

Frog Street Threes Curriculum Correlation to Kansas Early Learning Standards Pre 3 (by 48 Months)



Kansas Early Learning Standards (Pre 3) Correlation to Frog Street Threes

Kansas Early Learning Standards	Frog Street Threes Teaching Guide Page References
APPROACHES TO LEARNING (ATL)	
Persistence & Engagement In Learning	
Engagement and Attention	
ATL.p3.1: Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.	TG1: 21, 40, 41 TG7: 4, 20, 31 TG8: 4, 31, 40 TG9: 4, 20, 31, 32
ATL.p3.2: Ignores distractions briefly when engrossed in an activity.	
ATL.p3.3: Remembers and follows one or two step directions.	TG1: 10 TG2: 10, 40 TG3: 6, 10, 24, 38, 41 b 6, 12, 22, 36 TG5: 11, 16 TG6: 11 TG7: 11
Persistence	
ATL.p3.4: Practices an activity many times until successful.	TG1: 10, 20, 21, 31, 40 TG7: 10, 11, 20, 21, 31, 40, 41 TG8: 10, 20, 21, 22, 30, 41 TG9: 10, 11, 20, 21, 31, 40, 41
Curiosity and Initiative	
ATL.p3.5: Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers).	TG1: 8, 12, 18, 22, 32 TG7: 10, 21, 41 TG8: 10, 11, 41 TG9: 10, 11, 21, 40, 41
ATL.p3.6: Initiates play with other children.	TG1: 10 TG2: 30, 40 TG3: 29, 32, 42 TG4: 10, 11, 20, 40 TG5: 11 TG6: 4, 11, 20, 40 TG7: 4, 11, 12, 40 TG8: 4 TG9: 4, 12
ATL.p3.7: Explores, practices, understands social roles through play.	TG1: 10 TG2: 30, 40 TG3: 29, 32, 42 TG4: 10, 11, 20, 40 TG5: 11 TG6: 4, 11, 20, 40 TG7: 4, 11, 12, 40 TG8: 4 TG9: 4, 12
Sense of Competence	
ATL.p3.8: Recognizes own abilities and expresses satisfaction when demonstrating them to others.	TG7: 10, 20, 21, 22, 30, 32, 41 TG8: 10, 20, 21, 22, 30, 41 TG9: 10, 20, 21, 30, 41
ATL.p3.9: Knows self as part of family, culture, spiritual group or community.	TG1: 4 TG2: 4, 12, 14, 20, 21, 24, 34, 42 TG9: 32

<p>ATL.p3.10: Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterwards.</p>	<p><i>The Welcome to Frog Street Threes Guide describes many ways to help children learn self-regulation, impulse control, and appropriate social interactions. See pages 26 – 33.</i></p> <p>TG1: 4, 10, 11, 14, 20, 21, 24, 26, 27, 29, 30, 31, 34, 41 TG2: 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 TG3: 4, 12, 14, 20, 24, 30, 32, 40, 42 TG4: 4, 10, 11, 14, 20, 28, 30, 34, 40 TG5: 4, 11, 17, 20 TG6: 4, 14, 19, 20, 21, 22, 30, 40, 42 TG7: 4, 11, 12, 14, 19, 20, 21, 22, 30, 40, 42 TG8: 4, 14, 19, 20, 21, 30, 40, 42 TG9: 4, 12, 14, 20, 21, 29, 30, 40, 42</p>
Problem Solving	
<p>ATL.p3.11: Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance.</p>	<p>TG1: 10, 21, 31, 36, 40, 41 TG7: 40, 42 TG8: 9, 19, 22, 29, 40 TG9: 9, 19, 22, 29, 40</p>
<p>ATL.p3.12: Recognizes making a mistake and sometimes is able to correct it.</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>ATL.p3.13: Remembers and applies two rules simultaneously (e.g., books go here, trucks there).</p>	<p>TG1: 10 TG2: 20, 30, 32 TG3: 14, 32, 42 TG4: 34, 38 TG5: 42 TG6: 40, 42 TG7: 40 TG8: 40 TG9: 40</p> <p>Welcome Guide: 48</p>
Creativity and Flexibility	
<p>ATL.p3.14: Creates own ideas for play, using imagination and inventing new ways to use everyday materials.</p>	<p>TG1: 11, 20, 31 TG2: 10, 13, 20, 21, 22 TG3: 20, 40 TG4: 10, 20, 30, 40 TG6: 19, 21, 22, 40, 42 TG7: 19, 20, 21, 22, 30, 40, 42 TG8: 19, 20, 21, 30, 40, 42 TG9: 20, 21, 29, 30, 40</p>
<p>ATL.p3.15: Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions.</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>

ATL.p3.16: Identifies ways to change behavior to respond to desires and needs of others.	TG1: 4 TG2: 11, 41, 42 TG4: 4, 34, 38 TG5: 20, 30, 40 TG6: 10, 11, 20, 22, 30, 32 TG7: 10, 20, 22, 30 TG8: 10, 22, 30, 41 TG9: 10, 11, 20, 22, 30, 41
PHYSICAL HEALTH AND DEVELOPMENT (PHD)	
Large Motor Skills	
PHD.p3.1: Uses locomotor skills with increasing coordination and balance (e.g., runs with a stride, jumps, kicks a ball, uses alternating feet when climbing stairs).	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
Fine Motor Skills	
PHD.p3.2: Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities (e.g., uses fork and spoon to eat, manages large buttons, uses scissors to cut out simple shapes).	TG1: 10, 11, 19, 20, 31, 40, 41 TG6: 9, 10, 11, 12, 20, 22, 29, 30, 31, 41 TG7: 9, 10, 11, 20, 22, 29, 30, 31, 41 TG8: 10, 11, 12, 20, 21, 22, 30, 31, 40, 41 TG9: 10, 11, 12, 20, 21, 30, 31, 39, 40, 41
Physical Fitness	
PHD.p3.3: Participates in active play exhibiting strength and stamina.	TG1: 10, 11, 20, 31, 40, 41 TG2: 11, 22, 31, 41 TG3: 11, 21 TG4: 11, 21, 40, 42 TG5: 10, 20, 21 TG6: 9, 11, 12, 22, 30, 31 TG7: 9, 10, 12, 30 TG8: 10, 12, 21, 40, 41 TG9: 11, 12, 20, 30, 39, 40
Nutrition/Healthy Eating	
PHD.p3.4: Eats a variety of foods.	TG4: 16, 17, 24, 25, 26, 27, 30, 31, 32 TG7: 11
PHD.p3.5: Drinks from a cup without spilling and takes bites from whole foods.	Resources: Vocabulary Cards, Photo Activity Cards
Personal Hygiene	
PHD.p3.6: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing) with occasional reminders.	TG1: 11 TG4: 16, 17, 18, 19, 20, 21, 40, 44 TG7: 11, 21 TG8: 21, 31 TG9: 21, 31 Welcome Guide: 46
PHD.p3.7: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	Resources: Literature Library: <i>We are Safe and Healthy Kids</i>

Safety	
PHD.p3.8: Knows common safety rules that have been discussed or taught.	TG1: 11 TG7: 11, 21 TG8: 21, 31 TG9: 21, 31
PHD.p3.9: Alerts adults to potentially harmful situations.	
SOCIAL AND EMOTIONAL DEVELOPMENT (SED)	
CHARACTER DEVELOPMENT: SED.CD.	
Foundations of Character Development	
Develop, Implement, promote and model core ethical and performance principles	
SED.CD.p3.1: Responds to positive and negative feedback from familiar adults.	Brain Smart Start® strategies (Unite, Calm, Connect and Commit) are used daily to promote and model the foundations of character development. TG: 4 TG2: 4, 22 TG3: 4, 14 TG6: 4 TG7: 4 TG8: 4 TG9: 4, 32
Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.	
SED.CD.p3.2: Becomes increasingly aware of effects of own behavior on others.	TG7: 10 TG8: 10, 30, 41 TG9: 10, 11, 30, 41
Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture.	
SED.CD.p3.3: Shows awareness of feelings of others with adult guidance and support.	TG2: 14, 21, 24, 34 TG4: 14 TG5: 14, 24 TG6: 24 TG7: 24 TG8: 24 TG9: 24, 42
Create a caring community by taking steps to prevent peer cruelty and violence and dealing with it effectively when it occurs whether digitally, verbally, physically and/or relationally.	
SED.CD.p3.4: Expresses interests, acceptance, affection for others.	Brain Smart Start® strategies (Unite, Calm, Connect and Commit) are used daily to build social relationships, allowing children to express interests, acceptance and understand the feelings of others. 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

RESPONSIBLE DECISION MAKING & PROBLEM SOLVING: SED.R.	
Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals	
SED.R.p3.1: Begin to understand consequences of own actions with adult support.	TG7: 10 TG8: 10, 30, 41 TG9: 10, 11, 30, 41
Organize personal time and managing personal responsibilities effectively	
SED.R.p3.2: Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.	TG1: 10, 21, 31, 40, 41 TG7: 4, 20, 31 TG8: 4, 31, 40 TG9: 4, 20, 31, 32
Play a developmentally appropriate role in classroom management and school governance	
SED.R.p3.3: Demonstrates confidence by participating in familiar classroom routines.	TG1: 4, 10, 14, 24, 34 TG7: 10, 30, 40 TG8: 10, 30, 40, 41 TG9: 10, 11, 30, 40, 41
SED.R.p3.4: Interacts with familiar adults with varying degrees of comfort.	TG: 4 TG2: 4, 22 TG3: 4, 14 TG6: 4 TG7: 4 TG8: 4 TG9: 4, 32
SED.R.p3.5: Begins to work with others as part of a team, makes decisions with other children, with adult assistance.	TG1: 4, 10, 11, 14, 20, 21, 24, 26, 27, 29, 30, 31, 34, 41 TG2: 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 TG3: 4, 12, 14, 20, 24, 30, 32, 40, 42 TG4: 4, 10, 11, 14, 20, 28, 30, 34, 40 TG5: 4, 11, 17, 20 TG6: 4, 14, 19, 20, 21, 22, 30, 40, 42 TG7: 4, 11, 12, 14, 19, 20, 21, 22, 30, 40, 42 TG8: 4, 14, 19, 20, 21, 30, 40, 42, 40 TG9: 4, 12, 14, 20, 21, 29, 30, 40, 42
Develop, implement and model effective problem solving skills	
SED.R.p3.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.	TG2: 4 TG6: 42 TG7: 10, 20, 22, 30 TG8: 10, 22, 30, 41 TG9: 10, 11, 20, 22, 30, 41
SED.R.p3.7: Uses simple conflict resolution techniques (e.g., seeks adult assistance, asks for a turn or finds something else to play with) with adult modeling and facilitation.	TG1: 31 TG2: 12
PERSONAL DEVELOPMENT: SED.PD.	
SELF-AWARENESS	

Understand and analyze thoughts and emotions	
<p>SED.PD.p3.1: Recognizes and identifies own emotions and starts to recognize and identify the emotions of others, with adult support.</p>	<p>Conscious Discipline® is a comprehensive classroom management and social emotional program that creates a learning environment where children feel safe and loved. From this foundation of safety and caring, children begin to learn how to manage their emotions and interact appropriately with their peers.</p> <p>TG1: 5, 14, 15, `6, 17, 20, 22, 25, 35 TG2: 5, 14, 15, 21, 24, 25, 34, 35 TG3: 22 TG4: 5, 14, 15, 25, 35 TG5: 4, 5, 14, 15, 24, 25, 35 TG6: 5, 15, 24, 25, 35, 42 TG7: 5, 15, 24, 25, 35 TG8: 5, 15, 24, 25, 35 TG9: 5, 15, 24, 25, 35, 42</p> <p>Resources: Literature Library: <i>How Do You Feel?</i>, Photo Activity Cards</p>
<p>SED.PD.p3.2: Begins to express and respond to a range of emotions in socially acceptable ways.</p>	<p>Conscious Discipline® is a comprehensive classroom management and social emotional program that creates a learning environment where children feel safe and loved. From this foundation of safety and caring, children begin to learn how to manage their emotions and interact appropriately with their peers.</p> <p>TG1: 5, 14, 15, `6, 17, 20, 22, 25, 35 TG2: 5, 14, 15, 21, 24, 25, 34, 35 TG3: 22 TG4: 5, 14, 15, 25, 35 TG5: 4, 5, 14, 15, 24, 25, 35 TG6: 5, 15, 24, 25, 35, 42 TG7: 5, 15, 24, 25, 35 TG8: 5, 15, 24, 25, 35 TG9: 5, 15, 24, 25, 35, 42</p>
Identify and assess personal qualities and external supports	
<p>SED.PD. p3.3: Describes self by using several basic characteristics.</p>	<p>TG1: 6, 10, 20, 30 TG2: 12, 17 TG7: 10 TG9: 32</p> <p>Resources: Literature Library: <i>Awesome Me</i></p>
<p>SED.PD.p3.4: States basic personal information (e.g., name and age).</p>	<p>TG2: 48 TG4: 15 TG6: 48 TG7: 48</p> <p>Welcome Guide: 32, 67</p>

SED.PD.p3.5: Displays awareness of own thoughts and feelings.	TG1: 6, 20 TG2: 30 TG6: 10 TG7: 10 TG9: 32
SELF-MANAGEMENT	
Understand and practice strategies for managing thoughts and behaviors	
SED.PD.p3.6: Makes known personal needs and desires.	TG1: 12 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 Resources: Vocabulary Cards, Photo Activity Cards
SED.PD.p3.7: Begins to be able to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterwards.	Conscious Discipline® is a comprehensive classroom management and social emotional program that creates a learning environment where children feel safe and loved. From this foundation of safety and caring, children begin to learn how to manage their emotions and interact appropriately with their peers. TG1: 5, 14, 15, 6, 17, 20, 22, 25, 35 TG2: 5, 14, 15, 21, 24, 25, 34, 35 TG3: 22 TG4: 5, 14, 15, 25, 35 TG5: 4, 5, 14, 15, 24, 25, 35 TG6: 5, 15, 24, 25, 35, 42 TG7: 5, 15, 24, 25, 35 TG8: 5, 15, 24, 25, 35 TG9: 5, 15, 24, 25, 35, 42
Reflect on perspectives and emotional responses	
SED.PD.p3.8: Recognizes own positive and negative feelings when an adult labels them.	Conscious Discipline® is a comprehensive classroom management and social emotional program that creates a learning environment where children feel safe and loved. From this foundation of safety and caring, children begin to learn how to manage their emotions and interact appropriately with their peers. TG1: 5, 14, 15, 6, 17, 20, 22, 25, 35 TG2: 5, 14, 15, 21, 24, 25, 34, 35 TG3: 22 TG4: 5, 14, 15, 25, 35 TG5: 4, 5, 14, 15, 24, 25, 35 TG6: 5, 15, 24, 25, 35, 42 TG7: 5, 15, 24, 25, 35 TG8: 5, 15, 24, 25, 35 TG9: 5, 15, 24, 25, 35, 42

Set, monitor, adapt and evaluate goals to achieve success in school and life	
SED.PD.p3.9: Completes own goal-directed activity and recognizes accomplishments while learning rules and values of family and culture.	<p>Conscious Discipline® is a comprehensive classroom management and social emotional program that creates a learning environment where children feel safe and loved. From this foundation of safety and caring, children begin to learn the rules and values of family and culture.</p> <p>Theme 2, My Family and Friends, encourages children to identify family values and cultures.</p> <p>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</p>
SOCIAL DEVELOPMENT: SED.SD.	
SOCIAL AWARENESS	
Demonstrate awareness of the thoughts, feelings and perspective of others	
SED.SD.p3.1: Expresses concern for the needs of others and people in distress.	<p>TG1: 4, 10, 11, 14, 16, 20, 21, 24, 29, 30, 31, 34, 41 TG2: 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 TG3: 4, 12, 14, 20, 24, 30, 32, 40, 42 TG4: 4, 10, 11, 14, 20, 28, 30, 34, 40 TG5: 4, 11, 14, 17, 20, 24 TG6: 4, 14, 19, 20, 21, 22, 24, 30, 40, 42 TG7: 4, 11, 12, 14, 19, 20, 21, 22, 24, 30, 40, 42 TG8: 4, 14, 19, 20, 21, 24, 30, 40, 42 TG9: 4, 12, 14, 20, 21, 24, 29, 30, 40, 42</p>
SED.SD.p3.2: Describes situations which can elicit various emotions (e.g., tells a story that is supposed to make listener sad).	<p>TG1: 4, 10, 11, 14, 16, 20, 21, 24, 26, 27, 29, 30, 31, 34, 41 TG2: 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 TG3: 4, 12, 14, 20, 24, 30, 32, 40, 42 TG4: 4, 10, 11, 14, 20, 28, 30, 34, 40 TG5: 4, 11, 14, 17, 20, 24 TG6: 4, 14, 19, 20, 21, 22, 24, 26, 30, 37, 40, 42 TG7: 4, 11, 12, 14, 19, 20, 21, 22, 24, 30, 40, 42 TG8: 4, 14, 19, 20, 21, 24, 30, 40, 42 TG9: 4, 12, 14, 20, 21, 24, 29, 30, 40, 42</p>
Demonstrate awareness of cultural issues and a respect for human dignity and differences	
SED.SD.p3.3: Compares own characteristics with those of others.	<p>TG1: 4, 6, 10, 11, 14, 16, 20, 21, 24, 29, 30, 31, 34, 41 TG2: 4, 10, 12, 13, 14, 17, 20, 21, 22, 24, 30, 31, 32, 34 TG3: 12, 14, 20, 24, 30, 32, 40, 42 TG4: 4, 10, 11, 14, 20, 28, 30, 34, 40</p>

	TG5: 4, 11, 14, 17, 20, 24 TG6: 4, 14, 19, 20, 21, 22, 24, 30, 40, 42 TG7: 4, 11, 12, 14, 19, 20, 21, 22, 24, 30, 40, 42 TG8: 4, 14, 19, 20, 21, 24, 30, 40, 42 TG9: 4, 12, 14, 20, 21, 24, 29, 30, 40, 42
INTERPERSONAL SKILLS	
Demonstrate communication and social skills to interact effectively	
SED.SD.p3.4: Follows rules and simple directions (1-2 steps).	TG1: 10 TG7: 40 TG8: 40 TG9: 40
SED.SD.p3.5: Begins to display socially competent behavior with peers (e.g., helping, sharing and taking turns).	TG1: 10 TG2: 30, 40 TG3: 29, 32, 42 TG4: 10, 11, 20, 40 TG5: 11 TG6: 4, 11, 20, 40 TG7: 4, 11, 12, 40 TG8: 4 TG9: 4, 12
SED.SD.p3.6: Begins to participate in conversational turn taking.	TG1: 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 TG2: 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 TG3: 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 TG4: 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 TG5: 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 TG6: 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 TG7: 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 TG8: 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 TG9: 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
Develop and maintain positive relationships	
SED.SD.p3.7: Shows interest in having a friend.	TG1: 4, 10, 11, 14, 20, 21, 24, 29, 30, 31, 34, 41 TG2: 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 TG3: 4, 12, 14, 20, 24, 30, 32, 40, 42 TG4: 4, 10, 11, 14, 20, 28, 30, 34, 40 TG5: 4, 11, 17, 20 TG6: 4, 14, 19, 20, 21, 22, 30, 40, 42 TG7: 4, 11, 12, 14, 19, 20, 21, 22, 30, 40, 42 TG8: 4, 14, 19, 20, 21, 30, 40, 42 TG9: 4, 12, 14, 20, 21, 29, 30, 40, 42
Demonstrate an ability to prevent, manage and resolve interpersonal conflicts	
SED.SD.p3.8: Begins to resolve conflicts with peers, given adult assistance.	TG1: 31 TG2: 12 Welcome Guide: 32
COMMUNICATIONS AND LITERACY STANDARDS (CL)	

LITERATURE: CLL.L.	
Key Ideas and Details	
CL.L.p3.1: With prompting and support, asks and answers simple questions about the story content.	<p>TG1: 6 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>Resources: Literature Library, Story Folders</p>
CL.L.p3.2: Uses pictures and illustrations to tell and retell parts of a story.	<p>TG1: 27 TG3: 7 TG4: 7 TG5: 6, 16, 20 TG6: 30 TG7: 30 TG8: 27 TG9: 10, 17, 27, 40</p>
Craft and Structure	
CL.L.p3.3: Asks and answers questions about unknown words/ pictures in a book .	<p>TG1: 6, 7, 16, 17, 26, 27, 36, 37 TG2: 6, 7, 16, 17, 26, 27, 36, 37 TG3: 6, 7, 16, 17, 26, 27, 36, 37 TG4: 6, 7, 16, 17, 26, 27, 36, 37 TG5: 6, 7, 16, 17, 26, 27, 36, 37 TG6: 6, 7, 16, 17, 26, 27, 36, 37 TG7: 6, 7, 16, 17, 26, 27, 36, 37 TG8: 6, 7, 16, 17, 26, 27, 36, 37 TG9: 7, 17, 27, 37</p> <p>Welcome Guide: 75, 76</p> <p>Resources: Vocabulary Cards, Photo Activity Cards</p>
CL.L.p3.4 : Interacts with a variety of common types of texts (e.g., storybooks, poems, songs).	<p>TG1: 6 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>Resources: Literature Library, Story Folders</p>
CL.L.p3.5: Understands that books have both illustrations and print.	<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>Resources: Literature Library, Story Folders</p>

Integration of Knowledge and Ideas	
CL.L.p3.6: With prompting and support, makes connections between self, illustrations and the story when taking a “picture walk” of the book.	TG1: 36 TG2: 36 TG4: 7, 17, 26 TG6: 6, 17 TG7: 6, 16 TG8: 7, 16
CL.L.p3.7: With prompting and support compares and contrasts the adventures and experiences of the characters to self (e.g., “I have a red cape just like Goldilocks!”).	TG1: 36 TG2: 36 TG4: 7, 17, 26 TG6: 6, 17 TG7: 6, 16 TG8: 7, 16
Range of Reading and Level of Text Complexity	
CL.L.p3.8: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, giggles when hears something funny read in the story).	TG1: 5 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
INFORMATIONAL TEXT (NON-FICTION): CL.IT.	
Key Ideas and Details	
CL.IT.p3.1: With prompting and support, asks and answers simple questions about the text.	TG1: 6 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 Resources: Literature Library, Story Folders
CL.IT.p3.2: Retells some details of the text using pictures or props as a support.	TG1: 27 TG3: 7 TG4: 7 TG5: 6, 16, 20 TG6: 30 TG7: 30 TG8: 27 TG9: 10, 17, 27, 40
Craft and Structure	
CL.IT.p3.3: Exhibits curiosity and interest in learning new vocabulary.	TG1: 6, 7, 10, 12, 16, 17, 18, 22, 26, 27, 28, 30, 31, 32, 36, 37, 38, 41, 42 TG2: 4, 6, 7, 10, 12, 16, 17, 20, 21, 22, 26, 27, 30, 31, 36, 37, 40, 41 TG3: 4, 6, 7, 10, 12, 16, 17, 22, 24, 26, 27, 34, 36, 37, 38, 41, 42 TG4: 6, 7, 10, 12, 14, 16, 17, 22, 24, 26, 27, 30, 32, 36, 37, 42 TG5: 4, 6, 7, 11, 12, 14, 16, 17, 22, 24, 26, 27, 30, 31, 32, 34, 36, 37, 40, 42 TG6: 6, 7, 10, 11, 12, 14, 16, 17, 20, 22, 24, 26, 27, 32, 34, 36, 37, 40, 42 TG7: 6, 7, 10, 11, 12, 14, 16, 17, 22, 24, 26, 27, 32, 34, 36, 37, 40, 42 TG8:

	<p>6, 7, 12, 14, 16, 17, 22, 24, 26, 27, 30, 32, 34, 36, 37, 40, 42 TG9: 7, 12, 14, 16, 17, 22, 24, 26, 27, 30, 32, 34, 37, 40, 42</p> <p>Resources: Vocabulary Cards, Photo Activity Cards, Literature Library</p>
<p>CL.IT.p3.4: Identifies the front and back cover of a book. CL.IT.p3.5: Understands that books have both illustrations and print.</p>	<p>TG1: 7, 17, 26, 27, 36, 37 TG2: 6, 7, 16, 17, 26, 27, 36, 37 TG3: 6, 7, 16, 17, 26, 27, 30, 36, 37 TG4: 6, 7, 16, 17, 26, 27, 36, 37 TG5: 6, 7, 16, 17, 26, 27, 36, 37 TG6: 6, 7, 16, 17, 26, 27, 36, 37 TG7: 6, 7, 16, 17, 26, 27, 36, 37 TG8: 6, 7, 16, 17, 26, 36, 37</p> <p>Resources: Literature Library</p>
Integration of Knowledge and Ideas	
<p>CL.IT.p3.6: With prompting and support, engages in a picture walk to make connections between self, illustrations and the information presented.</p>	<p>TG1: 36 TG2: 36 TG4: 7, 17, 26 TG6: 6, 17 TG7: 6, 16 TG8: 7, 16</p>
<p>CL.IT.p3.7: Answers simple “wh” questions about the topic presented in the text (e.g., what, where, when, why).</p>	<p>TG1: 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 TG2: 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 TG3: 6, 10, 11, 12, 22, 24, 29, 31, 34, 36, 38, 41, 42 TG4: 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 TG5: 4, 10, 11, 12, 14, 16, 21, 22, 24, 26, 30, 31, 32, 34, 38, 40, 41 TG6: 6, 10, 11, 12, 14, 16, 20, 21, 22, 24, 26, 30, 32, 34, 38, 40, 41 TG7: 6, 10, 11, 12, 14, 16, 20, 21, 22, 24, 30, 32, 34, 40, 41 TG8: 6, 10, 12, 14, 16, 20, 21, 22, 24, 26, 30, 32, 34, 41 TG9: 10, 12, 14, 16, 20, 21, 22, 24, 26, 30, 32, 34, 40, 41</p>
<p>CL.IT.p3.8: With prompting and support identifies similarities between two texts on the same topic (e.g., in illustrations, descriptions or procedures).</p>	<p>TG1: 6 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>Resources: Literature Library, Story Folders, Vocabulary Cards</p>

Range of Reading and Level of Text Complexity	
CL.IT.p3.9: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, says “I have a car like that” or responds when appropriate to text, with a comment about “my house”).	TG1: 5 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
FOUNDATIONAL SKILLS: CL.F.	
Print Concepts (CL.F-PC)	
CL.F.p3.1: Demonstrates understanding of the organization and basic features of print.	TG1: 5 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 Resources: Photo Activity Cards, Vocabulary Cards
CL.F.p3.1a: Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back).	TG1: 5 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
CL.F.p3.1b: Demonstrates an understanding that print conveys meaning (i.e., environmental print).	TG1: 5 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 Resources: Photo Activity Cards, Vocabulary Cards
CL.F.p3.1c: Recognizes letters in their name.	<i>In Frog Street Threes, children engage in activities that progressively develop letter recognition throughout the year, especially those in their own name.</i> TG1: 5, 15, 25, 35, 37 TG2: 5, 7, 10, 15, 20, 25, 30, 32, 35 TG3: 5, 6, 10, 15, 20, 25, 27, 30, 35, 37 TG4: 5, 10, 15, 25, 30,

	35, 40 TG5: 5, 6, 7, 10, 12, 15, 20, 21, 25, 30, 32, 35, 40 TG6: 5, 10, 15, 20, 25, 26, 30, 35, 37, 40 TG7: 5, 10, 15, 17, 20, 25, 26, 27, 30, 35, 37, 40 TG8: 5, 10, 15, 17, 20, 22, 25, 30, 35, 37, 40 TG9: 5, 10, 15, 20, 25, 30, 35, 40
Phonological Awareness	
CL.F.p3.2: Plays with the sounds of language.	TG1: 5 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 Resources: Music CDs, Literature Library, Story Folders
CL.F.p3.2a: Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).	<i>In the daily Greeting Circle, children are invited to engage in songs, poems, rhymes in which they are differentiating between sounds that are the same and different. Many of the book selections in the Literature Library include activities to differentiate sounds. The Morning Message sentences feature alliteration. In Theme 8, Page 17 and Theme 9, Week 2, children hear examples of onomatopoeia.</i> TG1: 8, 12, 18, 22, 32 TG2: 11, 20, 38, 42 TG3: 8, 19 TG4: 6, 7, 11, 17, 36 TG5: 6, 30, 36, 37, 39, 41 TG6: 6, 7, 20, 39, 41 TG7: 7, 10, 21, 26, 36, 41 TG8: 10, 11, 41 TG9: 7, 10, 11, 17, 21, 27, 40, 41
CL.F.p3.2b: Distinguishes whether two words rhyme or not.	TG4: 6, 7, 17, 36 TG5: 6, 36, 37 TG6: 6, 7, 27 TG7: 7, 26, 36 TG8: 16 TG9: 27
CL.F.p3.2c: Blends compound words and syllables in spoken words (e.g., base+ball= baseball; / d+ad= dad).	<i>In Frog Street Threes, children begin to explore and produce sounds associated with letters and the beginning of words which sets the foundation for further age-appropriate phonological awareness activities.</i> TG1: 5 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
CL.F.p3.2d: Identifies two words that start with the same sound (e.g., ball and bat both start with the /b/ sound). TG1: 9, 21, 39, 40, 41 TG2: 5, 9, 15, 25, 35, 39, 42 TG3: 5, 15, 19, 25, 35, 39 TG4: 5, 9, 12, 15, 19, 25, 29, 32, 35, 41 TG5: 5, 10, 15, 25, 29, 30 32, 35, 39 TG6: 5, 9, 15, 25, 29, 31, 35, 39 TG7: 5, 15, 25, 29, 31, 35	TG1: 5 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
Phonics and Word Recognition	
CL.F.p3.3: Knows and applies age-appropriate word analysis skills.	TG1: 5 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 Resources: Photo Activity Cards, Vocabulary Cards
CL.F.p3.3a: Begins to identify own name in print.	
CL.F.p3.3b: Begins to recognize and “read” familiar words or environmental print.	
Fluency	
CL.F.p3.4: Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading).	TG1: 6, 36, 40 TG3: 36 TG4: 36 Resources: Literature Library
WRITING: CL.W.	
Text Types and Purposes	
CL.W.p3.1: Uses drawing, scribbling, letter like forms, random letter strings and/or dictation to express thought and ideas.	TG2: 10, 12, 16, 20, 40, 42 TG3: 10, 20, 40 TG4: 10, 12, 20, 26, 30, 40 TG5: 10, 12, 20, 22, 32 TG6: 10, 19, 22, 30, 40 TG7: 10, 20, 22, 30, 40 TG8: 9, 10, 12, 20, 22, 30, 32, 40 TG9: 6, 10, 20, 30, 40
Production and Distribution of Writing	
CL.W.p3.2: Uses consistent marks to represent name when writing.	<i>In Frog Street Threes, children engage in activities to write an increasing number of letters consistently, especially those in own name.</i>

	TG2: 40, 42 TG4: 10, 20, 26 TG6: 10, 22, 30, 40 TG7: 10, 22, 30 TG8: 9, 10, 20, 30 TG9: 10, 32
CL.W.p3.3: With guidance and support, imitates shapes and strokes.	TG2: 40, 42 TG4: 10, 20, 26 TG6: 10, 22, 30, 40 TG7: 10, 22, 30 TG8: 9, 10, 20, 30 TG9: 10, 32
CL.W.p3.4: With guidance and support, explores a variety of digital tools to express ideas (e.g., asks for help searching the internet for pictures of animals to illustrate a book “My Favorite Animals”).	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
Research to Build and Present Knowledge	
CL.W.p3.5: Participates in shared writing projects (e.g., contributes to class chart about a topic of interest).	TG1: 9, 21, 39, 40, 41 TG2: 5, 9, 15, 25, 35, 39, 42 TG3: 5, 15, 19, 25, 35, 39 TG4: 5, 9, 12, 15, 19, 25, 29, 32, 35, 41 TG5: 5, 10, 15, 25, 29, 30 32, 35, 39 TG6: 5, 9, 15, 25, 29, 31, 35, 39 TG7: 5, 15, 25, 29, 31, 35
CL.W.p3.6: With guidance and support from adults, collaborates with peers to recall information from experiences.	TG1: 8, 12, 18, 22, 27, 32 TG2: 11, 20, 38, 42 TG3: 7, 8, 19 TG4: 11 TG5: 6, 16, 30, 39, 41 TG6: 20, 39, 41 TG7: 10, 21, 27, 41 TG8: 10, 11, 41 TG9: 10, 11, 17, 21, 27, 40, 41
SPEAKING & LISTENING: CL.SL.	
Comprehension and Collaboration	
CL.SL.p3.1: Participates in collaborative conversations with diverse partners about preschool topics with peers and adults in small groups.	TG1: 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 TG2: 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 TG3: 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 TG4: 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 TG5: 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 TG6: 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 TG7: 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 TG8: 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 TG9: 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
CL.SL.p3.1a: Beginning to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topic under discussion).	TG1: 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
CL.SL.p3.1b: Continues a conversation through three or more exchanges.	TG1: 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 TG2: 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 TG3: 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 TG4: 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 TG5: 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 TG6: 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 TG7: 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 TG8: 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 TG9: 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
CL.SL.p3.2: Confirms understanding of information presented orally or through other media by answering simple (e.g., what, where, who) questions and asking questions if something is not understood.	TG1: 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 TG2: 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 TG3: 6, 10, 11, 12, 22, 24, 29, 31, 34, 36, 38, 41, 42 TG4: 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 TG5: 4, 10, 11, 12, 14, 16, 21, 22, 24, 26, 30, 31, 32, 34, 38, 40, 41 TG6: 6, 10, 11, 12, 14, 16, 20, 21, 22, 24, 26, 30, 32, 34, 38, 40, 41 TG7: 6, 10, 11, 12, 14, 16, 20, 21, 22, 24, 30, 32, 34, 40, 41 TG8: 6, 10, 12, 14, 16, 20, 21, 22, 24, 26, 30, 32, 34, 41 TG9: 10, 12, 14, 16, 20, 21, 22, 24, 26, 30, 32, 34, 40, 41
Presentation of Knowledge and Ideas	
CL.SL.p3.3: Uses some basic qualitative (e.g., wet/dry, hot/cold) and quantitative (e.g., more/less, empty/full) concepts to describe familiar people, places, things and events.	TG1: 6, 10, 12, 16, 18, 22, 26, 28, 30, 31, 32, 36, 38, 41, 42 TG2: 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 TG3: 4, 6, 10, 12, 16, 22, 24, 26, 34, 36, 38, 41, 42 TG4: 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 TG5: 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 TG6: 6, 10, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 TG7: 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 TG8: 6, 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42 TG9: 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42
CL.SL.p3.4: Able to describe objects and actions depicted in pictures.	TG2: 10, 12, 16, 20 TG3: 10, 20, 40 TG4: 10, 12, 20, 30, 40 TG6: 10, 19, 30, 40 TG7: 10, 20, 30, 40 TG8: 10, 12, 20, 22, 30, 32, 40 TG9: 6, 10, 20, 30, 40

<p>CL.SL.p3.5: Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.</p>	<p>TG1: 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 TG2: 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 TG3: 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 TG4: 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 TG5: 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 TG6: 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 TG7: 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 TG8: 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 TG9: 12, 14, 16, 22, 24, 26, 32, 34, 40, 42</p> <p>Welcome Guide: 39</p>
<p>LANGUAGE STANDARDS: CL.LS.</p>	
<p>Conventions of Standard English</p>	
<p>CL.LS.p3.1: Demonstrates emerging understanding of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>TG1: 6, 7, 16, 17, 26, 27, 37 TG2: 6, 7, 16, 17, 26, 27, 37 TG3: 6, 7, 16, 17, 26, 27, 36, 37 TG4: 6, 7, 16, 17, 26, 27, 36, 37 TG5: 6, 7, 16, 17, 26, 27, 36, 37 TG6: 6, 7, 16, 17, 26, 27, 36, 37 TG7: 6, 7, 16, 17, 26, 27, 36, 37 TG8: 6, 7, 16, 17, 26, 27, 36, 37 TG9: 7, 17, 27, 37</p>
<p>CL.LS.p3.1a: Begins to make letter like forms and print some letters (e.g., letters in their name).</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>CL.LS.p3.1b: Uses frequently occurring nouns and verbs when speaking. CL.LS.p3.1c: Beginning to form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	<p>TG1: 6, 7, 16, 17, 26, 27, 37 TG2: 6, 7, 16, 17, 26, 27, 37 TG3: 6, 7, 16, 17, 26, 27, 36, 37 TG4: 6, 7, 16, 17, 26, 27, 36, 37 TG5: 6, 7, 16, 17, 26, 27, 36, 37 TG6: 6, 7, 16, 17, 26, 27, 36, 37 TG7: 6, 7, 16, 17, 26, 27, 36, 37 TG8: 6, 7, 16, 17, 26, 27, 36, 37 TG9: 7, 17, 27, 37</p>
<p>CL.LS.p3.1d: Understands and uses some question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).</p>	<p>TG1: 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 TG2: 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 TG3: 6, 10, 11, 12, 22, 24, 29, 31, 34, 36, 38, 41, 42 TG4: 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 TG5: 4, 10, 11, 12, 14, 16, 21, 22, 24, 26, 30, 31, 32, 34, 38, 40, 41 TG6: 6, 10, 11, 12, 14, 16, 20, 21, 22, 24, 26, 30, 32, 34, 38, 40, 41 TG7: 6, 10, 11, 12, 14, 16, 20, 21, 22, 24, 30, 32, 34, 40, 41 TG8: 6, 10, 12, 14, 16,</p>

	20, 21, 22, 24, 26, 30, 32, 34, 41 TG9: 10, 12, 14, 16, 20, 21, 22, 24, 26, 30, 32, 34, 40, 41
CL.LS.p3.1e: Uses some prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	TG1: 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 TG2: 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 TG3: 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 TG4: 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 TG5: 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 TG6: 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 TG7: 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 TG8: 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 TG9: 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
CL.LS.p3.1f: Communicates using at least 3-4 word sentences.	
CL.LS.p3.2: Demonstrates a beginning awareness of writing by using strings of letter- like forms or a series of random letters.	TG3: 20, 30 TG4: 40, 35 TG5: 10, 30, 40 TG6: 10, 20, 30, 40 TG7: 10, 20, 30, 40 Welcome Guide: 51
Vocabulary Acquisition and Use	
CL.LS.p3.3: Provides a label when given a “child-friendly” definition of a familiar word (e.g., what is round and bounces: a ball).	TG1: 6, 7, 10, 12, 16, 17, 18, 22, 26, 27, 28, 30, 31, 32, 36, 37, 38, 41, 42 TG2: 4, 6, 7, 10, 12, 16, 17, 20, 21, 22, 26, 27, 30, 31, 36, 37, 40, 41 TG3: 4, 6, 7, 10, 12, 16, 17, 22, 24, 26, 27, 34, 36, 37, 38, 41, 42 TG4: 6, 7, 10, 12, 14, 16, 17, 22, 24, 26, 27, 30, 32, 36, 37, 42 TG5: 4, 6, 7, 11, 12, 14, 16, 17, 22, 24, 26, 27, 30, 31, 32, 34, 36, 37, 40, 42 TG6: 6, 7, 10, 11, 12, 14, 16, 17, 20, 22, 24, 26, 27, 32, 34, 36, 37, 40, 42 TG7: 6, 7, 10, 11, 12, 14, 16, 17, 22, 24, 26, 27, 32, 34, 36, 37, 40, 42 TG8: 6, 7, 12, 14, 16, 17, 22, 24, 26, 27, 30, 32, 34, 36, 37, 40, 42 TG9: 7, 12, 14, 16, 17, 22, 24, 26, 27, 30, 32, 34, 37, 40, 42
CL.LS.p3.4: With guidance and support from adults, explores word relationships and nuances in word meanings.	Resources: Vocabulary Cards, Photo Activity Cards, Literature Library
CL.LS.p3.4a: Demonstrates an emerging understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down; stop, go; in, out).	TG1: 29, 38 TG2: 28, 31, 32 TG3: 12, 21, 32 TG4: 40 TG5: 7, 31, 39 TG6: 39 TG7: 39

<p>CL.LS.p3.4b: Distinguishes among a few verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</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>CL.LS.p3.5: With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.</p>	<p>TG1: 6, 7, 10, 12, 16, 17, 18, 22, 26, 27, 28, 30, 31, 32, 36, 37, 38, 41, 42 TG2: 4, 6, 7, 10, 12, 16, 17, 20, 21, 22, 26, 27, 30, 31, 36, 37, 40, 41 TG3: 4, 6, 7, 10, 12, 16, 17, 22, 24, 26, 27, 34, 36, 37, 38, 41, 42 TG4: 6, 7, 10, 12, 14, 16, 17, 22, 24, 26, 27, 30, 32, 36, 37, 42 TG5: 4, 6, 7, 11, 12, 14, 16, 17, 22, 24, 26, 27, 30, 31, 32, 34, 36, 37, 40, 42 TG6: 6, 7, 10, 11, 12, 14, 16, 17, 20, 22, 24, 26, 27, 32, 34, 36, 37, 40, 42 TG7: 6, 7, 10, 11, 12, 14, 16, 17, 22, 24, 26, 27, 32, 34, 36, 37, 40, 42 TG8: 6, 7, 12, 14, 16, 17, 22, 24, 26, 27, 30, 32, 34, 36, 37, 40, 42 TG9: 7, 12, 14, 16, 17, 22, 24, 26, 27, 30, 32, 34, 37, 40, 42</p> <p>Resources: Vocabulary Cards, Photo Activity Cards, Literature Library</p>
MATHEMATICS (M)	
COUNTING & CARDINALITY: M.CC.	
Know number names and the count sequence	
<p>M.CC.p3.1: Counts in sequence to 10.</p>	<p>TG3: 9, 11, 30, 31, 39 TG5: 28 TG7: 16 TG8: 8, 11, 18, 21, 22, 31, 32, 38, 40, 41, 42 TG9: 11, 18, 21, 22, 28, 31, 38, 41, 42</p>
<p>M.CC.p3.2: Demonstrates an understanding that number names can be represented with a written numeral.</p>	<p>TG8: 21, 28, 31, 32, 38, 41 TG9: 11, 18, 21, 31, 32, 38, 41</p>
Count to tell the number of objects	
<p>M.CC.p3.3: Places objects in one to one correspondence during play situations (e.g., gives each doll a plate in the housekeeping area).</p>	<p>TG2: 29, 32 TG3: 30, 31 TG7: 38 TG8: 8, 11, 18, 21, 22, 28, 31, 32, 38, 41, 42 TG9: 8, 11, 18, 21, 31, 38, 41, 42</p>
<p>M.CC.p3.4: Spontaneously counts for own purposes.</p>	<p>TG3: 9, 11, 30, 31, 39 TG5: 28 TG7: 16 TG8: 8, 11, 18, 21, 22, 31, 32, 38, 40, 41, 42 TG9: 11, 18, 21, 22, 28, 31, 38, 41, 42</p>

M.CC.p3.5: Uses number words to indicate the quantity in small sets of objects (e.g., 2, 3).	TG2: 29, 32 TG3: 30, 31 TG7: 38 TG8: 8, 11, 18, 21, 22, 28, 31, 32, 38, 41, 42 TG9: 8, 11, 18, 21, 31, 38, 41, 42
Compare Numbers	
M.CC.p3.6: Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to 5.	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
M.CC.p3.7: When shown a collection of up to 3 items creates another collection of equal amounts, not necessarily by matching (precursor to subitizing).	
OPERATIONS & ALGEBRAIC THINKING: M.OA.	
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from	
M.OA.p3.1: Demonstrates an understanding of addition by using objects in practical situations (e.g., has one slice of apple on a plate, adds another slice of apple and communicates “Two”).	TG1: 29 TG3: 9, 11, 30, 31, 39 TG5: 28 TG7: 16 TG8: 8, 11, 18, 21, 22, 31, 32, 38, 40, 41, 42 TG9: 8, 11, 18, 21, 22, 28, 31, 38, 41, 42
M.OA.p3.2: Uses concrete objects including shapes to copy simple patterns.	TG4: 8, 11, 18, 21, 22, 28, 31, 32, 38, 41 TG5: 8, 11, 12, 18, 21, 22 TG7: 28, 32 Resources: Math Manipulatives
MEASUREMENT & DATA: M.MD.	
Describe and compare measurable attributes	
M.MD.p3.1: Demonstrates an understanding that objects can be compared by one attribute (e.g., weight, capacity, length) and begins to use words such as bigger/smaller and longer (e.g., Attempts to pick up a big block and exclaims “That’s heavier!”).	TG1: 11 TG2: 11, 21, 38 TG3: 21, 31, 32, 41 TG4: 30, 31, 41 TG5: 9 TG6: 32 TG7: 9, 11, 12, 28, 32, 39, 41, 42 TG8: 9, 19, 29, 32, 39, 42 TG9: 9, 19, 20, 22, 29, 39, 42
Classify objects and count the number of objects in each category	
M.MD.p3.2: Sorts objects into two or more groups by their properties or uses (e.g., sorts blocks into 2 piles; sorts by shape; indicates that pizza, ice cream and hot dogs are all foods but a doll is not).	TG4: 8, 11, 18, 21, 22, 28, 31, 32, 38, 41 TG5: 8, 11, 12, 18, 21, 22 TG7: 28, 32 Resources: Math Manipulatives

GEOMETRY: M.G.	
Identify and Describe Shapes	
(Squares, circles, triangles, rectangles) M.G.p3.1: Describes objects in the environment using names of shapes and uses actions and words to indicate relative positions of these objects (e.g., over, inside, close to, far away).	TG1: 8, 29, 38 TG2: 8, 10, 11, 18, 28, 31, 32 TG3: 12, 21, 32 TG4: 40 TG5: 19, 31, 39 TG6: 19, 39 TG7: 9, 12, 19, 39 TG8: 29, 32, 40, 42
M.G.p3.2: Correctly names shapes regardless of their orientations or overall size.	
Analyze, compare, create and compose shapes	
M.G.p3.3: Analyzes and compares shapes in different sizes and orientations and uses informal language to describe their similarities, difference and part (e.g., number of sides and corners) and other attributes (e.g., having sides of equal length).	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
M.G.p3.4: Decomposes shapes (i.e., “take apart” into smaller shapes) by trial and error.	TG1: 28 TG2: 27, 30, 38, 41, 42 TG3: 12, 16, 17, 18, 20, 21, 22, 28, 29 TG5: 29 TG6: 36, 37 TG7: 41 TG8: 41 TG9: 41
SCIENCE STANDARDS (S)	
MOTION & STABILITY: FORCES & INTERACTIONS	
S.p3.1: Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force (e.g., pushing, pulling, throwing, twisting, gravity).	TG7: 19, 26, 29, 31 Welcome Guide: 71
ENERGY	
S.p3.2: Makes simple observations of the characteristics of the sun (e.g., “The sun is bright!” “It’s hot out here in the sun.” “At night it gets dark because the sun goes away”).	TG1: 19, 36 TG5: 6 Resources: Literature Library – <i>The Sky is Falling</i>
FROM MOLECULES TO ORGANISMS: STRUCTURES & PROCESSES	
S.p3.3: Notices and asks questions about what is the same and what is the difference between categories of plants and animals.	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
S.p3.4: Understands that living things need air, water and food.	

EARTH'S SYSTEMS	
S.p3.5: Identifies weather occurrences (e.g., sun, rain and snow).	TG1: 36, 39 TG5: 4 Resources: Story Folder: <i>Shelby's Rainy Day Fun</i>
S.p3.6: Makes observations and communicates findings with others (e.g., look this tree has big, green leaves).	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
EARTH & HUMAN ACTIVITY	
S.p3.7: Comments on an animal's appearance, behavior or habitat.	TG4: 29 TG5: 26, 27 TG8: 16 Resources: Literature Library: <i>Monarchs</i>
S.p3.8: Acquires and uses basic vocabulary for plants, animals and humans (e.g., some names of parts, characteristics).	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
S.p3.9: Makes comments about the weather. (e.g., it's cold, it's windy).	TG1: 36, 39 TG5: 4 Resources: Story Folder: <i>Shelby's Rainy Day Fun</i>
S.p3.10: Participates, with adult direction, in activities to preserve the environment (e.g., disposing of litter, saving things to be recycled).	TG6: 14, 16, 17 Resources: Photo Activity Cards
SOCIAL STUDIES (SS)	
GOVERNMENT	
SS.p3.1: Names family members by relationships (e.g., dad, sister, cousin).	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
ECONOMICS	
SS.p3.2: Trades or exchanges materials or objects with others.	TG2: 20 TG3: 40
SS.p3.3: Discriminates between "yours" and "mine."	
GEOGRAPHY	

SS.p3.4: Uses words to indicate direction.	TG1: 29 TG2: 28, 31, 32 TG3: 12, 21, 32 TG4: 40 TG5: 31, 39 TG6: 39 TG7: 39
SS.p3.5: Creates representations of familiar places through various materials (e.g., builds a fire station with blocks, draws a picture of a home). SS.p3.6: Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.	p3.5: TG1: 31, 40 TG2: 21, 31 TG5: 36, 39 p3.6: TG1: 20, 21, 30, 40 TG2: 10, 30, 40 TG3: 40 TG4: 8, 18, 28, 30, 31, 38, 40 TG6: 40 TG7: 40, 41 TG8: 21, 40 TG9: 40, 41 Welcome Guide: 48
KANSAS, UNITED STATES & WORLD HISTORY	
SS.p3.7 Questions why and/or how people are similar or different.	TG2: 4, 5, 12, 14, 16 TG4: 27, 30
SS.p3.8: Uses word or phrases that differentiate between events that happened in the past, the present and the future (e.g., “when I was a baby...” , “ or before I moved into my new house . . .”).	TG2: 42 TG5: 7, 10 TG6: 12 Welcome Guide: 34
CREATIVE ARTS (CA)	
DANCE	
CA.p3.1: Physical: CA.p3.1a: Explores moving all body parts in isolation.	<i>Weekly Moving and Learning Activities engage children in theme-based movement activities for creative expression through drama and movement.</i> TG1: 4, 11, 17, 27, 28, 30, 34, 36, 41 TG2: 7, 10, 20, 27, 30, 37 TG3: 11, 20, 27, 30, 40 TG4: 10, 20, 27, 30, 34 TG5: 7, 11, 27, 31, 40 TG6: 7, 11, 40 TG7: 7, 27, 40 TG8: 7, 17, 27 TG9: 7, 17, 27, 40
CA.p3.1b: Explores cross lateral movements.	
CA.p3.2: Responding: CA.p3.2a: Moves one body part in response to a simple rhythm pattern.	
CA.p3.2b: Demonstrates the difference between still and moving.	
CA.p3.2c: Moves over, under and around objects.	
CA.p3.3: Creating: CA.p3.3a: Creates high, medium and low shapes.	

CA.p3.3b: Explores and creates patterns.	
CA.p3.3c: Combines axial and locomotor movements together.	
CA.p3.4: Understanding: CA.p3.4a: Listens to musical cues and teacher instruction.	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, 24, 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
CA.p3.4b: Dances with purpose attentive to music and instruction.	Resources: Music CDs
MUSIC	
CA.p3.5: Physical: CA.p3.5a: Repeats sound and rhythm patterns.	<i>In the Greeting Circle each day, children are encouraged to participate in music activities that develop sound and rhythm patterns.</i>
CA.p3.5b: Sings simple songs.	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, 24, 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
CA.p3.6: Responding: CA.p3.6a: Moves to traditional music: march, gallop, hop, tiptoe.	Resources: Music CDs
CA.p3.7: Creating: CA.p3.7a: Repeats song patterns and rhythmic movements to music.	
CA.p3.7b: Sings 5-8 note scale.	
CA.p3.8: Understanding: CA.p3.8a: Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow.	
ACTING/THEATER	

CA.p3.9: Physical: CA.p3.9a: Recites nursery rhymes and simple songs.	<p><i>In the Greeting Circle each day, children are encouraged to participate in activities which include nursery rhymes and songs. Theme 5, Favorite Tales and Rhymes, engages children in familiar stories and rhymes.</i></p> <p>TG1: 44, 45, 46, 47 TG2: 44, 45, 46, 47 TG3: 44, 45, 46, 47 TG4: 44, 45, 46, 47 TG5: 34, 44, 45, 46, 47 TG6: 27, 44, 45, 46, 47 TG7: 44, 45, 46, 47 TG8: 16, 44, 45, 46, 47 TG9: 7, 17, 44, 45, 46, 47</p>
CA.p3.9b: Recalls familiar stories.	
CA.p3.9c: Memorizes words in books and stories.	
CA.p3.10: Responding: CA.p3.10a: Identifies feelings - happy, sad, mad, etc.	TG1: 14, 15, 16, 17, 20, 22 TG3: 22 TG5: 4, 14 TG6: 42 TG9: 42
CA.p3.10b: Beginning to differentiate between real and pretend.	TG1: 14, 15, 16, 17, 20, 22 TG3: 22 TG5: 4, 14 TG6: 42 TG9: 42
CA.p3.10c: Participates in songs, stories, fingerplays, chants with voice and body together.	<p><i>In the Greeting Circle each day, children are encouraged to participate in activities which include nursery rhymes and songs. Theme 5, Favorite Tales and Rhymes, engages children in familiar stories and rhymes.</i></p> <p>TG1: 6 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>
CA.p3.10d: Beginning to take a role in dramatic play.	
CA.p3.11: Creating: CA.p3.11a: Follows simple instructions to recreate story and dramatic movement.	
CA.p3.11b: Uses costumes to disguise self and become a character in everyday environment.	
CA.p3.12: Understanding: CA.p3.12a: Creates action and verbalization with costume prompt.	
CA.p3.12b: Creates story with props/manipulatives.	
VISUAL ARTS	
CA.p3.13: Physical: CA.p3.13a: Begins use of scissors.	TG4: 20, 21, 31 TG7: 10

CA.p3.13b: Explores with natural and recycled objects.	<p><i>Throughout Frog Street Threes, children engage in various art activities in the Creativity Practice Centers using an array of materials. As the year progresses, activities become more complex and often require more planning as children begin to work independently and build on this skill set.</i></p>
CA.p3.14: Responding: CA.p3.14a: Explores more complex art activities.	
CA.p3.14b: Mixes two basic shapes - abstract rather than representational.	
CA.p3.15: Creating: CA.p3.15a: Creates work that requires some planning - usually a person with head and 2 vertical lines for legs.	
CA.p3.15b: Works independently.	
CA.p3.16: Understanding: CA.p3.16a: Mixes colors to create a new color.	
CA.p3.16b: Names shapes.	