, 11, 12, 30, 39, 40</p>
<p>Physical Development</p>	
<p>3. Demonstrates coordination and control of large muscles.</p>	
<p>PK.2.3.a) – Displays an upright posture when standing or seated.</p>	<p>TG1: 10, 20 TG2: 22, 31, 41 TG3: 11, 21 TG4: 11, 21, 40, 42 TG5: 10, 20, 21 TG6: 9, 11, 12, 30, 31 TG7: 9, 10, 12, 30 TG8: 10, 12, 21, 41 TG9: 10, 11, 20, 30, 39, 40</p>
<p>PK.2.3.b) – Maintains balance during sitting, standing, and movement activities.</p>	<p>TG1: 10, 20 TG2: 22, 31, 41 TG3: 11, 21 TG4: 11, 21, 40, 42 TG5: 10, 20, 21</p>

	TG6: 9, 11, 12, 30, 31 TG7: 9, 10, 12, 30 TG8: 10, 12, 21, 41 TG9: 10, 11, 20, 30, 39, 40
PK.2.3.c) - Runs, jumps, walks in a straight line, and hops on one foot.	TG4: 30 TG7: , 9, 10 Welcome to Frog Street Threes: pp. 51, 52
PK.2.3.d) - Climbs stairs using alternating feet.	Welcome to Frog Street Threes: pp. 51, 52
PK.2.3.e) - Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.	Welcome to Frog Street Threes: p. 46
Physical Development	
4. Combines a sequence of large motor skills with and without the use of equipment.	
PK.2.4.a) - Navigates age appropriate playground equipment.	TG4: 36, 37 Literature Library: <i>Get Moving!</i>
PK.2.4.b) - Peddles a tricycle.	TG4: 7, 37 TG7: 7, 16 Photo Activity Card: #33 (riding a tricycle)
PK.2.4.c) - Throws, catches or kicks a large, light-weight ball (8" - 10").	TG4: 40 Literature Library: <i>Get Moving!</i>

<p>PK.2.4.d) - Participates in a series of large motor movements or activities such as, dancing, follow the leader, or Simon Says.</p>	<p>TG1: 4, 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</p>
<p>Physical Development</p>	
<p>5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects.</p>	
<p>PK.2.5.a) – Uses pincher grasp (index finger and thumb).</p>	<p>TG1:10, 31, 41 TG2: 21 TG3: 10, 11, 20, 21 TG4: 21, 31, 40 TG5: 10, 11, 20, 21, 41 TG6: 29, 41 TG7: 20, 30, 31, 41 TG8: 10, 11, 20, 21, 30, 31 41 TG9: 11, 21</p>
<p>PK.2.5.b) - Demonstrates ability to engage in finger plays.</p>	<p>TG1: 18, 28 TG4: 6</p>
<p>PK.2.5.c) - Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively.</p>	<p>TG4: 20, 21, 31 TG7: 10</p>
<p>PK.2.5.d) - Manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.).</p>	<p>TG3: 11, 29 TG4: 41 TG5: 10, 18, 41 TG6: 31, 41 TG7: 21</p>

PK.2.5.e) - Uses buttons, zippers, snaps, and hook and loop tape successfully.	Welcome to Frog Street Threes: p. 51
Physical Fitness	
6. Engages in a variety of physical fitness activities.	
PK.2.6.a) – Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.	TG1: 4, 17, 27, 28, 34, 36 TG2: 7, 27, 37 TG3: 27 TG4: 27, 33, 34 TG5: 7, 27, 37 TG6: 7 TG7: 7, 9, 10, 27 TG8: 7, 17, 27 TG9: 7, 17, 27
PK.2.6.b) – Explores, practices, and performs skill sets: throwing, pushing, pulling, catching, balancing, etc.	TG1: 7, 17, 27, 36 TG2: 7, 17, 27, 37 TG3: 7, 17, 327, 37 TG4: 7, 17, 27, 37 TG5: 7, 17, 27, 37 TG6: 7, 17, 27, 37 TG7: 7, 17, 27, 37 TG8: 7, 17, 27, 37 TG9: 7, 17, 27, 37 Welcome to Frog Street Threes: pp. 51, 52
PK.2.6.c) – Participates in activities designed to strengthen major muscle groups.	TG1: 7, 17, 27, 36 TG2: 7, 17, 27, 37 TG3: 7, 17, 327, 37 TG4: 7, 17, 27, 37 TG5: 7, 17, 27, 37 TG6: 7, 17, 27, 37 TG7: 7, 17, 27, 37 TG8: 7, 17, 27, 37

	TG9: 7, 17, 27, 37
PK.2.6.d) - Participates in activities to promote balance and flexibility.	TG7: 7, 9, 10, 30 TG9: 39
Health and Well Being	
7. Demonstrates personal care and hygiene skills.	
PK.2.7.a) - Demonstrates growing independence in using personal hygiene skills (e.g., washing hands, brushing teeth, toileting, etc.)	TG4: 16, 17, 18, 19, 20, 21, 40 TG7: 11
PK.2.7.b) - Exhibits self help skills when dressing, cleaning up, participating in meals, etc.	TG9: 15, 17
PK.2.7.c) - Recognizes and communicates when experiencing symptoms of illness.	Literature Library: <i>How Do You Feel?</i>
Health and Well Being	
8. Demonstrates awareness and understanding of healthy habits.	
PK.2.8.a) - Recognizes the importance of good nutrition, water, rest and sleep in order to be healthy.	TG4: 26, 30, 31, 32
PK.2.8.b) - Talks about food choices in relationship to allergies and overall health.	TG4: 26, 27, 30, 31, 32 Photo Activity Cards: #36 (five food groups)

PK.2.8.c) - Relates healthy behaviors to good personal health (milk for strong bones, spinach for strong muscles).	Literature Library: <i>Eat Green</i> Photo Activity Card: #36 (five food groups)
PK.2.8.d) - Describes the role of doctors, dentists and other health care workers in keeping him/herself healthy.	TG4: 20 Photo Activity Card: #35 (visiting the doctor),
Health and Safety	
9. Demonstrates awareness and understanding of safety rules.	
PK.2.9.a) - Verbalizes and demonstrates safety rules such as holding an adult's hand when walking on sidewalks or near a street	TG1: 11 TG4: 8, 10, 11, 19 TG7: 11, 21 TG8: 21, 31 TG9: 21, 31 Literature Library: <i>It's a Safety Rule; We Are Safe and Healthy Kids</i>
PK.2.9.b) - Communicates to peers and adults when observing unsafe behavior (e.g., Tommy is throwing rocks).	Literature Library: <i>It's a Safety Rule, We Are Safe and Healthy Kids</i>
PK.2.9.c) - Understands that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet).	Literature Library: <i>It's a Safety Rule, We Are Safe and Healthy Kids</i>
PK.2.9.d) - Demonstrates knowledge of bus safety (e.g., crosses in front of the bus after the driver signals, wears seatbelt).	TG4: 44 Photo Activity Card: #34 (crossing the street) Sequence Card: (Stop, Look and Listen)

PK.2.9.e) - Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc.	TG4: 45 Sequence Card: Stop, Drop and Roll
PK.2.9.f) - Explains how to get help in emergency situations.	Literature Library: <i>Community Helpers</i> Photo Activity Card: #17 (firefighter) Sequence Card: Stop, Drop and Roll
Domain 3: Social and Emotional Development	
Self Concept and Self Awareness	
1. Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.	
PK.3.1.a) - Describes himself/herself using several different characteristics.	TG1: 6, 10, 20 TG2: 12 Literature Library: <i>Awesome Me</i>
PK.3.1.b) – Identifies self as being part of a family and identifies being connected to at least one significant adult.	TG1: 4, 12, 14, 22, 24, 29, 32, 34, 42 TG2: 4, 6, 7, 12, 14, 17, 20, 21, 24, 34, 42 TG9: 32 Photo Activity Cards: #11 (family), #12 (family #2), #13 (relatives), #14 (relatives #2)
PK.3.1.c) - Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.).	TG1: 6, 10, 20 TG2: 12

PK.3.1.d) - Exhibits self confidence by attempting new tasks independent of prompting or reinforcement.	TG1: 20, 30 TG6: 10 TG7: 10 TG9: 32
PK.3.1.e) - Compares and/or contrasts self to others (e.g., physical characteristics, preferences, feelings, abilities).	TG1: 6, 10, 20 TG2: 12
PK.3.1.f) - Identifies the range of feelings he/she experiences, and that his/her feelings may change over time, as the environment changes, and in response to the behavior of others.	TG1: 16, 20 TG5: 14 TG9: 42 Literature Library: <i>How Do You Feel?</i> Photo Activity Cards: #4 (happy), #5 (sad), #6 (angry)
PK.3.1.g) – Displays accomplishment, contentment, and acknowledgement when completing a task or solving a problem by himself/herself (e.g., wants to show a peer or adult).	TG3: 10, 11, 29, 31 TG5: 10, 21, 31, 38, 41 TG6: 10, 21, 22, 30, 32, 38, 41 TG7: 10, 20, 21, 22, 30, 32, 41 TG8: 10, 20, 21, 22, 30, 41 TG9: 10,20, 21, 30, 41
Self Regulation	
2. Regulates his/her responses to needs, feelings and events.	
PK.3.2.a) – Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation.	TG1: 4, 42 TG2: 42 TG4: 4, 34

	TG5: 20, 30, 40 TG6: 20, 33, 30, 32, 42 TG7: 20, 22, 30 TG8: 22, 30 TG9: 20, 22, 30
PK.3.2.b) - Appropriately names types of emotions (e.g., frustrated, happy, excited, sad) and associates them with different facial expressions, words and behaviors.	TG1: 16 Photo Activity Cards: #4 (happy), #5 (sad), #6 (angry) Literature Library: <i>How Do You Feel?</i>
PK.3.2.c) - Demonstrates an ability to independently modify their behavior in different situations.	TG3: 22 TG5: 4 TG9: 42
Relationships with Others	
3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults).	
PK.3.3.a) – Interacts with significant adults.	TG2: 22 TG3: 14 TG6: 4 TG7: 4 TG8: 4 TG9: 4, 32
PK.3.3.b) – Seeks guidance from primary caregivers, teachers and other familiar adults.	TG2: 40 TG4: 40 TG5: 4 TG6: 4 TG7: 4 TG8: 4 TG9: 4

PK.3.3.c) – Transitions into unfamiliar setting with the assistance of familiar adults.	TG2: 40 TG4: 40 TG6: 4 TG7: 4 TG8: 4 TG9: 4
Relationships with Others	
4. Develops positive relationships with their peers.	
PK.3.4.a) - Approaches children already engaged in play.	Welcome to Frog Street Threes: p. 50
PK.3.4.b) – Interacts with other children (e.g., in play, conversation, etc.)	TG1: 4, 14, 24, 31, 34 TG2: 4, 14, 24, 31, 32, 34 TG3: 4, 12, 14, 24, 32 TG4: 4, 14 TG5: 4, 20 TG6: 4, 14, 20, 22, 30, 40 TG7: 4, 14, 30, 40 TG8: 4, 14 TG9: 4, 12, 14, 42
PK.3.4.c) - Shares materials and toys with other children.	TG2: 5, 32 TG4: 5
PK.3.4.d) – Sustains interactions by cooperating, helping, and suggesting new ideas for play.	TG1: 10, 20, 21, 26, 29, 30, 41 TG2: 30 TG3: 29, 32, 42 TG4: 10, 11, 20 TG5: 11 TG6: 11, 20, 40 TG7: 11, 12, 40 TG9: 12

PK.3.4.e) - Develops close friendship with one or more peers.	TG1: 4, 14, 24, 31, 34 TG2: 4, 14, 24, 31, 32, 34 TG3: 4, 12, 14, 24, 32 TG4: 4, 14 TG5: 4, 20 TG6: 4, 14, 20, 22, 30, 40 TG7: 4, 14, 30, 40 TG8: 4, 14 TG9: 4, 12, 14, 42
PK.3.4.f) – Offers support to another child or shows concern when a peer seems distressed.	TG2: 14, 21, 24, 34 TG4: 14 TG5: 14, 24 TG6: 24 TG7: 24 TG8: 24 TG9: 24, 42
Relationships with Others	
5. Demonstrates pro-social problem solving skills in social interactions.	
PK.3.5.a) - Seeks input from others about a problem.	TG2: 40 TG4: 40 TG6: 4 TG7: 4 TG8: 4 TG9: 4
PK.3.5.b) – Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solve.)	TG1: 31 TG2: 12, 30 TG6: 19

PK.3.5.c) - Uses and accepts compromise, with assistance.	TG1: 10, 31 TG2: 20, 41 TG3: 41
Accountability	
6. Understands and follows routines and rules.	
PK.3.6.a) – Displays an understanding of the purpose of rules.	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: p. 48, 50
PK.3.6.b) – Engages easily in routine activities (e.g., story time, snack time, circle time).	TG1: 10 TG2: 20, 30, 32 TG3: 14, 32, 42 TG4: 34, 38 TG5: 42 TG6: 40, 42 TG7: 40 TG8: 40 TG9: 40
PK.3.6.c) - Uses materials purposefully, safely and respectfully as set by group rules.	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
PK.3.6.d) - With assistance, understands that breaking rules have a consequence.	Welcome to Frog Street Threes: pp. 48, 50
PK.3.6.e) - Applies rules in new, but similar situations.	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
PK.3.6.f) - Demonstrates the ability to create new rules for different situations.	Welcome to Frog Street Threes: p. 48
Adaptability	
7. Adapts to change.	
PK.3.7.a) - Easily separates himself/herself from parent or caregiver.	Welcome to Frog Street Threes: p. 61
PK.3.7.b) - Transitions with minimal support between routine activities and new/unexpected occurrences.	Welcome to Frog Street Threes: p. 57

<p>PK.3.7.d) - Uses multiple adaptive strategies to cope with change (e.g., seeking social support from and adult or peer, taking deep breaths, engaging in another activity).</p>	<p>TG1: 4, 14, 24, 34 TG2: 4, 14, 24, 34 TG3: 4, 14, 24, 34 TG4: 4, 14, 24, 34 TG5: 4, 14, 24, 34 TG6: 4, 14, 24, 34 TG7: 4, 14, 24, 34 TG8: 4, 14, 24, 34 TG9: 4, 14, 24, 34 Welcome to Frog Street Threes: p. 48</p>
<p>Domain 4: Communication, Language and Literacy</p>	
<p>Part A: Approaches to Communication</p>	
<p>Motivation</p>	
<p>1. Demonstrate that they are motivated to communicate.</p>	
<p>PK.4.1.a) – Participates in small or large group activities for storytelling, singing or finger plays.</p>	<p>TG1: 5, 14, 15, 24, 25, 35 TG2: 5, 10, 12, 14, 16, 20 TG3: 5, 10, 15, 20, 24, 25, 34, 35, 40 TG4: 4, 5, 7, 10, 12, 14, 15, 17, 20, 24, 25, 30, 40 TG5: 4, 5, 10, 12, 14, 15, 17, 20, 22, 24, 32 TG6: 4, 10, 15, 17, 19, 24, 30, 34, 40 TG7: 4, 8, 10, 14, 17, 20, 24, 30, 34, 37, 40 TG8: 4, 10, 12, 14, 20, 22, 24, 30, 32, 34, 40 TG9: 4, 6, 8, 10, 14, 20, 24, 30, 34, 40</p>
<p>PK.4.1.b) – Asks questions.</p>	<p>TG1: 6, 10, 16, 19, 26, 36, 40 TG2: 6, 10, 16, 26, 32, 36 TG3: 6, 10, 12, 22, 26, 30, 40 TG4: 6, 10, 20, 30, 40 TG5: 6, 36 TG6: 30, 36, 40</p>

	<p>TG7: 12, 30, 36, 40 TG8: 30, 36, 40 TG9: 30, 36, 40</p>
<p>PK.4.1.c) – Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions).</p>	<p>TG1: 6, 10, 15, 16, 22, 25, 26, 35, 36, 38 TG2: 6, 11, 12, 16, 21, 26, 30, 31, 36, 40, 41 TG3: 4, 6, 10, 24, 34 TG4: 6, 10, 14, 22, 30 TG5: 4, 31, 40 TG6: 40 TG7: 40 TG8: 40 TG9: 40 Welcome to Frog Street Threes: p. 39</p>
<p>PK.4.1.d) – Initiates conversations, both verbally and nonverbally, about things around them.</p>	<p>TG1: 10 TG2: 10, 40 TG3: 6, 10, 24, 38, 41 TG4: 6, 12, 22, 36 TG5: 11, 16 TG6: 11 TG7: 11 Welcome to Frog Street Threes: p. 34, 73</p>
<p>PK.4.1.e) - Nods or gives non verbal cues that he is understanding.</p>	<p>TG1: 7</p>
<p>PK.4.1.f) - Maintains eye contact when trying to interact with a peer or adult.</p>	<p>TG1: 4</p>
<p>PK.4.1.g) – Makes choices about how to communicate the ideas he wants to share (e.g., gestures, scribbles, sign language, speaking).</p>	<p>TG1: 10 TG2: 10, 40, 42 TG3: 6, 10, 24, 38, 41 TG4: 6, 10, 12, 20, 22, 26, 36 TG5: 11, 16</p>

	TG6: 10, 11, 22, 30, 40 TG7: 10, 11, 22, 30 TG8: 9, 10, 20, 30 TG9: 10, 32
Background Knowledge	
2. Demonstrates he/she is building background knowledge.	
PK.4.2.a) – Asks questions related to a particular item, event or experience.	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 Welcome to Frog Street Threes: p. 41
PK.4.2.b) - Correctly identifies meanings of words in read alouds, in conversation, and in the descriptions of everyday items in the world around them.	TG1: 18, 26, 28, 41 TG2: 6, 10, 16, 26, 30, 36, 40, 41 TG3: 16, 26 TG4: 30 TG5: 26 TG6: 10, 40 TG7: 22, 40 TG8: 30, 40 TG9: 30, 32, 40 Literature Library Photo Activity Cards
PK.4.2.c) – Uses new vocabulary correctly.	TG1: 18, 26, 28, 41 TG2: 6, 10, 16, 26, 30, 36, 40, 41 TG3: 16, 26 TG4: 30 TG5: 26 TG6: 10, 40 TG7: 22, 40

	TG8: 30, 40 TG9: 30, 32, 40 Welcome to Frog Street Threes: p. 38
PK.4.2.d) - Makes comparisons to words and concepts already known.	TG1: 36, 40, 41 TG2: 31 TG3: 30, 40 TG4: 10, 20, 30, 40 TG5: 39, 40 TG6: 12, 39 TG7: 42 TG8: 19, 22, 29, 40 TG9: 9, 19, 40
Viewing	
3. Demonstrates that he/she understand what they observe.	
PK.4.3.a) - Uses vocabulary relevant to observations.	TG1: 18, 26, 28, 41 TG2: 6, 10, 16, 26, 30, 36, 40, 41 TG3: 16, 26 TG4: 30 TG5: 26 TG6: 10, 40 TG7: 22, 40 TG8: 30, 40 TG9: 30, 32, 40 Photo Activity Cards
PK.4.3.b) - Identifies emotions by observing faces in pictures and faces of peers and adults.	TG1: 16, 20 Photo Activity Cards: #4 (happy), #5 (sad), #6 (angry) Literature Library: <i>How Do You Feel?</i> Patterns CD: Feeling Faces Welcome to Frog Street Threes: p. 49

<p>PK.4.3.c) - Asks questions related to visual text and observations.</p>	<p>TG1: 6, 10, 16, 19, 26, 36, 40 TG2: 6, 10, 16, 26, 32, 36 TG3: 6, 10, 12, 22, 26, 30, 40 TG4: 6, 10, 20, 30, 40 TG5: 6, 36 TG6: 30, 36, 40 TG7: 12, 30, 36, 40 TG8: 30, 36, 40 TG9: 30, 36, 40</p>
<p>PK.4.3.d) - Makes inferences and draws conclusions based on information from visual text.</p>	<p>TG1: 6, 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: 6, 7, 16, 17, 26, 27, 36, 37</p>
<p>PK.4.3.e) - Begins to identify relevant and irrelevant information, pictures, and symbols related to a familiar topic.</p>	<p>TG1: 8, 18 TG2: 42 TG3: 19 TG4: 11 TG7: 10, 21, 41 TG8: 10, 11, 41 TG9: 10, 11, 41</p>
<p>Representing</p>	
<p>4. Demonstrates his/her ability to express ideas using a variety of methods.</p>	
<p>PK.4.4.a) - Uses facial expressions, body language, gestures, and sign language to express ideas.</p>	<p>TG1:20 Welcome to Frog Street Threes: p. 73</p>

<p>PK.4.4.b) - Uses existing objects to represent desired or imagined objects in play or other purposeful way (e.g., plastic banana for a telephone).</p>	<p>TG1: 30 TG2: 30 TG4: 30 TG7: 40 TG9: 40</p>
<p>PK.4.4.c) - Uses visual media to represent an actual experience.</p>	<p>TG1: 20, 31 TG3: 21, 30 TG4: 21, 31 TG5: 21, 31, 40 TG6: 20, 31, 41 TG8: 10, 20, 31 TG9: 31, 41</p>
<p>PK.4.4.d) - Reviews and reflects on his/her own representations.</p>	<p>TG1: 20, 31 TG3: 21, 30 TG4: 21, 31 TG5: 21, 31, 40 TG6: 20, 31, 41 TG8: 10, 20, 31 TG9: 31, 41</p>
<p>PK.4.4.e) - Writes and draws spontaneously to communicate meaning with peers or adults during play.</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>Vocabulary</p>	
<p>5. Demonstrates a growing receptive vocabulary.</p>	

<p>PK.4.5.a) - Understands and follows spoken directions.</p>	<p>TG1: 10, 11, 20, 21, 30, 31, 40, 41 TG2: 10, 11, 20, 21, 30, 31, 40, 41 TG3: 10, 11, 20, 21, 30, 31, 40, 41 TG4: 10, 11, 20, 21, 30, 31, 40, 41 TG5: 10, 11, 20, 21, 30, 31, 40, 41 TG6: 10, 11, 20, 21, 30, 31, 40, 41 TG7: 10, 11, 20, 21, 30, 31, 40, 41 TG8: 10, 11, 20, 21, 30, 31, 40, 41 TG9: 10, 11, 20, 21, 30, 31, 40, 41</p>
<p>PK.4.5.b) - Identifies pictures related to words (show me the white dog).</p>	<p>TG1: 6, 11, 16, 18, 30, 39 TG2: 6, 16, 18, 26, 27, 30, 36, 37, 39, 41 TG3: 16, 17, 18, 22, 29, TG4: 7, 10, 16, 17, 27, 36, 37, 39 TG5: 6, 7, 26, 27, 36 TG6: 6, 36 TG7: 7, 11, 16, 18, 26, 27, 28, 36, 37 TG8: 6, 7, 9, 17, 26, 27, 29, 30, 36, 37, 39, TG9: 6, 7, 16, 17, 19, 20, 26, 27, 30, 37, 39 Photo Activity Cards</p>
<p>PK.4.5.c) - Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).</p>	<p>TG1: 10 TG2: 10, 40 TG3: 6, 10, 24, 38, 41 TG4: 6, 12, 22, 36 TG5: 11, 16 TG6: 11 TG7: 11</p>
<p>PK.4.5.d) - Identifies meanings of words used in read-alouds, in conversation and in descriptions of everyday items in the world around him.</p>	<p>TG1: 18, 26, 28, 41 TG2: 6, 10, 16, 26, 30, 36, 40, 41 TG3: 16, 26 TG4: 30 TG5: 26 TG6: 10, 40 TG7: 22, 40 TG8: 30, 40</p>

	TG9: 30, 32, 40
Vocabulary	
6. Demonstrates a growing expressive vocabulary.	
PK.4.6.a) - Uses facial expressions, body language, gestures, and sign language to engage in reciprocal conversation.	TG1: 30, 31, 41 TG2: 4, 10, 20, 22, 26 TG3: 4, 12, 22, 34, 36, 42 TG4: 10, 16, 22, 24, 32, 42 TG5: 12, 14, 16, 22, 24, 26, 31, 32, 34, 42 TG6: 6, 12, 14, 16, 20, 22, 24, 26, 32, 34, 42 TG7: 6, 10, 12, 14, 16, 22, 24, 32, 34, 42 TG8: 6, 12, 14, 16, 22, 24, 26, 32, 34, 42 TG9: 12, 14, 16, 22, 24, 26, 34, 42
PK.4.6.b) - Uses more complex words in conversation.	TG1: 10 TG2: 10, 40 TG3: 6, 10, 24, 38, 41 TG4: 6, 12, 22, 36 TG5: 11, 16 TG6: 11 TG7: 11
PK.4.6.c) - Makes use of new and rare words introduced by adults or peers.	TG1: 18, 26, 28, 41 TG2: 6, 10, 16, 26, 30, 36, 40, 41 TG3: 16, 26 TG4: 30 TG5: 26 TG6: 10, 40 TG7: 22, 40 TG8: 30, 40 TG9: 30, 32, 40

<p>PK.4.6.d) - Correctly names picture when asked, “What is this?”</p>	<p>TG1: 6, 11, 16, 18, 30, 39 TG2: 6, 16, 18, 26, 27, 30, 36, 37, 39, 41 TG3: 16, 17, 18, 22, 29, TG4: 7, 10, 16, 17, 27, 36, 37, 39 TG5: 6, 7, 26, 27, 36 TG6: 6, 36 TG7: 7, 11, 16, 18, 26, 27, 28, 36, 37 TG8: 6, 7, 9, 17, 26, 27, 29, 30, 36, 37, 39, TG9: 6, 7, 16, 17, 19, 20, 26, 27, 30, 37, 39</p>
<p>PK.4.6.e) - Begins to use appropriate volume and speed so spoken message is understood.</p>	<p>TG1: 10 TG2: 10, 40 TG3: 6, 10, 24, 38, 41 TG4: 6, 12, 22, 36 TG5: 11, 16 TG6: 11 TG7: 11</p>
<p>PK.4.6.f) - Initiates conversations about a book, situation, event or print in the environment.</p>	<p>TG1: 6, 10, 16, 19, 26, 36, 40 TG2: 6, 10, 16, 26, 32, 36 TG3: 6, 10, 12, 22, 26, 30, 40 TG4: 6, 10, 20, 30, 40 TG5: 6, 36 TG6: 30, 36, 40 TG7: 12, 30, 36, 40 TG8: 30, 36, 40 TG9: 30, 36, 40</p>
<p>Part B: English Language Arts and Literacy</p>	
<p>Reading Standards for Literature</p>	
<p>Key Ideas and Details</p>	

<p>PK.RL.1. - With prompting and support, ask and answer about detail(s) in a text.</p>	<p>TG1: 6, 10, 16, 19, 26, 36, 40 TG2: 6, 10, 16, 26, 32, 36 TG3: 6, 10, 12, 22, 26, 30, 40 TG4: 6, 10, 20, 30, 40 TG5: 6, 36 TG6: 30, 36, 40 TG7: 12, 30, 36, 40 TG8: 30, 36, 40 TG9: 30, 36, 40</p>
<p>PK.RL.2. - With prompting and support, retell familiar stories.</p>	<p>TG2: 10, 12, 16, 20 TG3: 10, 20, 40 TG4: 10, 12, 20, 30, 40 TG5: 10, 12, 20, 22, 32 TG6: 10, 19, 30, 40 TG7: 10, 20, 30, 40 TG8: 10, 12, 20, 22, 30, 32, 40 TG9: 6, 10, 20, 30, 40</p>
<p>PK.RL.3. - With prompting and support, ask and answer questions about characters and major events in a story.</p>	<p>TG1: 6, 10, 16, 19, 26, 36, 40 TG2: 6, 10, 16, 26, 32, 36 TG3: 6, 10, 12, 22, 26, 30, 40 TG4: 6, 10, 20, 30, 40 TG5: 6, 36 TG6: 30, 36, 40 TG7: 12, 30, 36, 40 TG8: 30, 36, 40 TG9: 30, 36, 40</p>
<p>Reading Standards for Literature</p>	
<p>Craft and Structure</p>	

<p>PK.RL.4. - Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).</p>	<p>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 Welcome to Frog Street Threes: p. 38</p>
<p>PK.RL.5. - Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).</p>	<p>TG1: 5, 14, 15, 24, 25, 35 TG2: 5, 10, 12, 15, 16, 17, 20, 24, 25, 34, 35 TG3: 7, 10, 14, 17, 20, 40 TG4: 4, 5, 7, 10, 12, 14, 15, 20, 24, 25, 30, 40 TG5: 4, 5, 10, 12, 14, 15, 17, 20, 22, 24, 32, 37 TG6: 4, 10, 15, 17, 19, 24, 30, 34, 40 TG7: 4, 8, 10, 14, 17, 20, 24, 30, 34, 37, 40 TG8: 4, 10, 12, 14, 20, 22, 24, 30, 32, 34, 40 TG9: 4, 6, 8, 10, 14, 20, 24, 30, 34, 40 Literature Library Sing & Read Alphabet eStories Welcome to Frog Street Threes: pp. 38, 39, 40 Patterns CD Songs for Threes CDs</p>
<p>PK.RL.6. - With prompting and support, can describe the role of an author and illustrator.</p>	<p>TG2: 26 Welcome to Frog Street Threes: p. 38</p>
<p>Reading Standards for Literature</p>	

Integration and Knowledge of Ideas	
<p>PK.RL.7. - With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.</p>	<p>TG1: 6, 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: 6, 7, 16, 17, 26, 27, 36, 37 Welcome to Frog Street Threes: p. 39 Literature Library</p>
Reading Standards for Literature	
Integration and Knowledge of Ideas	
9. With prompting and support, students will compare and contrast two stories relating to the same topic.	
<p>PK.RL.9.a) - With prompting and support, students will make cultural connections to text and self.</p>	<p>TG2: 6, 7 TG5: 6, 7, 26, 27, 36, 37 Welcome to Frog Street Threes: p. 39</p>
Reading Standards for Literature	
Range of Reading and Level of Text Complexity	

<p>PK.RL.10. - Actively engage in group reading activities with purpose and understanding.</p>	<p>TG1: 6, 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: 6, 7, 16, 17, 26, 27, 36, 37</p>
<p>Reading Standards for Literature</p>	
<p>Responding to Literature</p>	
<p>PK.RL.11. - With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).</p>	<p>TG1: 36 TG2: 6, 7 TG5: 6, 7, 26, 27, 36, 37 Welcome to Frog Street Threes: p. 39</p>
<p>Reading Standards for Informational Text</p>	
<p>Key Ideas and Details</p>	
<p>PK.RI.1. - With prompting and support, ask and answer questions about details in a text.</p>	<p>TG1: 6, 10, 16, 19, 26, 36, 40 TG2: 6, 10, 16, 26, 32, 36 TG3: 6, 10, 12, 22, 26, 30, 40 TG4: 6, 10, 20, 30, 40 TG5: 6, 36 TG6: 30, 36, 40 TG7: 12, 30, 36, 40 TG8: 30, 36, 40 TG9: 30, 36, 40</p>

<p>PK.RI.2. - With prompting and support, retell detail(s) in a text.</p>	<p>TG2: 10, 12, 16, 20 TG3: 10, 20, 40 TG4: 10, 12, 20, 30, 40 TG5: 10, 12, 20, 22, 32 TG6: 10, 19, 30, 40 TG7: 10, 20, 30, 40 TG8: 10, 12, 20, 22, 30, 32, 40 TG9: 6, 10, 20, 30, 40 Story Folders</p>
<p>PK.RI.3. - With prompting and support, describe the connection between two events or pieces of information in a text.</p>	<p>TG2: 6, 7 TG5: 6, 7, 26, 27, 36, 37 Welcome to Frog Street Threes: p. 39</p>
<p>Reading Standards for Informational Text</p>	
<p>Craft and Structure</p>	
<p>PK.RI.4. - Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).</p>	<p>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 Welcome to Frog Street Threes: p. 38</p>
<p>PK.RI.5. - Identify the front cover, back cover; displays correct orientation of book, page turning skills.</p>	<p>TG1: 10, 20, 30, 40 TG2: 10, 20, 26, 30, 40 TG3: 10, 20, 30, 40 TG4: 10, 20, 30, 40 TG5: 10, 20, 30, 40 TG6: 10, 20, 30, 40 TG7: 10, 20, 30, 40 TG8: 10, 20, 30, 40</p>

	TG9: 10, 20, 30, 40 Welcome to Frog Street Threes: p. 38 Literature Library
PK.RI.6. - With prompting and support, can describe the role of an author and illustrator.	TG2: 26 Welcome to Frog Street Threes: p. 38
Reading Standards for Informational Text	
Integration and Knowledge of Ideas	
PK.RI.7. - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).	TG1: 6, 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: 6, 7, 16, 17, 26, 27, 36, 37
PK.RI.9. - With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions or procedures).	TG2: 6, 7 TG5: 6, 7, 26, 27, 36, 37 Welcome to Frog Street Threes: p. 39
Reading Standards for Informational Text	
Range of Reading and Level of Text Complexity	

<p>PK.RI.10. - With prompting and support, actively engage in group reading activities with purpose and understanding.</p>	<p>TG1: 6, 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: 6, 7, 16, 17, 26, 27, 36, 37 Literature Library Story Folders</p>
<p>Reading Standards: Foundational Skills</p>	
<p>Print Concepts</p>	
<p>1. Demonstrate understanding of the organization and basic features of print.</p>	
<p>PK.RF.1.a) - Follow words from left to right, top to bottom, and page by page.</p>	<p>TG1: 10, 20, 30, 40 TG2: 10, 20, 26, 30, 40 TG3: 10, 20, 30, 40 TG4: 10, 20, 30, 40 TG5: 10, 20, 30, 40 TG6: 10, 20, 30, 40 TG7: 10, 20, 30, 40 TG8: 10, 20, 30, 40 TG9: 10, 20, 30, 40 Welcome to Frog Street Threes: p. 38 Literature Library</p>

<p>PK.RF.1.b) - Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>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</p>
<p>PK.RF.1.c) - Understand that words are separated by spaces in print.</p>	<p>TG7: 5, 15, 25 TG8: 5, 15, 25 TG9: 5, 15, 25 Welcome to Frog Street Threes: p. 37</p>
<p>PK.RF.1.d) - Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.</p>	<p>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, 48 TG7: 5, 15, 25, 35 TG8: 5, 15, 25, 35 TG9: 5, 15, 25, 35 Welcome to Frog Street Threes: p. 36</p>
<p>PK.RF.1.e) - Recognize that letters are grouped to form words.</p>	<p>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</p>

PK.RF.1.f) - Differentiate letters from numerals.	TG8: 8, 18, 28, 29, 31, 38 TG9: 8, 10, 11, 18, 21, 28, 31, 38, 41
Reading Standards: Foundational Skills	
Phonological Awareness	
2. Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).	
PK.RF.2.a) - Engage in language play (e.g., alliterative language, rhyming, sound patterns).	TG4: 5, 6, 36 TG5: 36, 37 TG6: 5, 45 TG7: 5, 17, 25, 26 TG9: 15, 16, Welcome to Frog Street Threes: p. 35
PK.RF.2.b) - Recognize and match words that rhyme.	TG4: 5, 6, 36 TG5: 36, 37 TG7: 26 Welcome to Frog Street Threes: p. 35
PK.RF.2.c) - Demonstrate awareness of relationship between sounds and letters.	TG2: 5, 15, 25, 35 TG3: 5, 15, 25, 35, 42 TG4: 5, 15, 25, 35, 42 TG5: 5, 15, 22, 25, 35, 36, 42 TG6: 5, 6, 15, 25, 26, 32, 35, 36, 42 TG7: 5, 6, 15, 25, 26, 32, 35, 36, 42 TG8: 5, 6, 12, 15, 25, 26, 35, 36 TG9: 5, 6, 15, 22, 25, 26, 35, 36 Sing & Read Alphabet eStories

<p>PK.RF.2.d) - With support and prompting, isolate and pronounce the initial sounds in words.</p>	<p>TG2: 5, 15, 25, 35 TG3: 5, 15, 25, 35, 42 TG4: 5, 15, 25, 35, 42 TG5: 5, 15, 22, 25, 35, 36, 42 TG6: 5, 6, 15, 25, 26, 32, 35, 36, 42 TG7: 5, 6, 15, 25, 26, 32, 35, 36, 42 TG8: 5, 6, 12, 15, 25, 26, 35, 36 TG9: 5, 6, 15, 22, 25, 26, 35, 36 Sing & Read Alphabet eStories Welcome to Frog Street Threes: p. 36</p>
<p>Reading Standards: Foundational Skills</p>	
<p>Phonics and Word Recognition</p>	
<p>3. Demonstrate emergent phonics and word analysis skills.</p>	
<p>PK.RF.3.a) - With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</p>	<p>TG2: 5, 15, 25, 35 TG3: 5, 15, 25, 35, 42 TG4: 5, 15, 25, 35, 42 TG5: 5, 15, 22, 25, 35, 36, 42 TG6: 5, 6, 15, 25, 26, 32, 35, 36, 42 TG7: 5, 6, 15, 25, 26, 32, 35, 36, 42 TG8: 5, 6, 12, 15, 25, 26, 35, 36 TG9: 5, 6, 15, 22, 25, 26, 35, 36 Sing & Read Alphabet eStories</p>
<p>PK.RF.3.b) - Recognizes own name and common signs and labels in the environment.</p>	<p>TG2: 5, 15, 25, 35, 48 TG3: 5, 15, 25, 35 Welcome to Frog Street Threes: p. 36, 37</p>
<p>Reading Standards: Foundational Skills</p>	

Fluency	
PK.RF.4. - Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).	Literature Library Sing & Read Alphabet eStories Welcome to Frog Street Threes: p. 38
Writing Standards	
Text Types and Purposes	
PK.W.1. - With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...)	TG2: 40, 42 TG4: 10, 20, 26 TG6: 10, 22, 30, 40 TG7: 10, 22, 30 TG8: 9, 10, 20, 30 TG9: 10, 32
PK.W.2. - With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	TG2: 40, 42 TG4: 10, 20, 26 TG6: 10, 22, 30, 40 TG7: 10, 22, 30 TG8: 9, 10, 20, 30 TG9: 10, 32
PK.W.3. - With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.	TG2: 40, 42 TG4: 10, 20, 26 TG6: 10, 22, 30, 40 TG7: 10, 22, 30 TG8: 9, 10, 20, 30 TG9: 10, 32
Writing Standards	
Production and Distribution of Writing	

PK.W.5. - With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.	TG2: 40, 42 TG4: 10, 20, 26 TG6: 10, 22, 30, 40 TG7: 10, 22, 30 TG8: 9, 10, 20, 30 TG9: 10, 32
PK.W.6. - With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers.	Sing and Read eStories Welcome to Frog Street Threes: p. 11
Writing Standards	
Research to Build and Present Knowledge	
PK.W.7. - With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	TG4: 9, 41 TG5: 37, 41 TG6: 29, 31, 38 TG7: 10
PK.W.8. - With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	TG1: 8, 12, 18, 22, 32 TG2: 42 TG3: 19 TG4: 11 TG7: 10, 11, 21, 41 TG8: 10, 11, 41 TG9: 10, 11, 21, 40, 41
Writing Standards	
Responding to Literature	

<p>PK.W.11. - Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.</p>	<p>TG1: 7, 11, 30 TG2: 21 TG3: 29 TG4: 20 TG5: 6, 29, 31 TG7: 11 TG8: 19, 27 TG9: 10, 27</p>
<p>Speaking and Listening Standards</p>	
<p>Comprehension and Collaboration</p>	
<p>1. With guidance and support, participate in collaborative conversations with diverse partners about <i>pre-kindergarten topics and texts</i> with peers and adults in small and large groups.</p>	
<p>PK.SL.1.a) - Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p>TG1: 30, 31, 41 TG2: 4, 10, 20, 22, 26 TG3: 4, 12, 22, 34, 36, 42 TG4: 10, 16, 22, 24, 32, 42 TG5: 12, 14, 16, 22, 24, 26, 31, 32, 34, 42 TG6: 6, 12, 14, 16, 20, 22, 24, 26, 32, 34, 42 TG7: 6, 10, 12, 14, 16, 22, 24, 32, 34, 42 TG8: 6, 12, 14, 16, 22, 24, 26, 32, 34, 42 TG9: 12, 14, 16, 22, 24, 26, 34, 42 Welcome to Frog Street Threes: p. 39</p>
<p>PK.SL.1.b) - Engage in extended conversations.</p>	<p>TG1: 10 TG2: 10, 40 TG3: 6, 10, 24, 38, 41 TG4: 6, 12, 22, 36 TG5: 11, 16 TG6: 11 TG7: 11 Welcome to Frog Street Threes: p. 39</p>

PK.SL.1.c) - Communicate with individuals from different cultural backgrounds.	Welcome to Frog Street Threes: p. 67
Speaking and Listening Standards	
Comprehension and Collaboration	
PK.SL.2. - With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	TG1: 6, 10, 16, 19, 26, 36, 40 TG2: 6, 10, 16, 26, 32, 36 TG3: 6, 10, 12, 22, 26, 30, 40 TG4: 6, 10, 20, 30, 40 TG5: 6, 36 TG6: 30, 36, 40 TG7: 12, 30, 36, 40 TG8: 30, 36, 40 TG9: 30, 36, 40
PK.SL.3. - With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.	TG5: 19 Welcome to Frog Street Threes: p. 41
Speaking and Listening Standards	
Presentation of Knowledge and Ideas	
PK.SL.4. - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	TG1: 12, 22, 32, 41, 42 TG2: 21, 40 TG3: 12, 22, 36 TG4: 12, 16, 36 TG5: 12, 22, 30, 31, 32, 34, 42 TG6: 12, 14, 16, 22, 32, 34, 42 TG7: 12, 14, 16, 32, 34, 42 TG8: 12, 14, 16, 22, 32, 34, 42 TG9: 12, 14, 16, 22, 32, 34, 42

PK.SL.5. - Add drawings or other visual displays to descriptions as desired to provide additional detail.	TG4: 9 TG5: 9, 19, 39 TG6: 39 TG7: 39
PK.SL.6. - Demonstrate an emergent ability to express thoughts, feelings and ideas.	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
Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
PK.L.1.a) - Print some upper- and lower-case letters.(e.g., letters in their name).	TG2: 5, 15, 25, 35, 48 TG3: 20, 21 TG7: 20, 30, 40 Welcome to Frog Street Threes: p. 36
PK.L.1.b) - Use frequently occurring nouns and verbs (orally).	Welcome to Frog Street Threes: pp. 34, 39
PK.L.1.c) - With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Welcome to Frog Street Threes: p. 34

PK.L.1.d) - Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	Welcome to Frog Street Threes: p. 41
PK.L.1.e) - In speech, use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	TG1: 38 TG2: 31 Welcome to Frog Street Threes: p. 34
PK.L.1.f) - With guidance and support, produce and expand complete sentences in shared language activities.	Welcome to Frog Street Threes: p. 39
Language Standards	
Conventions of Standard English	
2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
PK.L.2.a) - Capitalize the first letter in their name.	TG2: 5, 15, 25, 35, 48 TG3: 20, 21 TG7: 20, 30, 40 Welcome to Frog Street Threes: p. 36
PK.L.2.b) - Attempt to write a letter or letters to represent a word.	TG2: 5, 15, 25, 35, 48 TG3: 20, 21 TG7: 20, 30, 40 Welcome to Frog Street Threes: p. 36
PK.L.2.c) - With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships.	TG6: 10, 20, 30, 40 TG7: 10, 20, 30 TG8: 10, 20, 30
Language Standards	

Knowledge of Language	
PK.L.3. - Use knowledge of language and how language functions in different contexts.	TG1: 10 TG2: 10, 40 TG3: 6, 10, 24, 38, 41 TG4: 6, 12, 22, 36 TG5: 11, 16 TG6: 11 TG7: 11
Language Standards	
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>pre-kindergarten reading and content</i>.	
PK.L.4.a) - Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	Photo Activity Card: #40 (duck and goose)
Language Standards	
Vocabulary Acquisition and Use	
5. With guidance and support, explore word relationships and nuances in word meanings.	
PK.L.5.a) - Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.	TG1: 11, 18, 28, 31 TG3: 8, 9, 11, 16, 17, 21, 41 TG4: 39, 41 TG6: 28, 29, 31 TG7: 39 TG9: 9, 29

<p>PK.L.5.b) - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).</p>	<p>TG1: 41 TG4: 10</p>
<p>PK.L.5.c) - Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p>	<p>TG3: 22, 26, 34, 36, 38, 40, 41 Photo Activity Cards</p>
<p>PK.L.5.d) - Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>TG7: 7, 10</p>
<p>Language Standards</p>	
<p>Vocabulary Acquisition and Use</p>	
<p>PK.L.6. - With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>TG1: 18, 26, 28, 41 TG2: 6, 10, 16, 26, 30, 36, 40, 41 TG3: 16, 26 TG4: 30 TG5: 26 TG6: 10, 40 TG7: 22, 40 TG8: 30, 40 TG9: 30, 32, 40</p>
<p>Domain 5: Cognition and Knowledge of the World</p>	
<p>Mathematics</p>	
<p>Mathematical Practices</p>	

PK.MP.a. - Make sense of problems and persevere in solving them.	TG1: 10, 20 21, 31, 40 TG2: 10, 30, 31 TG3: 41 TG4: 10, 11 TG5: 10, 20 TG6: 10, 21, 22, 30, 31, 32, 38, 40 TG7: 10, 11, 20, 21, 31, 40, 41 TG8: 10, 20, 21, 22, 30, 41 TG9: 10 11, 20, 21, 31, 40, 41
PK.MP.b. - Reason abstractly and quantitatively.	TG1: 19 Welcome to Frog Street Threes: pp. 42, 43, 44
PK.MP.c. - Construct viable arguments and critique the reasoning of others.	TG1: 31 TG2: 41
PK.MP.d. - Model with mathematics.	TG5: 28, 31, 38, 41, 42 TG6: 8, 11, 12, 18, 21, 22, 28, 31, 32, 41, 42 TG7: 18, 21, 28
PK.MP.e. - Use appropriate tools strategically.	TG1: 11, 30 TG3: 19, 31 TG4: 14
PK.MP.f. - Attend to precision.	TG1: 21 TG3: 11, 20 TG4: 16, 40 TG5: 20, 30 TG6: 31 TG7: 4, 31 TG8: 31, 40 TG9: 20, 31
PK.MP.g. - Look for and make use of structure.	TG7: 8, 11, 12, 18, 21, 22, 28, 31, 32, 38, 41, 42

PK.MP.h. - Look for and express regularity in repeated reasoning.	TG2: 40 TG3: 41
Counting and Cardinality	
Know number names and the count sequence	
PK.CC.1. - Count to 20.	TG2: 9, 11, 30, 31, 39 TG8: 8, 11, 18, 21, 22, 31, 32, 38, 41, 42 TG9: 11, 18, 21, 22, 28, 31, 38, 41, 42
PK.CC.2. - Represent a number of objects with a written numeral 0 – 5 (with 0 representing a count of no objects).	TG9: 8, 11, 21, 28, 31, 38, 41
Counting and Cardinality	
Count to Tell the Number of Objects	
3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.	
PK.CC.3.a) - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	TG8: 8, 11, 18, 21, 28, 31, 38, 41 TG9: 11, 21, 38, 41
PK.CC.3.b) - Understand that the last number name said tells the number of objects counted. The number of objects is the same.	TG8: 8, 11, 18, 21, 28, 31, 38, 41 TG9: 11, 21, 38, 41

PK.CC.3.c) - Regardless of their arrangement or the order in which they were counted.	TG8: 8, 11, 18, 21, 28, 31, 38, 41 TG9: 11, 21, 38, 41
PK.CC.3.d) - Understand that each successive number name refers to a quantity that is one larger.	TG8: 8, 11, 18, 21, 28, 31, 38, 41 TG9: 11, 21, 38, 41
Counting and Cardinality	
Count to Tell the Number of Objects	
PK.CC.4. - Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.	TG7: 27 TG8: 6, 8, 9, 11, 18, 21, 28, 29, 31, 38, 41 TG9: 8, 11, 18, 21
Counting and Cardinality	
Compare Numbers	
PK.CC.5. - Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).	TG5: 28, 29, 31, 38, 39 TG6: 41 TG7: 28, 38
PK.CC.6. - Identify “first” and “last” related to order or position.	TG7: 21, 28

Operations and Algebraic Thinking	
Understand addition as adding to, and understand subtraction as taking from.	
PK.OA.1. - Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).	TG1: 29 TG9: 8, 28, 31, 38,
Operations and Algebraic Thinking	
Understand simple patterns.	
PK.OA.2. - Duplicate and extend (e.g., what comes next?) simple patterns using concrete objects.	TG4: 8, 11, 18, 21, 22, 28, 31, 32, 38, 41 TG5: 8, 11, 12, 18, 21, 22 TG7: 28, 32
Measurement and Data	
Describe and compare measurable attributes.	
PK.MD.1. - Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).	TG1: 8 TG2: 8, 10, 11, 18 TG5: 19 TG6: 19 TG7: 9, 12, 19 TG8: 29, 32, 40, 42
Measurement and Data	
Sort objects and count the number of objects in each category.	

<p>PK.MD.2. - Sort objects into categories; count the numbers of objects in each category (limit category counts to be less than or equal to 10).</p>	<p>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</p>
<p>Geometry</p>	
<p>Identify and describe shapes (squares, circles, triangles, rectangles).</p>	
<p>PK.G.1. - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.</p>	<p>TG1: 28, 29 TG2: 28, 30, 31, 32, 38, 41, 42 TG3: 12, 18, 20, 21, 22, 28, 29, 32 TG4: 40 TG5: 29, 31, 39 TG6: 39 TG7: 39 TG8: 41 TG9: 41</p>
<p>PK.G.2. - Correctly name shapes regardless of size.</p>	<p>TG3: 24, 28 Literature Library: <i>Finding Shapes with Fernando</i></p>
<p>Geometry</p>	
<p>Analyze, compare, and sort objects.</p>	
<p>PK.G.1. - Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).</p>	<p>TG1: 28 TG2: 18, 21, 22, 38, 41 TG3: 10, 11, 16, 34, 38 Literature Library: <i>Finding Colors with Fernando; Finding Shapes with Fernando</i></p>

	Photo Activity Cards: #28 (circles all around), #29 (triangles all around), #30 (stars all around), #31 (rectangles and squares), #32 (flowers and hearts)
PK.G.2. - Create and build shapes from components (e.g., sticks and clay balls).	TG1: 31 TG2: 21 TG3: 18, 20, 21, 24, 29, 39, 40, 41 TG5: 29 TG6: 37
Science	
Scientific Thinking	
1. Asks questions and makes predictions based on observations and manipulation of things and events in the environment.	
PK.SC.1.a) - Uses senses to gather, explore, and interpret information.	TG1: 9, 11, 19, 21, 30 TG2: 11, 21 TG3: 10 TG4: 9, 19, 39 TG5: 10, 30, 32 TG6: 41 TG7: 39, 41, 42 TG8: 11, 31 TG9: 20, 22, 31
PK.SC.1.b) - Manipulates and observes objects in his or her surroundings to develop conclusions.	TG1: 19, 39, 40, 41 TG2: 9, 29, 32, 39, 42 TG3: 9, 11, 19, 21, 39 TG4: 9, 19, 29 TG5: 10, 12 TG6: 31 TG7: 11, 31

PK.SC.1.c) - Makes observations and describes changes in objects, living things, and natural events in the environment.	TG1: 19, 40, 41 TG3: 9, 21 TG4: 11, 29 TG5: 9 TG6: 28, 29
PK.SC.1.d) - Organizes his or her observations of objects and events by identifying, classifying, etc.	TG3: 8, 18, 28, 31, 38, 40, 41, 42 TG4: 8 TG9: 9, 10
PK.SC.1.e) - Asks “why,” “how,” and “what if” questions and seeks answers through experimentation and investigation.	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
PK.SC.1.f) - Makes predictions based on background knowledge, previous scientific experiences, and observations of objects and events in the world.	TG1: 40, 41 TG2: 9, 19 TG3: 9, 12 TG4: 29 TG5: 9, 29, 30 TG6: 9, 12, 29, 31 TG7: 29, 31
Scientific Thinking	
2. Tests predictions through exploration and experimentation.	
PK.SC.2.a) - Gives oral, written or graphic explanations of what he/she wants to learn.	TG5: 19 TG8: 26 TG9: 26

<p>PK.SC.2.b) - Uses a variety of tools and materials to test predictions through active experimentation (child uses magnifying glass to examine pine needles; child puts large paper clip on water to see if it floats.)</p>	<p>TG1: 30, 37, 39, 40 TG2: 9, 29 TG3: 9, 19, 31 TG4: 9, 19, 29, 39, 41 TG5: 9, 10 TG6: 26, 28, 29 TG7: 19, 29, 39 TG9: 29</p>
<p>PK.SC.2.c) - Replicates or changes the experimental approach.</p>	<p>TG2: 9 TG3: 9, 11, 19 TG4: 19 TG5: 9 TG6: 9 TG7: 29</p>
<p>PK.SC.2.d) - Records and organizes data using graphs, charts, science journals, or other means of recording.</p>	<p>TG1: 40 TG2: 19, 27, 29 TG3: 8, 9 TG4: 9, 39, 41 TG5: 37 TG6: 28, 29, 31, 38 TG7: 19, 39 TG8: 9, 26, 39 TG9: 9, 19, 26, 29</p>
<p>Scientific Thinking</p>	
<p>3. Generates explanations and communicates conclusions regarding experiments and explorations.</p>	
<p>PK.SC.3.a) - Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</p>	<p>TG1: 11 TG2: 11, 21, 38 TG3: 21, 28, 34, 37, 38, 41 TG4: 8, 39</p>

PK.SC.3.b) - Identifies cause and effect relationships.	TG4: 6, 7, 16, 17, 19 Welcome to Frog Street Threes: p. 40
PK.SC.3.c) - Verifies predictions by explaining “how” and “why.”	TG3: 9 TG4: 29
PK.SC.3.d) - Makes age appropriate, logical conclusions about investigations.	TG1: 19, 39, 40, 41 TG2: 9, 29, 32, 39, 42 TG3: 9, 11, 19, 21, 39 TG4: 9, 19, 29 TG5: 10, 12 TG6: 31 TG7: 11, 31
PK.SC.3.e) - Shares ideas about objects, living things and other natural events in the environments through words, pictures, and other representations.	TG8: 9, 10, 12, 16, 19, 20, 26, 29, 30, 36, 37, 39, 40 TG9: 6, 9, 10, 16, 19, 20, 22, 26, 29, 30,
Earth and Space	
4. Observes and describes characteristics of earth and space.	
PK.SC.4.a) - Investigates and identifies properties of soil, rocks, and minerals.	TG1: 30
PK.SC.4.b) - Investigates and identifies physical properties and characteristics of water (solid, liquid, and gas).	TG7: 39, 42
PK.SC.4.c) - Makes simple observations of the characteristics and movements of sun, moon, stars, and clouds.	TG1: 36, 39 Literature Library: <i>I Wonder</i>

PK.SC.4.d) - Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, snowy, windy, cloudy, etc.).	TG1: 36, 39 TG5: 4 Literature Library: <i>I Wonder</i>
PK.SC.4.e) - Expresses ways the environment provides natural resources that are needed by people (e.g., wood for lumber to build shelter, water for drinking).	TG5: 29, 31, 36, 39
PK.SC.4.f) - Demonstrates ways that each person is responsible for protecting our planet (e.g., recycling plastic, glass, and cardboard, reusing a plastic container sandwich box, mending clothing rather than throwing away, etc.).	TG6: 14, 16, 17, 19, 22
Living Things	
5. Observes and describes characteristics of living things.	
PK.SC.5.a) - Observes and discusses similarities, differences, and categories of plants and animals.	TG1: 11 TG4: 29 TG8: 6, 7, 9, 10,11, 14, 15, 16, 17, 19, 20, 21, 24, 25, 26, 27, 29, 30, 31, 34, 35, 36, 37, 39, 40 TG9: 4, 5, 6, 7, 9, 10, 14, 15, 16, 17, 20, 24, 25, 26, 27, 30, 34, 35, 36, 37,
PK.SC.5.b) - Identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows.	TG2: 29 TG4: 29 TG8: 20
PK.SC.5.c) - Explains why plants and animals need water and food.	TG1: 11 TG4: 29 TG8: 6, 7, 9, 10,11, 14, 15, 16, 17, 19, 20, 21, 24, 25, 26, 27, 29, 30, 31, 34, 35, 36, 37, 39, 40 TG9: 4, 5, 6, 7, 9, 10, 14, 15, 16, 17, 20, 24, 25, 26, 27, 30, 34, 35, 36, 37,

PK.SC.5.d) - Observes and discusses similarities, differences, and categories of plants and animals.	TG1: 11 TG4: 29 TG8: 6, 7, 9, 10,11, 14, 15, 16, 17, 19, 20, 21, 24, 25, 26, 27, 29, 30, 31, 34, 35, 36, 37, 39, 40 TG9: 4, 5, 6, 7, 9, 10, 14, 15, 16, 17, 20, 24, 25, 26, 27, 30, 34, 35, 36, 37,
PK.SC.5.e) - Identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows.	TG2: 29 TG4: 29 TG8: 20
PK.SC.5.f) - Explains why plants and animals need water and food.	TG1: 11 TG4: 29 TG8: 6, 7, 9, 10,11, 14, 15, 16, 17, 19, 20, 21, 24, 25, 26, 27, 29, 30, 31, 34, 35, 36, 37, 39, 40 TG9: 4, 5, 6, 7, 9, 10, 14, 15, 16, 17, 20, 24, 25, 26, 27, 30, 34, 35, 36, 37,
PK.SC.5.g) - Describes simple life cycles of plants and animals.	TG4: 29 TG8: 16, 17, 19, 20 Photo Activity Cards
PK.SC.5.h) - Describes and identifies the different structures of familiar plants and animals. (Plants have stems, roots, leaves; animals have eyes, mouths, ears, etc.)	TG1: 11 TG4: 29 TG8: 6, 7, 9, 10,11, 14, 15, 16, 17, 19, 20, 21, 24, 25, 26, 27, 29, 30, 31, 34, 35, 36, 37, 39, 40 TG9: 4, 5, 6, 7, 9, 10, 14, 15, 16, 17, 20, 24, 25, 26, 27, 30, 34, 35, 36, 37,
PK.SC.5.i) - Recognizes that plants and animals have some characteristics of their “parents.”	TG8: 20 Photo Activity Cards
PK.SC.5.j) - Observes, describes, and compares the habitats of plants and animals.	TG1: 11 TG4: 29 TG8: 6, 7, 9, 10,11, 14, 15, 16, 17, 19, 20, 21, 24, 25, 26, 27, 29, 30, 31, 34, 35, 36, 37, 39, 40 TG9: 4, 5, 6, 7, 9, 10, 14, 15, 16, 17, 20, 24, 25, 26, 27, 30, 34, 35, 36, 37,

<p>PK.SC.5.k) - Observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons.</p>	<p>TG8: 20 Photo Activity Cards</p>
<p>Physical Properties</p>	
<p>6. Acquires knowledge about the physical properties of the world.</p>	
<p>PK.SC.6.a) - Describes, compares, and categorizes objects based on their properties.</p>	<p>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</p>
<p>PK.SC.6.b) - Uses senses to explore different environments (classroom, playground, field trips).</p>	<p>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</p>
<p>PK.SC.6.c) - Recognizes and describes the effect of his/her own actions on objects.</p>	<p>TG2: 19 TG3: 9 TG9: 19, 29 Welcome to Frog Street Threes: p. 40</p>

PK.SC.6.d) - Describes tools and their specific functions (e.g., hammer for pounding nails).	TG1: 8, 11, 26, 39 TG3: 31 TG5: 10 TG6: 34, 36, 40 TG7: 11 Literature Library: <i>Better Things to Do</i>
PK.SC.6.e) - Uses a variety of tools to explore the world and learn how things work (such as magnifiers and balance scales).	TG1: 8, 11, 26, 39 TG3: 31 TG5: 10 TG7: 11
PK.SC.6.f) - Investigates common interactions between matter and energy (butter melting in cooking activities; cream turning to butter; peanuts becoming peanut butter, etc.)	TG2: 19 TG7: 39 TG9: 19
PK.SC.6.g) - Describes and compares the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	TG1: 39 TG5: 10 TG6: 9, 12, 27, 28, 31 TG7: 29, 37 Literature Library: <i>It's Gravity</i>
PK.SC.6.h) - Explores and discusses simple chemical reactions with teacher assistance (e.g., baking soda and water, mixing oil and water).	TG6: 29
Social Studies	
Geography	
1. Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community.	
PK.SS.1.a) - Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture.	TG1: 6, 10, 20 TG2: 12

PK.SS.1.b) - Describes how each person is unique and important.	Welcome to Frog Street Threes: p. 67
PK.SS.1.c) - Identifies family members, family characteristics and functions.	TG1: 4, 12, 14, 22, 24, 29, 32, 34, 42 TG2: 4, 12, 14, 16, 17, 20, 21, 24, 34, 42 TG9: 32
PK.SS.1.d) - Identifies as a member of a family.	TG2: 4, 6, 7, 10, 12, 14, 15, 6, 17, 20, 22 Photo Activity Cards: #11 (family), #12 (family #2), #13 (relatives), #14 (relatives #2) Literature Library: <i>Helping Grandma and Grandpa, Aunt Jessie's Hats</i>
PK.SS.1.e) - States how families are similar and different.	TG2: 4, 5, 12, 14, 16
PK.SS.1.f) - Describes his own community and/or cultural group.	TG2: 34 TG5: 27
PK.SS.1.g) - Describes how people within a community are alike and different (e.g., eat different foods, wear different clothing, speak different languages).	TG2: 16 TG4: 27, 30
PK.SS.1.h) - Recognizes some community workers and describes what they do.	TG2: 34, 35, 36, 38, 40, 41, 45 Literature Library: <i>Community Helpers</i> Photo Activity Cards: #15 (veterinarian), #16 (pet trainer), #17 (firefighter), #18 (police officer), #19 (mail carrier), #20 (construction worker)
Geography	
2. Demonstrates awareness and appreciation of their own culture and other cultures.	
PK.SS.2.a) - Talks about and/or shows items related to his/her family and cultural traditions to others.	TG1: 19 TG4: 16, 27, 30 TG5: 27

PK.SS.2.b) - Questions why and/or how people are similar/different.	Welcome to Frog Street Threes: p. 67
PK.SS.2.c) - Describes some of the holidays, dances, foods, costumes and special events, related to his/her own culture.	TG4: 27, 40
PK.SS.2.d) - Demonstrates an understanding of similarities and differences between and among individual people and families.	TG2: 4, 5, 12, 14, 16
Geography	
3. Demonstrates knowledge of the relationship between people, places, and regions.	
PK.SS.3.a) - Identifies features of own home and familiar places.	TG2: 21, 31 TG5: 36, 39
PK.SS.3.b) - Names the street, neighborhood, city or and town where he/she lives.	TG2: 31 TG4: 12 Patterns CD: Where Do I Live?
PK.SS.3.c) - Uses words that indicate direction, position and relative distance.	TG1: 38, 41 TG2: 31
PK.SS.3.d) - Describes topographical features of familiar places (hill, river, roads, mountains, etc.).	TG7: 39, 40 Literature Library: <i>The Places I Go</i> Photo Activity Cards: #89 (ocean), #37 (skating), #38 (climbing)
PK.SS.3.e) - Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials.	TG7: 39, 40
PK.SS.3.f) - Is aware of his/her surroundings.	TG1: 31, 40
History	

4. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities.	
PK.SS.4.a) - Identifies routines and common occurrences in his/her life.	TG1: 4, 5, 14, 15, 24, 25, 34, 35 TG2: 4, 5, 14, 15, 24, 25, 34, 35 TG3: 4, 5, 14, 15, 24, 25, 34, 35 TG4: 4, 5, 14, 15, 24, 25, 34, 35 TG5: 4, 5, 14, 15, 24, 25, 34, 35 TG6: 4, 5, 14, 15, 24, 25, 34, 35 TG7: 4, 5, 14, 15, 24, 25, 34, 35 TG8: 4, 5, 14, 15, 24, 25, 34, 35 TG9: 4, 5, 14, 15, 24, 25, 34, 35
PK.SS.4.b) - Identifies changes over time in him/herself, his/her families, and in his/her wider community.	Photo Activity Cards: #11 (family), #12 (family #2), #13 (relatives), #14 (relatives #2), #21 (neighbors)
PK.SS.4.c) - Retells important events in sequential order.	TG1: 6, 11 TG4: 17, 20 TG7: 11, 12, 19, 21 Sequence Cards
PK.SS.4.d) - Demonstrates interest in current events that relate to family, culture, and community.	TG1: 11, 21, 30, 39 TG2: 31, 40 TG3: 41 TG5: 19 TG6: 22, 32 TG7: 20, 21, 22, 32 TG8: 20 TG9: 20, 21

PK.SS.4.e) - Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like “when I was a baby...” or “before I moved to my new house.”	TG2: 42 TG5: 7, 10 TG6: 12 Welcome to Frog Street Threes: p. 34
Civics, Citizenship and Government	
5. Demonstrate an understanding of roles, rights, and responsibilities.	
PK.SS.5.a) - Recognizes that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community.	TG1: 4, 5, 14, 15, 24, 25, 34, 35 TG2: 4, 5, 14, 15, 24, 25, 34, 35 TG3: 4, 5, 14, 15, 24, 25, 34, 35 TG4: 4, 5, 14, 15, 24, 25, 34, 35 TG5: 4, 5, 14, 15, 24, 25, 34, 35 TG6: 4, 5, 14, 15, 24, 25, 34, 35 TG7: 4, 5, 14, 15, 24, 25, 34, 35 TG8: 4, 5, 14, 15, 24, 25, 34, 35 TG9: 4, 5, 14, 15, 24, 25, 34, 35
PK.SS.5.b) - Expresses that rules are for everyone.	TG4: 4, 5, 6, 7, 10, 12 Literature Library: <i>It's a Safety Rule, We are Safe and Healthy Kids</i> Welcome to Frog Street Threes: p. 48
PK.SS.5.c) - Identifies rules that protect him/herself and others.	TG4: 4, 5, 6, 7, 10, 12 Literature Library: <i>It's a Safety Rule, We are Safe and Healthy Kids</i> Welcome to Frog Street Threes: p. 48
PK.SS.5.d) - Explains that rules affect children and adults.	TG4: 4, 5, 6, 7, 10, 12 Literature Library: <i>It's a Safety Rule, We are Safe and Healthy Kids</i> Welcome to Frog Street Threes: p. 48
PK.SS.5.e) - Describes possible consequences when rules are not followed.	TG4: 4, 5, 6, 7, 10, 12 Literature Library: <i>It's a Safety Rule, We are Safe and Healthy Kids</i>

Civics, Citizenship and Government

6. Begins to learn the basic civic and democratic principles.

<p>PK.SS.6.a) - Participates in making group rules and/or rules for daily routines and transitions.</p>	<p>TG1: 4, 5, 14, 15, 24, 25, 34, 35 TG2: 4, 5, 14, 15, 24, 25, 34, 35 TG3: 4, 5, 14, 15, 24, 25, 34, 35 TG4: 4, 5, 14, 15, 24, 25, 34, 35 TG5: 4, 5, 14, 15, 24, 25, 34, 35 TG6: 4, 5, 14, 15, 24, 25, 34, 35 TG7: 4, 5, 14, 15, 24, 25, 34, 35 TG8: 4, 5, 14, 15, 24, 25, 34, 35 TG9: 4, 5, 14, 15, 24, 25, 34, 35</p>
<p>PK.SS.6.b) - Follows rules and may remind others of the rules.</p>	<p>TG4: 4, 5, 6, 7, 10, 12 Literature Library: <i>It's a Safety Rule, We are Safe and Healthy Kids</i></p>
<p>PK.SS.6.c) - Applies the skills of communication, cooperation, respect and empathy with others.</p>	<p>TG1: 4, 14, 21, 24, 31, 34 TG2: 4, 14, 24, 31, 32, 34 TG3: 4, 12, 14, 24, 32 TG4: 4, 14 TG5: 4, 14, 20, 24 TG6: 4, 14, 20, 22, 24, 30, 40 TG7: 4, 14, 24, 30, 40 TG8: 4, 14, 24 TG9: 4, 12, 14, 24, 42</p>
<p>PK.SS.6.d) - Demonstrates preferences and choices by participating when the class votes to make simple decisions.</p>	<p>TG2: 29</p>

Economics

7. Develops a basic understanding of economic concepts within a community.

PK.SS.7.a) - Demonstrates an understanding that money is needed to exchange for some goods and services.	Patterns CD: Penny Drop
PK.SS.7.b) - Demonstrates understanding that money comes in different forms, i.e., coins and paper money.	Patterns CD: Penny Drop
PK.SS.7.c) - Recognizes the roles/contributions of community workers as they produce goods/services that people need.	TG2: 34, 35, 36, 37, 39, 40, 41, 42 Literature Library: <i>Community Helpers</i> Photo Activity Cards: #17 (firefighter), #18 (police officer), #19 (mail carrier), #20 (construction worker) Patterns CD: Community Helpers
PK.SS.7.d) - Recognizes that goods and services may be purchased using different forms of payment, (e.g., coins, paper money, checks, electronic payment, credit cards).	TG2: 41
Career Development	
8. Demonstrates interest and awareness about a wide variety of careers and work environments.	
PK.SS.8.a) - Asks questions about and shows an interest in the jobs of his/her family members and/or “community helpers.”	TG2: 34, 35, 36, 37, 39, 40, 41, 42 Literature Library: <i>Community Helpers</i> Photo Activity Cards: #17 (firefighter), #18 (police officer), #19 (mail carrier), #20 (construction worker) Patterns CD: Community Helpers
PK.SS.8.b) - Recognizes that people depend on “community helpers” to provide goods and services.	TG2: 34, 35, 36, 37, 39, 40, 41, 42 Literature Library: <i>Community Helpers</i> Photo Activity Cards: #17 (firefighter), #18 (police officer), #19 (mail carrier), #20 (construction worker) Patterns CD: Community Helpers

PK.SS.8.c) - Identifies the tools and equipment that correspond to various roles and jobs.	TG2: 36 Patterns CD: Community Helpers and Tools
PK.SS.8.d) - Takes on the role of a “community helper”, e.g., dramatic play or in acting out a story or song.	TG2: 34, 37, 39, 40, 41, 45, 48
PK.SS.8.e) - Indicates an interest in a future career by making statements like, “I want to be a firefighter when I grow up.”	Photo Activity Cards: #17 (firefighter), #18 (police officer), #19 (mail carrier), #20 (construction worker)
PK.SS.8.f) - Talks about a parent’s, a relative’s or a neighbor’s job.	TG2: 42
The Arts	
Visual Arts	
1. Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts.	
PK.AR.1.a) - Experiments with a variety of mediums and methods of using art materials (such as using a big brush to paint broad strokes, combining colors, etc.).	TG1: 19, 21, 30, 31 TG2: 21 TG3: 9, 11, 21 TG4: 21, 31 TG5: 21, 31, 40 TG6: 10, 31, 41 TG7: 20, 31 TG8: 10, 20, 31 TG9: 31, 41

<p>PK.AR.1.b) - Shows an interest in what can be created with tools, texture, color and technique.</p>	<p>TG1: 19, 21, 30, 31 TG2: 21 TG3: 9, 11, 21 TG4: 21, 31 TG5: 21, 31, 40 TG6: 10, 31, 41 TG7: 20, 31 TG8: 10, 20, 31 TG9: 31, 41</p>
<p>PK.AR.1.c) - Uses materials to build and create “pieces” that represent another item (blocks become a castle; clay becomes a snake).</p>	<p>TG1: 9 TG2: 9, 11, 21, 39, 41 TG3: 20, 29, 31, 39 TG4: 11, 40 TG5: 9, 11, 20, 29, 30, 39, 40 TG6: 11, 20, 30, 39, 40, 41 TG7: 10, 11, 20, 30 TG8: 10, 20, 30, 40</p>
<p>PK.AR.1.d) - Chooses materials and subjects with intent and purpose.</p>	<p>TG1: 9 TG2: 9, 11, 21, 39, 41 TG3: 29, 31, 39 TG4: 11, 40 TG5: 9, 11, 20, 29, 30, 39, 40 TG6: 11, 20, 30, 39, 40, 41 TG7: 10, 11, 20, 30 TG8: 10, 20, 30, 40</p>
<p>PK.AR.1.e) - Paints, draws and constructs models based on observations.</p>	<p>TG1: 9, 29 TG2: 9 TG3: 9 TG4: 9 TG5: 9, 19 TG6: 39 TG8: 9, 19</p>

Visual Arts	
2. Responds and react to visual arts created by themselves and others.	
PK.AR.2.a) - Expresses an interest in drawings, sculptures, models, paintings, and art creations of others.	TG1: 10, 20, 21, 31, 41 TG2: 21 TG3: 11, 21, 30 TG4: 21, 31 TG5: 21, 31, 40 TG6: 10, 20, 31, 41 TG7: 20, 31 TG8: 10, 20, 31 TG9: 31, 41
PK.AR.2.b) - Identifies similarities and differences among samples of visual art.	TG1: 10, 20, 21, 31, 41 TG2: 21 TG3: 11, 21, 30 TG4: 21, 31 TG5: 21, 31, 40 TG6: 10, 20, 31, 41 TG7: 20, 31 TG8: 10, 20, 31 TG9: 31, 41
PK.AR.2.c) - Shares opinions about visual arts, creations, and experiences.	TG1: 10, 20, 21, 31, 41 TG2: 21 TG3: 11, 21, 30 TG4: 21, 31 TG5: 21, 31, 40 TG6: 10, 20, 31, 41 TG7: 20, 31 TG8: 10, 20, 31 TG9: 31, 41

Music	
3. Expresses oneself by engaging in musical activities.	
<p>PK.AR.3.a) - Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments.</p>	<p>TG1: 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 TG2: 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 TG3: 7, 14, 17, 27 TG4: 4, 5, 7, 14, 15, 24, 25, 27, 34 TG5: 4, 5, 7, 14, 15, 17, 24, 27, 37 TG6: 4, 7, 15, 17, 25, 34 TG7: 4, 7, 8, 14, 17, 24, 27, 34, 37 TG8: 4, 7, 14, 17, 24, 27, 34 TG9: 4, 7, 8, 14, 17, 24, 27, 34 Songs for Threes CDs</p>
<p>PK.AR.3.b) - Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings.</p>	<p>TG1: 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 TG2: 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 TG3: 7, 14, 17, 27 TG4: 4, 5, 7, 14, 15, 24, 25, 27, 34 TG5: 4, 5, 7, 14, 15, 17, 24, 27, 37 TG6: 4, 7, 15, 17, 25, 34 TG7: 4, 7, 8, 14, 17, 24, 27, 34, 37 TG8: 4, 7, 14, 17, 24, 27, 34 TG9: 4, 7, 8, 14, 17, 24, 27, 34 Songs for Threes CDs</p>

<p>PK.AR.3.c) - Engages in music activities having different moods, tempos, and rhythms.</p>	<p>TG1: 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 TG2: 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 TG3: 7, 14, 17, 27 TG4: 4, 5, 7, 14, 15, 24, 25, 27, 34 TG5: 4, 5, 7, 14, 15, 17, 24, 27, 37 TG6: 4, 7, 15, 17, 25, 34 TG7: 4, 7, 8, 14, 17, 24, 27, 34, 37 TG8: 4, 7, 14, 17, 24, 27, 34 TG9: 4, 7, 8, 14, 17, 24, 27, 34 Songs for Threes CDs</p>
<p>PK.AR.3.d) - Uses and explores traditional and non-traditional sound sources including those that are electronic.</p>	<p>TG2: 5, 15, 25, 35 TG3: 5, 15, 25, 29, 35, 39 TG4: 5, 15, 25, 35 TG5: 5, 15, 25, 29, 35 TG6: 5, 15, 25, 29, 35 TG7: 5, 15, 25, 29, 35 TG8: 5, 15, 25, 35 TG9: 5, 15, 25, 35 Sing & Read eStories</p>
<p>PK.AR.3.e) - Creates sounds using traditional instruments (bells, drums, recorders, etc) and non-traditional instruments (tin cans, oatmeal boxes, containers filled with water).</p>	<p>TG2: 48</p>
<p>Music</p>	
<p>4. Responds and reacts during musical activities.</p>	
<p>PK.AR.4.a) - Observes a variety of musical performances, both vocal and instrumental.</p>	<p>Songs For Threes CDs</p>

<p>PK.AR.4.b) - Moves and keeps rhythm to different kinds of music.</p>	<p>TG1: 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 TG2: 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 TG3: 7, 14, 17, 27 TG4: 4, 5, 7, 14, 15, 24, 25, 27, 34 TG5: 4, 5, 7, 14, 15, 17, 24, 27, 37 TG6: 4, 7, 15, 17, 25, 34 TG7: 4, 7, 8, 14, 17, 24, 27, 34, 37 TG8: 4, 7, 14, 17, 24, 27, 34 TG9: 4, 7, 8, 14, 17, 24, 27, 34 Songs for Threes CDs</p>
<p>PK.AR.4.c) - Reacts to music through oral, written or visual expression.</p>	<p>TG1: 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 TG2: 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 TG3: 7, 14, 17, 27 TG4: 4, 5, 7, 14, 15, 24, 25, 27, 34 TG5: 4, 5, 7, 14, 15, 17, 24, 27, 37 TG6: 4, 7, 15, 17, 25, 34 TG7: 4, 7, 8, 14, 17, 24, 27, 34, 37 TG8: 4, 7, 14, 17, 24, 27, 34 TG9: 4, 7, 8, 14, 17, 24, 27, 34 Songs for Threes CDs</p>
<p>PK.AR.4.d) - Compares and contrasts different samples of music.</p>	<p>Songs for Threes CDs Welcome to Frog Street Threes: p. 39</p>
<p>PK.AR.4.e) - Expresses his/her preference for certain kinds of music.</p>	<p>Songs for Threes CDs Welcome to Frog Street Threes: p.39</p>

<p>PK.AR.4.f) - Repeats, responds and/or reacts to lyrics and/or melodies.</p>	<p>TG1: 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 TG2: 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 TG3: 7, 14, 17, 27 TG4: 4, 5, 7, 14, 15, 24, 25, 27, 34 TG5: 4, 5, 7, 14, 15, 17, 24, 27, 37 TG6: 4, 7, 15, 17, 25, 34 TG7: 4, 7, 8, 14, 17, 24, 27, 34, 37 TG8: 4, 7, 14, 17, 24, 27, 34 TG9: 4, 7, 8, 14, 17, 24, 27, 34 Songs for Threes CDs</p>
<p>Theatre / Dramatic Play</p>	
<p>5. Participates in a variety of dramatic play activities to represent fantasy and real life experiences.</p>	
<p>PK.AR.5.a) - Represents fantasy, real-life, imagination, and literature through dramatic play.</p>	<p>TG1: 11, 20, 30, 31 TG2: 10, 20, 21, 22, 30 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>PK.AR.5.b) - Assumes the role of something or someone else and attempts to speak in the appropriate manner and tone.</p>	<p>TG9: 4, 14, 16, 40</p>

<p>PK.AR.5.c) - Participates in teacher-guided and/or spontaneous dramatic play activities such as acting out a story.</p>	<p>TG1: 7, 36, 39 TG3: 17, 24, 29, 36, 37, TG4: 4, 7, 10, 14, 17, 19, 20, 27, 36, 37, 39 TG5: 6, 7, 16, 17, 24, 26, 27, 34, 37 TG6: 4, 7, 10, 11, 16, 17, 19, 20, 26, 27, 29, 30, 31, 37, 39, 40 TG7: 6, 7, 9, 10, 16, 17, 19, 21, 24, 26, 27, 31, 34, 36, 37, 40 TG8: 4, 7, 9, 11, 14, 16, 17, 19, 20, 24, 27, 29, 30, 34, 36, 37, 40 TG9: 4, 7, 14, 17, 24, 26, 27, 34, 36, 37, 40</p>
<p>PK.AR.5.d) - Uses basic props, and costume pieces to establish time, setting, and character.</p>	<p>TG1: 11 TG2: 20, 30 TG3: 40 TG4: 10, 20, 30 TG6: 19 TG7: 20, 40 TG9: 40</p>
<p>Theatre / Dramatic Play</p>	
<p>6. Responds and reacts to theater and drama presentations.</p>	
<p>PK.AR.6.a) - Demonstrates age-appropriate behavior when observing theatre and drama.</p>	<p>TG2: 6 TG5: 27</p>
<p>PK.AR.6.b) - Expresses his/her feelings about theatrical or dramatic productions or experiences through oral, written or visual expressions.</p>	<p>TG6: 7, 19</p>
<p>Dance / Creative Movement</p>	
<p>7. Expresses what he/she knows, thinks, feels and believes through dance and creative movement.</p>	

<p>PK.AR.7.a) - Demonstrates concepts (feelings, directions, words, ideas, etc.) through creative movement.</p>	<p>TG8: 4, 5, 7, 14, 15, 16, 17, 24, 25, 26, 27, 34, 35, 37 TG9: 4, 5, 7, 14, 15, 17, 25, 27, 34, 35, 37,</p>
<p>PK.AR.7.b) - Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm.</p>	<p>TG8: 4, 5, 7, 14, 15, 16, 17, 24, 25, 26, 27, 34, 35, 37 TG9: 4, 5, 7, 14, 15, 17, 25, 27, 34, 35, 37,</p>
<p>PK.AR.7.c) - Uses creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn, etc.).</p>	<p>TG1: 20 TG4: 21, 40 TG7: 7, 9, 10 TG9: 11</p>
<p>PK.AR.7.d) - Uses creative movement props such as crepe paper, streamers, hoops, and scarves to create special movements and dances.</p>	<p>TG6: 8, 9 TG7: 27, 29 Welcome to Frog Street Threes: p. 52</p>
<p>PK.AR.7.e) - Demonstrates a wide variety of movements and positions.</p>	<p>TG1: 4, 17, 27, 28, 34, 36 TG2: 7, 27, 37 TG3: 27 TG4: 27, 34, 36 TG5: 7, 27 TG6: 7 TG7: 7, 27 TG8: 7, 17, 27 TG9: 7, 17, 27 Literature Library: <i>Get Moving!</i> Welcome to Frog Street Threes: p. 52</p>

<p>PK.AR.7.f) - Learns simple, repetitive dance steps and routines.</p>	<p>TG1: 4, 17, 27, 28, 34, 36 TG2: 7, 27, 37 TG3: 27 TG4: 27, 34 TG5: 7, 27 TG6: 7 TG7: 7, 27 TG8: 7, 17, 27 TG9: 7, 17, 27 Welcome to Frog Street Threes: p. 52</p>
<p>PK.AR.7.g) - Moves in spontaneous and imaginative ways to music, songs, rhythm, and silence.</p>	<p>TG1: 4, 17, 27, 28, 34, 36 TG2: 7, 27, 37 TG3: 27 TG4: 27, 34 TG5: 7, 27 TG6: 7 TG7: 7, 27 TG8: 7, 17, 27 TG9: 7, 17, 27 Welcome to Frog Street Threes: p. 52</p>
<p>Dance / Creative Movement</p>	
<p>8. Responds and reacts to dance and creative movement.</p>	

<p>PK.AR.8.a) - Imitates parts of dance or movement activity that he/she enjoys.</p>	<p>TG1: 4, 17, 27, 28, 34, 36 TG2: 7, 27, 37 TG3: 27 TG4: 27, 34 TG5: 7, 27 TG6: 7 TG7: 7, 27 TG8: 7, 17, 27 TG9: 7, 17, 27</p>
<p>PK.AR.8.b) - Compares and contrasts different forms of dance.</p>	<p>TG1: 4, 17, 27, 28, 34, 36 TG2: 7, 27, 37 TG3: 27 TG4: 27, 34 TG5: 7, 27 TG6: 7 TG7: 7, 27 TG8: 7, 17, 27 TG9: 7, 17, 27</p>
<p>PK.AR.8.c) - Demonstrates age appropriate audience behavior when observing dance and creative movement productions.</p>	<p>TG2: 6 TG5: 27</p>
<p>PK.AR.8.d) - Describes interpretations and reactions to dance and movement experience (e.g., drawing a picture, acting it out, retelling a story).</p>	<p>TG5: 6, 7, 16, 27</p>
<p>Cultural Differences</p>	
<p>9. Expresses an understanding of artistic difference among cultures.</p>	

PK.AR.9.a) - Compares his/her artistic creations with those from other cultures.	TG1: 10, 20, 21 TG2: 21 TG3: 11, 21, 30 TG4: 21 TG5: 21, 31, 40 TG6: 10, 20, 31, 41 TG7: 20, 31 TG8: 10, 20
PK.AR.9.b) - Describes similarities and differences in dance and creative movements from other cultures.	TG6: 7, 27
PK.AR.9.c) - Distinguishes between different sounds of music and types of instruments from other cultures.	TG2: 6 Songs for Threes CDs Welcome to Frog Street Threes: p. 39 Literature Library: <i>Three Bears' Rap</i>
PK.AR.9.d) - Discusses dances and dramatizations from various cultures.	TG1: 27 TG2: 7 TG3: 27 TG5: 7, 27 TG6: 7 TG7: 7
Technology	
Foundations to Technology	
1. Describes types of materials and how they're used.	
PK.TE.1.a) - Discusses or describes characteristics of materials in the environment.	TG1: 9, 11, 19, 21, 30 TG2: 11, 21 TG3: 10 TG4: 9, 19, 39 TG5: 10, 30, 32

	TG6: 41 TG7: 39, 41, 42 TG8: 11, 31 TG9: 20, 22, 31
PK.TE.1.b) - Explains some uses for materials, e.g., wood, fur, plastic.	TG4: 9 TG6: 19, 39 TG9: 19
PK.TE.1.c) - Creates structures with various materials to determine which do/don't work to achieve the desired purpose, (e.g., glue, tape; paper, cardboard, foam, plastic, wood; straws, spools).	TG1: 9, 29 TG2: 9 TG3: 9, 19 TG5: 9, 39 TG6: 39 TG7: 39 TG8: 9, 19
Foundations to Technology	
2. Explores and uses various types of tools appropriately.	
PK.TE.2.a) - Identifies the functions of certain tools (e.g., cell phone, pulley, hammer, hearing aid, and microwave).	TG2: 19 TG3: 19
PK.TE.2.b) - Follows simple directions for appropriate use of tools and demonstrates how they are used (e.g., computer, hammer, digital media or simple machine).	TG3: 19 TG6: 34
PK.TE.2.c) - Describes and uses a variety of tools independently or with assistance (e.g., scissors, nut and bolt, incline plane, or lever).	TG2: 39
PK.TE.2.d) - Uses common tools to create simple objects or structures.	TG2: 21, 39, 41 TG3: 29

PK.TE.2.e) - Invents and/or constructs simple objects or structures using common tools and materials in a safe manner (e.g., wood, glue, rulers, sandpaper, hammer, etc.).	TG2: 21, 39, 41
Foundations to Technology	
3. Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.	
PK.TE.3.a) - Identifies examples of technology used in daily life (e.g., telephone, computers, car).	TG2: 37 TG7: 16, 17, 19, 20 Literature Library: <i>Wheels Are All Around, Better Things to Do</i>
PK.TE.3.b) - Describes how technology can make finding information, completing tasks and solving problems faster and easier.	TG2: 37 TG7: 16, 17, 19, 20 Literature Library: <i>Wheels Are All Around, Better Things to Do</i>
PK.TE.3.c) - Identifies examples of how technology affects the environment, including home and school environments.	TG2: 37 Literature Library: <i>Better Things to Do</i>
Using Technology	
4. Understands the operation of technology systems.	
PK.TE.4.a) - Uses input and output devices to successfully operate technology systems (e.g., keyboard, monitor, printer, vending machine).	TG2: 5, 15, 25, 35 TG3: 5, 15, 25, 29, 35, 39 TG4: 5, 15, 25, 35 TG5: 5, 15, 25, 29, 35 TG6: 5, 15, 25, 29, 35 TG7: 5, 15, 25, 29, 35 TG8: 5, 15, 25, 35 TG9: 5, 15, 25, 35 Sing & Read eStories

<p>PK.TE.4.b) - Begins using appropriate vocabulary when describing the nature and operation of a technological system (e.g., pedal power moves a bicycle, gas moves a car, batteries operate a toy).</p>	<p>TG7: 7, 29, 37, 40 Photo Activity Card: #33 (riding a tricycle) Literature Library: <i>Get Moving, Wheels Are All Around</i></p>
<p>PK.TE.4.c) - Gives examples of how technological systems are used (e.g., internet, cameras, cell phones).</p>	<p>Literature Library: <i>Things Kids Do</i></p>
<p>Using Technology</p>	
<p>5. Uses the knowledge of technology to increase learning.</p>	
<p>PK.TE.5.a) - Uses computer to write, draw and explore concepts.</p>	<p>TG2: 5, 15, 25, 35 TG3: 5, 15, 25, 29, 35, 39 TG4: 5, 15, 25, 35 TG5: 5, 15, 25, 29, 35 TG6: 5, 15, 25, 29, 35 TG7: 5, 15, 25, 29, 35 TG8: 5, 15, 25, 35 TG9: 5, 15, 25, 35 Sing & Read eStories</p>
<p>PK.TE.5.b) - Learns basic skills by using age appropriate computer programs.</p>	<p>TG2: 5, 15, 25, 35 TG3: 5, 15, 25, 29, 35, 39 TG4: 5, 15, 25, 35 TG5: 5, 15, 25, 29, 35 TG6: 5, 15, 25, 29, 35 TG7: 5, 15, 25, 29, 35 TG8: 5, 15, 25, 35 TG9: 5, 15, 25, 35 Sing & Read eStories</p>

PK.TE.5.c) - Uses technology tools independently
(e.g., instructional media games, digital cameras).

TG2: 5, 15, 25, 35

TG3: 5, 15, 25, 29, 35, 39

TG4: 5, 15, 25, 35

TG5: 5, 15, 25, 29, 35

TG6: 5, 15, 25, 29, 35

TG7: 5, 15, 25, 29, 35

TG8: 5, 15, 25, 35

TG9: 5, 15, 25, 35

Sing & Read eStories