

# North Carolina Foundations for Early Learning and Development Correlation to Frog Street Threes



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North Carolina Foundations for Early Learning and Development – Developmental Indicators (Younger Preschool)	Frog Street Threes Teacher Guide Page References
<b>Approaches to Learning</b>	
<b>Curiosity, Information – Seeking, and Eagerness</b>	
<b>Goal APL – 1: Children show curiosity and express interest in the world around them.</b>	
APL-1j Discover things that interest and amaze them and seek to share them with others.	<b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
APL-1k Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal).	<b>TG1:</b> 10 <b>TG2:</b> 10, 40 <b>TG3:</b> 6, 10, 24, 38, 41 <b>TG4:</b> 6, 12, 22, 36 <b>TG5:</b> 11, 16 <b>TG6:</b> 11 <b>TG7:</b> 11  <b>Welcome to Frog Street Threes:</b> 34, 73
APL-1l Show interest in a growing range of topics, ideas, and tasks.	<b>TG1:</b> 9, 11, 21, 30, 39 <b>TG7:</b> 20, 21, 22, 32 <b>TG8:</b> 20 <b>TG9:</b> 20, 21
<b>Goal APL-2: Children actively seek to understand the world around them.</b>	
APL-2i Ask questions about the people and things around them.	<b>TG7:</b> 10, 20, 21, 22, 30, 32, 41 <b>TG8:</b> 10, 20, 21, 22, 30, 41 <b>TG9:</b>
APL-2j Use all available senses, tools, and a variety of strategies to explore the environment (drop objects in water to see if they sink or float).	<b>TG1:</b> 8, 12, 18, 22, 32 <b>TG7:</b> 10, 21, 41 <b>TG8:</b> 10, 11, 41 <b>TG9:</b> 10, 11, 21, 40, 41
APL-2k Purposely try different ways of doing things to see what and how they work (adjust blocks used as a ramp to make a ball roll faster and farther).	<b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 9, 39, 42 <b>TG3:</b> 19, 39 <b>TG4:</b> 9, 12, 19, 29, 32, 41 <b>TG5:</b> 10, 29, 30, 32, 39 <b>TG6:</b> 9, 29, 31, 39 <b>TG7:</b> 29, 31

<b>Play and Imagination</b>	
<b>Goal APL-3: Children engage in increasingly complex play.</b>	
APL-3m Engage in dramatic play themes that include interacting with other children, but often are not coordinated.	<b>TG1:</b> 4, 11, 17, 27, 28, 30, 34, 36, 41 <b>TG2:</b> 7, 10, 20, 27, 30, 37 <b>TG3:</b> 11, 20, 27, 30, 40 <b>TG4:</b> 10, 20, 27, 30, 34 <b>TG5:</b> 7, 11, 27, 31, 40 <b>TG6:</b> 7, 11, 40 <b>TG7:</b> 7, 27, 40 <b>TG8:</b> 7, 17, 27 <b>TG9:</b> 7, 17, 27, 40
APL-3n Talk to peers and share materials during play.	<b>TG1:</b> 10 <b>TG2:</b> 30, 40 <b>TG3:</b> 29, 32, 42 <b>TG4:</b> 10, 11, 20, 40 <b>TG5:</b> 11 <b>TG6:</b> 4, 11, 20, 40 <b>TG7:</b> 4, 11, 12, 40 <b>TG8:</b> 4 <b>TG9:</b> 4, 12
APL-3o Engage in make-believe play with imaginary objects.	<b>TG1:</b> 11, 10, 20, 21, 30, 41 <b>TG2:</b> 10, 20, 30 <b>TG3:</b> 11, 20, 30, 40 <b>TG4:</b> 10, 20, 30 <b>TG5:</b> 11, 31, 40 <b>TG6:</b> 11, 40 <b>TG7:</b> 40 <b>TG9:</b> 40
APL-3p Use language to begin and carry on play with others.	<b>TG1:</b> 4, 10, 11, 14, 20, 21, 24, 26, 27, 29, 30, 31, 34, 41 <b>TG2:</b> 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 20, 24, 30, 32, 40, 42 <b>TG4:</b> 4, 10, 11, 14, 20, 28, 30, 34, 40 <b>TG5:</b> 4, 11, 17, 20 <b>TG6:</b> 4, 14, 19, 20, 21, 22, 30, 40, 42 <b>TG7:</b> 4, 11, 12, 14, 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 4, 14, 19, 20, 21, 30, 40, 42 <b>TG9:</b> 4, 12, 14, 20, 21, 29, 30, 40, 42
APL-3q Express knowledge of their everyday lives and culture through play (uses chopsticks to eat, pretends to fix hair the way his/her family styles hair).	<b>TG1:</b> 10 <b>TG2:</b> 30, 40 <b>TG3:</b> 29, 32, 42 <b>TG4:</b> 10, 11, 20, 40 <b>TG5:</b> 11 <b>TG6:</b> 4, 11, 20, 40 <b>TG7:</b> 4, 11, 12, 40 <b>TG8:</b> 4 <b>TG9:</b> 4, 12
<b>Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.</b>	
APL-4h Offer new ideas about how to do or make things.	<b>TG1:</b> 11, 20, 30, 31 <b>TG2:</b> 10, 20, 21, 22, 30 <b>TG3:</b> 20, 40 <b>TG4:</b> 10, 20, 30, 40 <b>TG6:</b> 19, 21, 22, 40, 42 <b>TG7:</b> 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 19, 20, 21, 30, 40, 42 <b>TG9:</b> 20, 21, 29, 30, 40
APL-4i Add new actions, props, or dress-up items to pretend play.	<b>TG2:</b> 10, 17, 18, 28 <b>TG3:</b> 7, 10, 17, 20, 30 <b>TG4:</b> 7, 10, 17, 20 <b>TG5:</b> 11 <b>TG7:</b> 40 <b>TG8:</b> 7, 17, 20, 40 <b>TG9:</b> 16, 17, 27, 28, 30, 40
APL-4j Use materials (e.g., art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in novel ways.	<b>Frog Street Threes</b> provides children with opportunities to use memory, observation and imagination to express their individuality. Children are able to connect their cultural perspective, life experiences, thoughts, and ideas through various art forms and/or instruments.  <b>TG1:</b> 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2:</b> 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 <b>TG3:</b> 7, 14, 17, 27 <b>TG4:</b> 4, 5, 7, 14, 15, 24, 25, 27, 34 <b>TG5:</b> 4, 5, 7, 14, 15, 17, 24, 27, 37 <b>TG6:</b> 4, 7, 15, 17,

	25, 34 <b>TG7:</b> 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>TG8:</b> 4, 7, 14, 17, 24, 27, 34 <b>TG9:</b> 4, 7, 8, 14, 17, 24, 27, 34
APL-4k Experiment with language, musical sounds, and movement.	<b>TG1:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG2:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG3:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG4:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG5:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG6:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG7:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG8:</b> 10, 11, 20, 21, 30, 31, 40, 41 <b>TG9:</b> 10, 11, 20, 21, 30, 31, 40, 41
<b>Risk-Taking, Problem-Solving, and Flexibility</b>	
<b>Goal APL-5: Children are willing to try new and challenging experiences.</b>	
APL-5k Express a belief that they can do things that are hard.	<b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40
APL-5l Choose to participate in an increasing variety of familiar and new experiences.	<b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
APL-5m Accept new challenges when offered.	<i>Children are encouraged to attempt new challenges including working with others and sometimes with adult assistance. Free choice centers offer numerous opportunities for children to develop skills throughout the year.</i>  <b>TG1:</b> 10, 21, 31, 36, 40, 41 <b>TG7:</b> 40, 42 <b>TG8:</b> 9, 19, 22, 29, 40 <b>TG9:</b> 9, 19, 22, 29, 40
APL-5n Try things they are not sure they can do, while avoiding dangerous risks.	<b>TG1:</b> 10, 11, 20, 29, 30, 31 <b>TG5:</b> 10, 21, 31, 38, 41 <b>TG6:</b> 10, 21, 22, 30, 32, 38, 41 <b>TG7:</b> 10, 20, 21, 22, 30, 32, 41 <b>TG8:</b> 10, 20, 21, 22, 30, 41 <b>TG9:</b> 10, 20, 21, 30, 32, 41
<b>Goal APL-6: Children use a variety of strategies to solve problems.</b>	
APL-6k Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”).	<b>TG1:</b> 10, 21, 31, 36, 40, 41 <b>TG7:</b> 40, 42 <b>TG8:</b> 9, 19, 22, 29, 40 <b>TG9:</b> 9, 19, 22, 29,
APL-6l Purposefully use a variety of strategies to solve different types of problems.	<b>TG1:</b> 21, 36, 40, 41 <b>TG2:</b> 11, 21, 30, 31 <b>TG3:</b> 30, 31, 39, 40 <b>TG4:</b> 10, 20, 21, 30, 40, 42 <b>TG5:</b> 21, 39, 40 <b>TG6:</b> 10, 11, 12, 39, 42 <b>TG7:</b> 40, 42 <b>TG8:</b> 9, 19, 22, 29, 40 <b>TG9:</b> 9, 19, 22, 29, 40
APL-6m Talk to themselves to work through the steps to solve a problem.	

<b>Attentiveness, Effort, and Persistence</b>	
<b>Goal APL-7: Children demonstrate initiative.</b>	
APL-7h Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”).	<b>TG3:</b> 10, 11, 29, 31 <b>TG5:</b> 10, 21, 31, 38, 41 <b>TG6:</b> 10, 21, 22, 30, 32, 38, 41 <b>TG7:</b> 10, 20, 21, 22, 30, 32, 41 <b>TG8:</b> 10, 20, 21, 22, 30, 41 <b>TG9:</b> 10, 20, 21, 30, 41  <b>Welcome to Frog Street Threes:</b> 32
APL-7i Express goals or plans and follow through on them (“I’m going to draw my house.”).	<b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
<b>Goal APL-8: Children maintain attentiveness and focus.</b>	
APL-8h Focus on age-appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking).	<b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
APL-8i Remain engaged in more complex activities that they have chosen.	
APL-8j Maintain focus and return to an activity after a break.	
<b>Goal APL-9: Children persist at challenging activities.</b>	
APL-9e Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture).	<b>TG1:</b> 17 <b>TG2:</b> 22, 40 <b>TG3:</b> 14 <b>TG4:</b> 40 <b>TG6:</b> 4 <b>TG7:</b> 4 <b>TG8:</b> 4 <b>TG9:</b> 4
APL-9f When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again)	<b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40,

<p>APL-9g Keep working to complete tasks, including those that are somewhat difficult.</p>	<p><b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40  <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40  <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41</p>
<p><b>Emotional and Social Development (ESD)</b></p>	
<p><b>Developing a Sense of Self</b></p>	
<p><b>Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.</b></p>	
<p>ESD-1k Describe self (characteristics that can be seen, things they can do, things they like, possessions).</p>	<p><b>TG1:</b> 6, 10, 20 <b>TG2:</b> 12, 17   <b>Resources: Literature Library: <i>Awesome Me</i></b></p>
<p>ESD-1l Express a sense of belonging to a group (say “There’s Kirby from my class,” move to stand with own group upon request, “I am a girl.”).</p>	<p><b>Frog Street Threes</b> <i>incorporates Conscious Discipline®, a comprehensive social emotional program that helps build a sense of classroom community as children unite as a group and develop a sense of belonging. Children work cooperatively with others in each center they choose.</i></p> <p><b>TG1:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG2:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG3:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG4:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG5:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG6:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG7:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG8:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG9:</b> 4, 5, 14, 15, 24, 25, 34, 35</p>
<p>ESD-1m Use own first and last name.</p>	<p><i>Children are encouraged to use and recognize their own names as well as other environmental print.</i></p> <p><b>TG2:</b> 5, 15, 25, 35, 48 <b>TG3:</b> 5, 15, 25, 35   <b>Welcome to Frog Street Threes:</b> 36, 37</p>
<p>ESD-1n Choose activities they like and name their favorite activities.</p>	<p><b>TG1:</b> 24 <b>TG2:</b> 4, 5, 15, 32 <b>TG4:</b> 5   <b>Resources: Literature Library: <i>Sophie Wants a Turn</i></b></p>

<b>Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.</b>	
ESD-2k Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	<b>TG1:</b> 6, 10, 20 <b>TG2:</b> 12, 17 <b>Resources:</b> Literature Library: <i>Awesome Me</i>
ESD-2l Express the belief that they can do many things.	<b>TG1:</b> 10, 11, 20, 29, 30, 31 <b>TG5:</b> 10, 21, 31, 38, 41 <b>TG6:</b> 10, 21, 22, 30, 32, 38, 41 <b>TG7:</b> 10, 20, 21, 22, 30, 32, 41 <b>TG8:</b> 10, 20, 21, 22, 30, 41 <b>TG9:</b> 10, 20, 21, 30, 32, 41
ESD-2m Try new activities and attempt new challenges.	<b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40 <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41
<b>Developing a Sense of Self with Others</b>	
<b>Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.</b>	
ESD-3m Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval).	<b>TG1:</b> 10, 31 <b>TG2:</b> 12, 30, 40 <b>TG3:</b> 29, 32, 42 <b>TG4:</b> 10, 11, 20, 40 <b>TG5:</b> 11 <b>TG6:</b> 4, 11, 20, 40 <b>TG7:</b> 4, 11, 12, 40 <b>TG8:</b> 4 <b>TG9:</b> 4, 12
ESD-3n Show affection for adults they are close to.	<b>TG2:</b> 22, 40 <b>TG3:</b> 14 <b>TG4:</b> 40 <b>TG5:</b> 4 <b>TG6:</b> 4 <b>TG7:</b> 4 <b>TG8:</b> 4 <b>TG9:</b> 4, 32
ESD-3o Given time, form positive relationships with new teachers or caregivers.	
ESD-3p Show ease and comfort in their interactions with familiar adults.	
<b>Goal ESD-4: Children form relationships and interact positively with other children</b>	
ESD-4k Demonstrate social skills when interacting with other children (turn taking, conflict resolution, sharing).	<b>TG1:</b> 10, 31 <b>TG2:</b> 12, 30, 40 <b>TG3:</b> 29, 32, 42 <b>TG4:</b> 10, 11, 20, 40 <b>TG5:</b> 11 <b>TG6:</b> 4, 11, 20, 40 <b>TG7:</b> 4, 11, 12, 40 <b>TG8:</b> 4 <b>TG9:</b> 4, 12
ESD-4l Form and maintain friendships with a few other children.	<b>TG1:</b> 4, 10, 14, 20, 21, 24, 26, 29, 30, 31, 34, 41 <b>TG2:</b> 4, 5, 14, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 24, 29, 32, 42 <b>TG4:</b> 4, 5, 10, 11, 14, 20 <b>TG5:</b> 4, 11, 20 <b>TG6:</b> 4, 11, 14, 20, 22, 30, 40 <b>TG7:</b> 4, 11, 12, 14, 30, 40 <b>TG8:</b> 4, 14 <b>TG9:</b> 4, 12, 14, 42
ESD-4m Identify another child as a friend.	
ESD-4n Approach other children easily, expecting positive interactions.	
ESD-4o Show ease and comfort in their interactions with familiar children.	

<b>Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.</b>	
ESD-5k Follow social rules, transitions, and routines that have been explained to them, with reminders and practice.	<b>TG1:</b> 10 <b>TG2:</b> 20, 30, 32 <b>TG3:</b> 14, 32, 42 <b>TG4:</b> 34, 38 <b>TG5:</b> 42 <b>TG6:</b> 40, 42 <b>TG7:</b> 40 <b>TG8:</b> 40 <b>TG9:</b> 40
ESD-5l Often make requests clearly and effectively.	<b>Conscious Discipline® strategies in every Greeting Circle support a growing awareness of thoughts and feelings—a child’s own feelings as well as those of others. Children engage in strategies that develop awareness that their actions can affect others.</b>  <b>TG1:</b> 4, 10, 11, 14, 16, 20, 21, 24, 29, 30, 31, 34, 41 <b>TG2:</b> 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 20, 24, 30, 32, 40, 42 <b>TG4:</b> 4, 10, 11, 14, 20, 28, 30, 34, 40 <b>TG5:</b> 4, 11, 14, 17, 20, 24 <b>TG6:</b> 4, 14, 19, 20, 21, 22, 24, 30, 40, 42 <b>TG7:</b> 4, 11, 12, 14, 19, 20, 21, 22, 24, 30, 40, 42 <b>TG8:</b> 4, 14, 19, 20, 21, 24, 30, 40, 42 <b>TG9:</b> 4, 12, 14, 20, 21, 24, 29, 30, 40, 42
ESD-5m Show awareness that their actions affect others (move carefully around classmate’s block structure).	
ESD-5n Wait for a short time to get what they want (a turn with a toy, a snack).	<b>TG1:</b> 31 <b>TG2:</b> 12  <b>Welcome to Frog Street Threes: 31, 32, 33</b>  <b>Resources: Literature Library: Sophie Wants a Turn</b>
ESD-5o Work to resolve conflicts effectively, with guidance and support.	<b>TG1:</b> 10, 31 <b>TG2:</b> 12, 30, 40 <b>TG3:</b> 29, 32, 42 <b>TG4:</b> 10, 11, 20, 40 <b>TG5:</b> 11 <b>TG6:</b> 4, 11, 20, 40 <b>TG7:</b> 4, 11, 12, 40 <b>TG8:</b> 4 <b>TG9:</b> 4, 12
ESD-5p Notice and accept similarities and differences among all people, including people with disabilities and those from different cultures.	<b>TG2:</b> 37 <b>TG4:</b> 16, 27, 30  <b>Welcome to Frog Street Threes: 67</b>
<b>Learning About Feelings</b>	
<b>Goal ESD-6: Children identify, manage, and express their feelings.</b>	
ESD-6l Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.	<b>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 learning how to manage their emotions and interact appropriately with their peers.</b>
ESD-6m Use a variety of words or signs to express and manage feelings more clearly.	
ESD-6n Describe reasons for their feelings (“I’m sad because Grandma’s leaving.” “That makes me mad when you do that!”).	

	<p><b>TG1:</b> 10, 14, 15, 16, 17, 20, 22 <b>TG2:</b> 10, 40 <b>TG3:</b> 6, 10, 22, 24, 38, 41 <b>TG4:</b> 6, 12, 22, 36 <b>TG5:</b> 4, 11, 14, 16 <b>TG6:</b> 11, 42 <b>TG9:</b> 11, 42</p> <p><b>Welcome to Frog Street Threes:</b> 46</p> <p><b>Resources: Literature Library:</b> <i>How Do You Feel?</i>, Photo Activity Cards</p>
<b>Goal ESD-7: Children recognize and respond to the needs and feelings of others.</b>	
ESD-7j Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).	<p><b>TG1:</b> 4, 10, 11, 14, 16, 20, 21, 24, 29, 30, 31, 34, 41 <b>TG2:</b> 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 20, 24, 30, 32, 40, 42 <b>TG4:</b> 4, 10, 11, 14, 20, 28, 30, 34, 40 <b>TG5:</b> 4, 11, 14, 17, 20, 24 <b>TG6:</b> 4, 14, 19, 20, 21, 22, 24, 30, 40, 42 <b>TG7:</b> 4, 11, 12, 14, 19, 20, 21, 22, 24, 30, 40, 42 <b>TG8:</b> 4, 14, 19, 20, 21, 24, 30, 40, 42 <b>TG9:</b> 4, 12, 14, 20, 21, 24, 29, 30, 40, 42</p>
ESD-7k Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?").	
ESD-7l Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower).	
ESD-7m Show awareness that other people have different feelings ("I like raisins but he doesn't." "I'm scared on that ride but she isn't.").	
<b>Health and Physical Development (HPD)</b>	
<b>Physical Health and Growth</b>	
<b>Goal HPD-1: Children develop healthy eating habits.</b>	
HPD-1p Try new foods.	<p><i>Children are invited to eat a variety of foods including new foods.</i></p> <p><b>TG4:</b> 16, 17, 24, 25, 26, 27, 30, 31, 32 <b>TG7:</b> 11</p> <p><b>Resources:</b> Vocabulary Cards, Photo Activity Cards</p>
HPD-1q Feed themselves with utensils independently.	
HPD-1r Communicate that some foods are good for them (fresh fruits, vegetables, milk) and some are not healthy (potato chips, soda).	<p><b>TG4:</b> 26, 27</p> <p><b>Resources: Story Folder:</b> <i>We Are Safe and Healthy Kids</i>, Photo Activity Cards, Vocabulary Cards</p>

<b>Goal HPD-2: Children engage in active physical play indoors and outdoors.</b>	
HPD-2k Develop strength and stamina by spending extended periods of time playing vigorously.	<b>TG1:</b> 10, 11, 20, 31, 40, 41 <b>TG2:</b> 11, 22, 31, 41 <b>TG3:</b> 11, 21 <b>TG4:</b> 11, 21, 40, 42 <b>TG5:</b> 10, 20, 21 <b>TG6:</b> 9, 11, 12, 22, 30, 31 <b>TG7:</b> 9, 10, 12, 30 <b>TG8:</b> 10, 12, 21, 40, 41 <b>TG9:</b> 11, 12, 20, 30, 39, 40
HPD-2l Choose a variety of structured and unstructured physical activities indoors and outdoors.	<b>TG4:</b> 36, 37 <b>TG7:</b> 7
HPD-2m Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching).	<i>The Moving and Learning activities and the activities presented in the <b>Gross Motor Center and Outdoors Center</b> invite children to demonstrate physical fitness.</i>  <b>TG1:</b> 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2:</b> 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 <b>TG3:</b> 7, 14, 17, 27 <b>TG4:</b> 4, 5, 7, 14, 15, 24, 25, 27, 34 <b>TG5:</b> 4, 5, 7, 14, 15, 17, 24, 27, 37 <b>TG6:</b> 4, 7, 15, 17, 25, 34 <b>TG7:</b> 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>TG8:</b> 4, 7, 14, 17, 24, 27, 34 <b>TG9:</b> 4, 7, 8, 14, 17, 24, 27, 34  <b>Welcome to Frog Street Threes:</b> 51, 52
HPD-2n Transition from active to quiet activities with limited guidance and support.	<b>TG1:</b> 10, 21, 31, 40, 41 <b>TG7:</b> 4, 20, 31 <b>TG8:</b> 4, 31, 40 <b>TG9:</b> 4, 20, 31, 32
<b>Goal HPD-3: Children develop healthy sleeping habits.</b>	
HPD-3i Recognize and communicate signs of being tired.	<b>Resources: Literature Library: <i>How Do You Feel?</i> Story Folder: <i>We Are Safe and Healthy Kids</i>, Vocabulary Cards</b>
HPD-3j With increasing independence, start and participate in sleep routines.	
<b>Motor Development</b>	
<b>Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.</b>	
HPD-4l Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps.	<i>The Moving and Learning activities and the activities presented in the <b>Gross Motor Center and Outdoors Center</b> invite children to demonstrate control, balance and coordination by running, jumping, galloping, sliding, hopping, and/or dancing.</i>  <b>TG1:</b> 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2:</b> 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 <b>TG3:</b> 7, 14, 17, 27 <b>TG4:</b> 4, 5, 7, 14, 15, 24, 25, 27, 34 <b>TG5:</b> 4, 5, 7, 14, 15, 17, 24, 27, 37 <b>TG6:</b> 4, 7,

	15, 17, 25, 34 <b>TG7:</b> 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>TG8:</b> 4, 7, 14, 17, 24, 27, 34 <b>TG9:</b> 4, 7, 8, 14, 17, 24, 27, 34  <b>Welcome to Frog Street Threes: 51, 52</b>
HPD-4m Refine movements and show generally good coordination (e.g., throwing and catching).	<b>TG1:</b> 10, 19, 20, 31, 40, 41 <b>TG2:</b> 19, 21, 30, 40, 41 <b>TG3:</b> 10, 11, 20, 21, 30, 31, 32 <b>TG4:</b> 21, 31, 37, 40, 41 <b>TG5:</b> 10, 11, 20, 29, 30, 31, 40, 41 <b>TG6:</b> 10, 11, 20, 29, 31, 41 <b>TG7:</b> 10, 11, 20, 22, 29, 30, 31, 41 <b>TG8:</b> 10, 11, 12, 20, 21, 22, 30, 31, 41 <b>TG9:</b> 11, 20, 21, 30, 31, 41
HPD-4n Use a variety of toys and equipment that enhance gross motor development (balls, slides, pedaling toys, assistive technology).	
HPD-4o Move their bodies in space with good coordination (running, hopping in place, galloping).	<b>TG1:</b> 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2:</b> 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 <b>TG3:</b> 7, 14, 17, 27 <b>TG4:</b> 4, 5, 7, 14, 15, 24, 25, 27, 34 <b>TG5:</b> 4, 5, 7, 14, 15, 17, 24, 27, 37 <b>TG6:</b> 4, 7, 15, 17, 25, 34 <b>TG7:</b> 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>TG8:</b> 4, 7, 14, 17, 24, 27, 34 <b>TG9:</b> 4, 7, 8, 14, 17, 24, 27, 34  <b>Welcome to Frog Street Threes: 51, 52</b>
<b>Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.</b>	
HPD-5j Draw simple shapes and figures (square for block, circles).	<b>TG1:</b> 10, 19, 20, 31, 40, 41 <b>TG2:</b> 19, 21, 30, 40, 41 <b>TG3:</b> 10, 11, 20, 21, 30, 31, 32, 40, 41 <b>TG4:</b> 21, 31, 40, 41 <b>TG5:</b> 10, 11, 20, 29, 30, 31, 40, 41 <b>TG6:</b> 10, 11, 20, 29, 31, 41 <b>TG7:</b> 10, 11, 20, 22, 29, 30, 31, 41 <b>TG8:</b> 10, 11, 12, 20, 21, 22, 30, 31, 41 <b>TG9:</b> 20, 21, 30, 31, 41  <b>Welcome to Frog Street Threes: 51</b>
HPD-5k Engage in activities that require hand-eye coordination (build with manipulatives, mold Play-Doh®, work puzzles with smaller pieces).	
HPD-5l Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools).	
<b>Self-Care</b>	
<b>Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.</b>	
HPD-6g Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active).	<i>Throughout Frog Street Threes children interact, cooperate, and enjoy experiences with peers and adults. Adult interaction can be observed during Greeting Circle, Read-Aloud time, Math/Science lessons and Closing Circle. During center activities, children have the opportunity to work cooperatively with others to express their needs, accept guidance, plan activities and solve problems.</i>

	<p><b>TG1:</b> 9, 10, 11, 20, 21, 30, 31, 39, 40, 41 <b>TG2:</b> 10, 30, 31, 40  <b>TG3:</b> 10, 11, 20, 29, 31, 41 <b>TG4:</b> 10, 11, 16, 20, 34, 40 <b>TG5:</b> 10, 19, 20, 21, 30, 31, 38, 40, 41 <b>TG6:</b> 4, 10, 20, 21, 22, 30, 31, 32, 38, 40, 41 <b>TG7:</b> 4, 10, 11, 20, 21, 22, 30, 31, 32, 40, 41 <b>TG8:</b> 4, 10, 20, 21, 22, 30, 31, 40, 41 <b>TG9:</b> 4, 10, 11, 20, 21, 30, 31, 32, 40, 41</p>
HPD-6h Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner).	<p><b>Conscious Discipline</b>® <i>specifically guides children in being successful in their social and emotional endeavors during each day. The CALM portion of the daily Greeting Circle focuses on engaging children in strategies to calm themselves when needed in socially acceptable ways.</i></p> <p><b>TG1:</b> 14, 15, 16, 17, 43</p> <p><b>Welcome to Frog Street Threes:</b> 27, 28</p> <p><b>Resources: Literature Library:</b> <i>Sophie Rants and Raves, How Do You Feel?</i></p>
<b>Goal HPD-7: Children develop independence in caring for themselves and their environment.</b>	
HPD-7j Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.	<p><i>Children are encouraged to develop independence when carrying out tasks, asking for assistance when needed.</i></p> <p><b>TG1:</b> 10, 20 <b>TG2:</b> 22, 31, 41 <b>TG3:</b> 11, 21 <b>TG4:</b> 11, 21, 40, 42  <b>TG5:</b> 10, 20, 21 <b>TG6:</b> 9, 11, 12, 30, 31 <b>TG7:</b> 9, 10, 12, 30 <b>TG8:</b> 10, 12, 21, 41 <b>TG9:</b> 10, 11, 20, 30, 39, 40</p>
HPD-7k Dress and undress themselves with occasional assistance.	<p><i>Children are encouraged to independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing, etc.). throughout all of the Frog Street Threes themes.</i></p> <p><b>TG4:</b> 16, 17, 18, 19, 20, 21, 40, 44 <b>TG7:</b> 11</p> <p><b>Welcome to Frog Street Threes:</b> 46</p>
HPD-7l Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow).	
HPD-7m Serve food for themselves.	<p><i>Children are invited to serve food themselves independently such as drinking from a cup without spilling.</i></p>

	<b>TG4:</b> 16, 17, 24, 25, 26, 27, 30, 31, 32 <b>TG7:</b> 11 <b>Resources:</b> Vocabulary Cards, Photo Activity Cards
HPD-7n Help with routine care of the indoor and outdoor learning environment (recycle, care for garden).	<b>TG6:</b> 14, 16, 17, 19, 22 <b>Resources:</b> Matching Cards
HPD-7o Name people who help children stay healthy.	<b>Pretend and Learn centers invite children to role play various roles and services of workers and use model or real equipment.</b> <b>TG4:</b> 16, 17, 20 <b>Resource:</b> Photo Activity Cards
<b>Safety Awareness</b>	
<b>Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.</b>	
HPD-8i Know what their bodies can do, and play within their abilities to avoid injury to self or others.	<b>TG1:</b> 5, 11, 15, 25, 35 <b>TG2:</b> 5, 15, 24, 35 <b>TG3:</b> 4, 14, 25, 35 <b>TG4:</b> 5, 8, 10, 11, 15, 16, 19, 25, 35 <b>TG5:</b> 5, 14, 25, 35 <b>TG6:</b> 5, 15, 25, 35 <b>TG7:</b> 5, 11, 15, 19, 21, 25, 35 <b>TG8:</b> 5, 14, 21, 25, 31, 34 <b>TG9:</b> 4, 15, 24, 31, 34 <b>Resources:</b> Literature Library: <i>It's a Safety Rule</i> , Story Folder: <i>We Are Safe and Healthy Kids</i> , Walk, Don't Walk Signs, Vocabulary Cards
HPD-8j Usually recognize and avoid objects and situations that might cause harm.	
HPD-8k Usually follow basic safety rules.	
HPD-8l Call a trusted adult when someone gets injured or is in an unsafe situation.	
<b>Language Development and Communication (LDC)</b>	
<b>Learning to Communicate</b>	
<b>Goal LDC-1: Children understand communications from others.</b>	
LDC-1k Show understanding of increasingly complex sentences.	<b>Welcome to Frog Street Threes: 39</b>
LDC-1l With prompting and support, respond to requests for information or action.	<b>TG1:</b> 6, 7, 10, 16, 17, 19, 26, 27, 37, 40 <b>TG2:</b> 6, 7, 10, 16, 17, 26, 27, 32, 37 <b>TG3:</b> 6, 7, 10, 12, 16, 17, 22, 26, 27, 30, 36, 37, 40 <b>TG4:</b> 6, 10, 16, 20, 27, 30, 36, 37, 40 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 30, 36, 37, 40 <b>TG7:</b> 7, 12, 17, 26, 27, 30, 36, 37, 40 <b>TG8:</b> 6, 17, 26, 27, 30, 36, 37, 40 <b>TG9:</b> 7, 17, 27, 30, 36, 37, 40
LDC-1m Follow simple multistep directions with visual cues if needed.	<b>TG1:</b> 8, 12, 18, 22, 32 <b>TG2:</b> 42 <b>TG3:</b> 19 <b>TG4:</b> 11 <b>TG7:</b> 29

<b>Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.</b>	
LDC-2i Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, augmentative communication).	<b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42
LDC-2j Initiate and carry on conversations, and ask questions about things that interest them.	<b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
LDC-2k With prompting and support, make comments and ask questions related to the topic of discussion.	
<b>Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b>	
LDC-3d Answer longer questions using more detail.	<b>TG1:</b> 21, 36, 40, 41 <b>TG2:</b> 11, 21, 30, 31 <b>TG3:</b> 30, 31, 39, 40
LDC-3e Use sentences or questions to ask for things (people, actions, objects, pets) or gain information.	<b>TG4:</b> 10, 20, 21, 30, 40, 42 <b>TG5:</b> 21, 39, 40 <b>TG6:</b> 10, 11, 12, 39, 42 <b>TG7:</b> 40, 42 <b>TG8:</b> 9, 19, 22, 29, 40 <b>TG9:</b> 9, 19, 22, 29, 40
<b>Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.</b>	
LDC-4h Communicate messages with expression, tone, and inflection appropriate to the situation.	<b>Daily Brain Smart® activities in the Greeting Circle, Closing Circle, Read Aloud and Math and STEAM lessons provide opportunities to communicate using with expression, tone, and inflection.</b>  <b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 11, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41, 42 <b>TG3:</b> 4, 6, 10, 12, 21, 22, 24, 32, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 10, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 20, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 6, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42
LDC-4i Speak clearly enough to be understood by familiar adults and children.	<i>Throughout Frog Street Threes children have many opportunities to speak clearly enough to be understood by familiar and unfamiliar adults and children.</i>

	<b>TG1:</b> 6, 7, 10, 16, 17, 19, 26, 27, 37, 40 <b>TG2:</b> 6, 7, 10, 16, 17, 26, 27, 32, 37 <b>TG3:</b> 6, 7, 10, 12, 16, 17, 22, 26, 27, 30, 36, 37, 40 <b>TG4:</b> 6, 10, 16, 20, 27, 30, 36, 37, 40 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 30, 36, 37, 40 <b>TG7:</b> 7, 12, 17, 26, 27, 30, 36, 37, 40 <b>TG8:</b> 6, 17, 26, 27, 30, 36, 37, 40 <b>TG9:</b> 7, 17, 27, 30, 36, 37, 40
<b>Goal LDC-5: Children describe familiar people, places, things, and events.</b>	
LDC-5d Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day.	<b>TG1:</b> 12, 22, 32, 41, 42 <b>TG2:</b> 21, 40 <b>TG3:</b> 12, 22, 36 <b>TG4:</b> 12, 16, 36 <b>TG5:</b> 12, 22, 30, 31, 32, 34, 42 <b>TG6:</b> 12, 14, 16, 22, 32, 34, 42 <b>TG7:</b> 12, 14, 16, 32, 34, 42 <b>TG8:</b> 12, 14, 16, 22, 32, 34, 42 <b>TG9:</b> 12, 14, 16, 22, 32, 34, 42
LDC-5e Describe experiences and create or retell short narratives.	<b>TG1:</b> 27 <b>TG3:</b> 7 <b>TG4:</b> 7 <b>TG5:</b> 6, 16, 20 <b>TG6:</b> 30 <b>TG7:</b> 30 <b>TG8:</b> 27 <b>TG9:</b> 10, 17, 27, 40
<b>Goal LDC-6: Children use most grammatical constructions of their home language well.</b>	
LDC-6g Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions).	<i>Throughout Frog Street Threes children are encouraged to use age-appropriate grammar, including longer sentences in their home language.</i>
LDC-6h Make grammatical errors that follow language rules (say, “mouses” instead of “mice”).	<b>TG1:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG2:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG4:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG7:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG8:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG9:</b> 7, 17, 27, 37  <b>Welcome to Frog Street Threes: 34</b>
<b>Goal LDC-7: Children respond to and use a growing vocabulary.</b>	
LDC-7k Repeat familiar songs, chants, or rhymes.	<b>Moving and Learning activities invite children to repeat familiar songs, chants, and rhymes throughout the week.</b>  <b>TG1:</b> 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2:</b> 5, 7, 15, 17, 24, 25, 27, 34, 35, 37 <b>TG3:</b> 7, 14, 17, 27 <b>TG4:</b> 4, 5, 7, 14, 15, 24, 25, 27, 34 <b>TG5:</b> 4, 5, 7, 14, 15, 17, 24, 27, 37 <b>TG6:</b> 4, 7, 15, 17, 24, 34 <b>TG7:</b> 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>TG8:</b> 4, 7, 14, 17, 24, 27, 34 <b>TG9:</b> 4, 7, 8, 14, 17, 24, 27, 34
LDC-7l Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg).	<b>TG1:</b> 11, 18, 28, 31 <b>TG3:</b> 8, 9, 11, 16, 17, 21, 41 <b>TG4:</b> 39, 41 <b>TG6:</b> 28, 29, 31 <b>TG7:</b> 7, 10, 39 <b>TG9:</b> 9, 29

	<b>Resources:</b> Photo Activity Cards
LDC-7m Make up names for things using words they know (e.g., dog, doctor for veterinarian).	<b>TG1:</b> 18, 26, 28, 41 <b>TG2:</b> 6, 10, 16, 26, 30, 36, 40, 41 <b>TG3:</b> 16, 26 <b>TG4:</b> 30 <b>TG5:</b> 26 <b>TG6:</b> 10, 40 <b>TG7:</b> 22, 40 <b>TG8:</b> 30, 40
LDC-7n Use many kinds of cues in the environment to figure out what words mean.	<b>TG9:</b> 30, 32, 40
<b>Foundations for Reading</b>	
<b>Goal LDC-8: Children develop interest in books and motivation to read.</b>	
LDC-8j Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story).	<b>TG1:</b> 6, 7, 10, 16, 17, 19, 26, 27, 36, 37, 40 <b>TG2:</b> 6, 7, 10, 16, 17, 26, 27, 32, 36, 37 <b>TG3:</b> 6, 7, 10, 12, 16, 17, 22, 26, 27, 30, 36, 37, 40 <b>TG4:</b> 6, 7, 10, 16, 17, 20, 26, 27, 30, 36, 37, 40 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 6, 7, 16, 17, 26, 27, 30, 36, 37, 40 <b>TG7:</b> 6, 7, 12, 16, 17, 26, 27, 30, 36, 37, 40 <b>TG8:</b> 6, 7, 16, 17, 26, 27, 30, 36, 37, 40 <b>TG9:</b> 7, 17, 27, 30, 36, 37, 40
LDC-8k Show an interest in books, other print, and reading-related activities.	
LDC-8l Listen to and discuss storybooks, simple information books, and poetry.	
<b>Resources:</b> Literature Library	
<b>Goal LDC-9: Children comprehend and use information presented in books and other print media.</b>	
LDC-9i Imitate the special language in storybooks and story dialogue with accuracy and detail.	<b>TG1:</b> 7, 27 <b>TG5:</b> 6, 7, 16 <b>TG6:</b> 27 <b>TG7:</b> 7 <b>TG8:</b> 16 <b>TG9:</b> 17, 27
LDC-9j With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information.	<i>Children are invited to enjoy two read-aloud (shared reading) selections each day during <b>Read-Aloud Time</b> and they have many opportunities to learn about the world when looking at books in free choice centers (<b>Library and Listening Center</b>).</i>  <b>TG1:</b> 6, 7, 10, 16, 17, 19, 26, 27, 37, 40 <b>TG2:</b> 6, 7, 10, 16, 17, 26, 27, 32, 37 <b>TG3:</b> 6, 7, 10, 12, 16, 17, 22, 26, 27, 30, 36, 37, 40 <b>TG4:</b> 6, 10, 16, 20, 27, 30, 36, 37, 40 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 30, 36, 37, 40 <b>TG7:</b> 7, 12, 17, 26, 27, 30, 36, 37, 40 <b>TG8:</b> 6, 17, 26, 27, 30, 36, 37, 40 <b>TG9:</b> 7, 17, 27, 30, 36, 37, 40
<b>Resources:</b> Literature Library, Sing & Read Alphabet eStories, Vocabulary Cards	
LDC-9k Use their knowledge of the world (what things are, how things work) to make sense of stories and information texts.	<b>TG1:</b> 36 <b>TG2:</b> 6, 7 <b>TG5:</b> 6, 7, 26, 27, 36, 37

LDC-9l Relate personal experiences to events described in familiar books, with prompting and support.	<b>Welcome to Frog Street Threes: 39</b>
LDC-9m Ask questions about a story or the information in a book.	<b>TG1:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG2:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG4:</b> 6, 16, 27, 36, 37 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 36, 37 <b>TG7:</b> 17, 26, 27, 36, 37 <b>TG8:</b> 6, 17, 26, 27, 36, 37 <b>TG9:</b> 7, 17, 27, 37
LDC-9n With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next.	
<b>Goal LDC-10: Children develop book knowledge and print awareness.</b>	
LDC-10h Hold a book upright while turning pages one by one front to back, but not always in order.	<b>TG1:</b> 6, 36, 40 <b>TG3:</b> 36 <b>TG4:</b> 36 <b>Resources:</b> Literature Library
LDC-10i With prompting and support, recognize print occurs in different forms and is used for a variety of functions (sign naming block structure, “message” on card for family member).	<b>TG1:</b> 5 <b>TG2:</b> 5, 10, 15, 20, 22, 25, 30, 35, 40 <b>TG3:</b> 5, 15, 16, 20, 25, 30, 35, 40 <b>TG4:</b> 5, 15, 20, 25, 30, 32, 35 <b>TG5:</b> 5, 6, 15, 20, 25, 26, 30, 35, 40 <b>TG6:</b> 5, 12, 15, 20, 25, 26, 30, 35 <b>TG7:</b> 5, 15, 20, 25, 26, 30, 35, 40 <b>TG8:</b> 5, 10, 15, 20, 25, 26, 30, 35, 40 <b>TG9:</b> 5, 10, 12, 15, 20, 25, 30, 35, 40 <b>Resources:</b> Photo Activity Cards, Vocabulary Cards
LDC-10j Demonstrate an understanding that print can tell people what to do (such as print and symbols to organize classroom activities—where to store things, when they will have a turn).	
<b>Goal LDC-11: Children develop phonological awareness.</b>	
LDC-11f Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds.	<b>TG1:</b> 5 <b>TG2:</b> 5, 15, 25, 35 <b>TG3:</b> 5, 15, 25, 35, 42 <b>TG4:</b> 5, 6, 7, 15, 17, 25, 35, 36, 42 <b>TG5:</b> 5, 6, 15, 22, 25, 35, 36, 37, 42 <b>TG6:</b> 5, 6, 7, 15, 25, 26, 32, 35, 36, 42 <b>TG7:</b> 5, 6, 7, 15, 25, 26, 32, 35, 36, 42 <b>TG8:</b> 5, 6, 12, 15, 25, 26, 35, 36 <b>TG9:</b> 5, 6, 15, 22, 25, 26, 27, 35, 36
LDC-11g Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments.	
LDC-11h Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words).	
<b>Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.</b>	
LDC-12b Demonstrate an interest in learning the alphabet.	<b>TG1:</b> 5 <b>TG2:</b> 5, 10, 15, 20, 25, 30, 32, 35 <b>TG3:</b> 5, 10, 15, 20, 25, 30, 35 <b>TG4:</b> 5, 10, 15, 25, 30, 35, 40 <b>TG5:</b> 5, 6, 10, 12, 15, 20, 21, 25, 30, 32, 25, 40 <b>TG6:</b> 5, 10, 15, 20, 25, 30, 35, 40 <b>TG7:</b> 5, 10, 15, 20, 25, 30, 35, 40 <b>TG8:</b> 5, 10, 15, 20, 22, 25, 30, 35, 40 <b>TG9:</b> 5, 10, 15, 20, 25, 30, 35, 40
LDC-12c Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals.	<b>TG2:</b> 5, 15, 25, 35 <b>TG3:</b> 5, 15, 25, 35 <b>TG4:</b> 5, 15, 25, 35 <b>TG5:</b> 5, 15, 25, 35 <b>TG6:</b> 5, 15, 25, 35 <b>TG7:</b> 5, 15, 25, 35 <b>TG8:</b> 5, 15, 25, 35 <b>TG9:</b> 5, 15, 25, 35

LDC-12d Recognize and name some letters of the alphabet, especially those in their own name.	<b>TG2:</b> 5, 15, 25, 35, 48 <b>TG3:</b> 5, 15, 25, 35 <b>TG4:</b> 5, 15, 25, 35 <b>TG5:</b> 5, 15, 25, 35 <b>TG6:</b> 5, 15, 25, 35, 48 <b>TG7:</b> 5, 15, 25, 35, 48 <b>TG8:</b> 5, 15, 25, 35 <b>TG9:</b> 5, 15, 25, 35  <b>Welcome to Frog Street Threes:</b> 36, 37
<b>Foundations for Writing</b>	
<b>Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.</b>	
LDC-13c Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want).	<b>TG3:</b> 20, 30 <b>TG4:</b> 40 <b>TG5:</b> 10, 30, 40 <b>TG6:</b> 10, 20, 30, 40 <b>TG7:</b> 10, 20, 30, 40  <b>Welcome to Frog Street Threes:</b> 51
LDC-13d With prompting and support, communicate their thoughts for an adult to write.	<b>TG1:</b> 20, 40 <b>TG2:</b> 40 <b>TG4:</b> 10, 20, 30 <b>TG5:</b> 10, 20 <b>TG6:</b> 10, 20, 30, 40 <b>TG9:</b> 31, 41
LDC-13e Engage in writing behaviors that imitate real-life situations (e.g., make marks to take food order during pretend restaurant play).	<b>TG2:</b> 40, 42 <b>TG4:</b> 10, 20, 26 <b>TG6:</b> 10, 22, 30, 40 <b>TG7:</b> 10, 22, 30 <b>TG8:</b> 9, 10, 20, 30 <b>TG9:</b> 10, 32
<b>Goal LDC-14: Children use knowledge of letters in their attempts to write.</b>	
LC-14c Use known letters and approximations of letters to write their own name and some familiar words.	<b>TG2:</b> 40, 42 <b>TG4:</b> 10, 20, 26 <b>TG6:</b> 10, 22, 30, 40 <b>TG7:</b> 10, 22, 30 <b>TG8:</b> 9, 10, 20, 30 <b>TG9:</b> 10, 32
LC-14d Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”).	<b>Frog Street Threes Morning Message, ABC Center, Writer’s Corner, and Library &amp; Listening Center</b> <i>invite children to explore symbols that carry meaning—and to demonstrate awareness of environmental print.</i>  <b>TG1:</b> 5, 15, 25, 35, 37 <b>TG2:</b> 5, 7, 10, 15, 20, 25, 30, 32, 35 <b>TG3:</b> 5, 6, 10, 15, 20, 25, 27, 30, 35, 37 <b>TG4:</b> 5, 10, 15, 25, 30, 35, 40 <b>TG5:</b> 5, 6, 7, 10, 12, 15, 20, 21, 25, 30, 32, 35, 40 <b>TG6:</b> 5, 10, 15, 20, 25, 26, 30, 35, 37, 40 <b>TG7:</b> 5, 10, 15, 17, 20, 25, 26, 27, 30, 35, 37, 40 <b>TG8:</b> 5, 10, 15, 17, 20, 22, 25, 30, 35, 37, 40 <b>TG9:</b> 5, 10, 15, 20, 25, 30, 35, 40  <b>Resources:</b> Songs for Threes, Sing & Read Alphabet eStories
<b>Goal LDC-15: Children use writing skills and conventions.</b>	
LC-15f Use a variety of writing tools and materials with	<b>TG2:</b> 40, 42 <b>TG4:</b> 10, 20, 26 <b>TG6:</b> 10, 22, 30, 40 <b>TG7:</b> 10, 22, 30 <b>TG8:</b> 9, 10, 20, 30 <b>TG9:</b> 10, 32

purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers).	
LC-15g Make marks they call “writing” that look different from drawings (vertical series of marks for a “grocery list,” horizontal line of marks for a “story”).	<b>TG1:</b> 9, 19, 29 <b>TG2:</b> 9, 19 <b>TG3:</b> 9, 19 <b>TG4:</b> 9 <b>TG5:</b> 9, 19, 39 <b>TG6:</b> 19, 39 <b>TG7:</b> 19, 39 <b>TG8:</b> 9, 19, 29, 39 <b>TG9:</b> 19, 29, 39
LC-15h Play with writing letters and make letter-like forms.	<b>TG3:</b> 20, 30 <b>TG4:</b> 40 <b>TG5:</b> 10, 30, 40 <b>TG6:</b> 10, 20, 30, 40 <b>TG7:</b> 10, 20, 30, 40 <b>TG8:</b> 10, 20, 30, 40 <b>TG9:</b> 10, 20, 30, 40
<b>Cognitive Development (CD)</b>	
<b>Construction of Knowledge: Thinking and Reasoning</b>	
<b>Goal CD-1: Children use their senses to construct knowledge about the world around them.</b>	
CD-1h Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom).	<b>TG1:</b> 19, 21, 30 <b>TG2:</b> 39 <b>TG3:</b> 9 <b>TG7:</b> 21, 39 <b>TG9:</b> 19 <b>Resources:</b> Patterns – Simple Machines
CD-1i Express knowledge gathered through their senses using play, art, language, and other forms of representation.	<b>TG1:</b> 9, 11, 21, 30, 39 <b>TG2:</b> 31, 40 <b>TG3:</b> 41 <b>TG5:</b> 19 <b>TG6:</b> 22, 32 <b>TG7:</b> 20, 21, 22, 32 <b>TG8:</b> 20 <b>TG9:</b> 20, 21
CD-1j Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail).	<b>TG3:</b> 8, 18, 28, 31, 37, 38, 40, 41, 42 <b>TG4:</b> 8 <b>TG9:</b> 9, 10
<b>Goal CD-2: Children recall information and use it for new situations and problems.</b>	
CD-2o Recognize whether a picture or object is the same as or different from something they have seen before.	<i>Throughout Frog Street Threes children have many opportunities to draw on memory or experience (apply prior knowledge) including during the <b>Conscious Discipline® Greeting Circle, Literacy and Math Centers, and during the daily Closing Circle.</b></i>  <b>TG1:</b> 8, 12, 18, 22, 27, 32 <b>TG2:</b> 11, 20, 38, 42 <b>TG3:</b> 7, 8, 19 <b>TG4:</b> 11 <b>TG5:</b> 6, 16, 30, 39, 41 <b>TG6:</b> 20, 39, 41 <b>TG7:</b> 10, 21, 27, 41 <b>TG8:</b> 10, 11, 41 <b>TG9:</b> 10, 11, 17, 21, 27, 40, 41
CD-2p Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus).	
CD-2q Describe or act out a memory of a situation or action, with adult support.	
CD-2r Make predictions about what will happen using what they know.	
CD-2s Introduce ideas or actions in play based on previous knowledge or experience.	
CD-2t Ask questions about why things happen and try to understand cause and effect.	<b>TG4:</b> 6, 9, 10, 29 <b>TG7:</b> 9

<b>Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.</b>	
CD-3f Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”).	<p><b>Frog Street Threes</b> provides children with consistent free choice opportunities to explore and demonstrate understanding of differences between fantasy and reality in <b>Pretend and Learn</b> centers. In <b>Theme 5</b> the focus is on <b>Favorite Tales and Rhymes</b> and children are invited to identify the differences between fantasy and real-world situations.</p> <p><b>TG1:</b> 11, 20, 31, 36 <b>TG2:</b> 10, 13, 20, 21, 22, 36 <b>TG3:</b> 20, 40  <b>TG4:</b> 7, 10, 17, 20, 26, 30, 40 <b>TG5:</b> 17, 26, 27 <b>TG6:</b> 6, 17, 19, 21, 22, 40, 42 <b>TG7:</b> 6, 17, 19, 20, 21, 22, 30, 36, 40, 42 <b>TG8:</b> 7, 16, 19, 20, 21, 30, 40, 42 <b>TG9:</b> 20, 21, 29, 30, 40</p> <p><b>Resources:</b> Vocabulary Cards</p>
CD-3g Use words like “think” and “know” to talk about thoughts and beliefs.	<p><b>TG1:</b> 21, 36, 40, 41 <b>TG2:</b> 11, 21, 30, 31 <b>TG3:</b> 30, 31, 39, 40  <b>TG4:</b> 10, 20, 21, 30, 40, 42 <b>TG5:</b> 21, 39, 40 <b>TG6:</b> 10, 11, 12, 39, 42 <b>TG7:</b> 40, 42 <b>TG8:</b> 9, 19, 22, 29, 40 <b>TG9:</b> 9, 19, 22, 29, 40</p>
CD-3h Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is).	
<b>Creative Expression</b>	
<b>Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.</b>	
CD-4g Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again).	<p><b>TG1:</b> 4, 7, 17, 19, 20, 27, 28, 34, 36, 41 <b>TG2:</b> 7, 27, 37 <b>TG3:</b> 27  <b>TG4:</b> 16, 27, 34 <b>TG5:</b> 7, 27, 37 <b>TG6:</b> 7 <b>TG7:</b> 7, 27 <b>TG8:</b> 7, 17, 27 <b>TG9:</b> 7, 17, 27, 39</p>
CD-4h Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).	<p><b>Welcome to Frog Street Threes:</b> 24, 67</p> <p><b>Resources:</b> Songs for Threes</p>
<b>Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.</b>	
CD-5m Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play.	<p><i>Children are invited to express what they know and recognize how others express themselves through various art forms, using their imaginations and creativity. <b>Frog Street Threes</b> provides children with a multitude of engaging activities and rich resources to express themselves through the visual arts, music</i></p>

	<p><i>and movement, and dramatic play. <b>Daily Moving and Learning</b>—children can explore music concepts, including volume, tempo, sound, and dance. <b>Pretend and Learn centers</b> engage children in dramatic play—including assuming different roles and characters. <b>Creativity Station</b>— children can choose to explore a wide variety of materials and identify color, shape, and texture through art experiences.</i></p> <p><b>TG1:</b> 9, 10, 19, 20, 21, 29, 31, 41 <b>TG2:</b> 9, 19, 21 <b>TG3:</b> 9, 11, 19, 21, 30 <b>TG4:</b> 9, 21, 31 <b>TG5:</b> 9, 19, 21, 31, 39, 40 <b>TG6:</b> 10, 19, 20, 31, 39, 41 <b>TG7:</b> 19, 20, 31, 39 <b>TG8:</b> 9, 10, 19, 20, 29, 31, 39 <b>TG9:</b> 19, 29, 31, 39, 41</p>
CD-5n Show creativity and imagination when using materials and assuming roles during pretend play.	<p><b>TG1:</b> 16, 36 <b>TG2:</b> 36 <b>TG3:</b> 6, 16 <b>TG4:</b> 6, 7, 17, 26 <b>TG6:</b> 6, 17, 26 <b>TG7:</b> 6, 16, 27, 37 <b>TG8:</b> 7, 16, 17, 36 <b>TG9:</b> 6, 7, 26</p> <p><b>Resources:</b> Photo Activity Cards</p>
CD-5o Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways.	<p><b>TG1:</b> 7, 11, 9, 19, 20 <b>TG2:</b> 21 <b>TG3:</b> 29 <b>TG4:</b> 20 <b>TG5:</b> 6, 29, 31 <b>TG6:</b> 7 <b>TG7:</b> 11, 29 <b>TG8:</b> 9, 10, 19, 20, 27 <b>TG9:</b> 10, 27, 31, 41</p>
CD-5p Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities.	<p><b>TG4:</b> 8 <b>TG5:</b> 7, 14, 26</p> <p><b>Resources:</b> Songs for Threes</p>
CD-5q Show awareness of various patterns of beat, rhythm, and movement through music and dance activities.	
<b>Social Connections</b>	
<b>Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.</b>	
CD-6h Talk about close family members, name their relationships to each other, and describe family routines (“Marika is my sister.” “My grandma takes care of me at night.”).	<p><b>TG1:</b> 4 <b>TG2:</b> 4, 12, 14, 20, 21, 24, 34, 42 <b>TG9:</b> 32</p>
CD-6i Adopt roles of family and community members during play, given support and realistic props.	<p><b>TG2:</b> 36, 37, 41 <b>TG3:</b> 48 <b>TG4:</b> 10, 20</p>
CD-6j Recognize and identify the roles of some community helpers (police, fire fighters, garbage collectors).	<p><b>TG4:</b> 8 <b>TG5:</b> 7, 14, 26</p> <p><b>Resources:</b> Songs for Threes</p>

<b>Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).</b>	
CD-7d Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, “That’s my family,” or “I’m in Ms. Emily’s class.”).	<p><b>Frog Street Threes</b> <i>incorporates Conscious Discipline®</i>, a comprehensive social emotional program that helps build a sense of classroom community as children unite as a group and develop a sense of belonging. Children are invited to select a center and work cooperatively with others during their time in each of the free choice centers.</p> <p><b>TG1:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG2:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG3:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG4:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG5:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG6:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG7:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG8:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG9:</b> 4, 5, 14, 15, 24, 25, 34, 35</p>
<b>Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.</b>	
CD-8e Given support and guidance, explore different cultural practices during play and planned activities.	<p><b>Frog Street Threes</b> celebrates the cultural and linguistic diversity of all learners. The <b>Home School Connection</b> component in each day’s <b>Closing Circle</b> invites children to make home, family, and community connections to what they are learning in class. <b>Theme 2: My Family and Friends</b> provides children many opportunities to talk about their family and home.</p> <p><b>TG1:</b> 6, 7, 8, 12, 16, 17, 18, 22, 26, 27, 32, 37</p> <p><b>Welcome To Frog Street Threes:</b> 67</p>
<b>Goal CD-9: Children explore concepts connected with their daily experiences in their community.</b>	
CD-9b Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”).	<b>TG1:</b> 4, 5, 38 <b>TG2:</b> 21, 32, 42
CD-9c Notice changes that happen over time (seasons, self or others growing bigger).	<b>TG2:</b> 42 <b>TG5:</b> 7, 10 <b>TG6:</b> 12
CD-9d Notice and talk about weather conditions.	<p><b>Welcome to Frog Street Threes:</b> 34</p> <p><b>TG1:</b> 36, 39 <b>TG5:</b> 4</p> <p><b>Resources:</b> Story Folder: <i>Shelby’s Rainy Day Fun</i></p>

CD-9e With prompting and support, participate as a member of a democratic classroom community (vote for name of class pet, wait turn to paint when easels are full).	<b>TG1:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG2:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG3:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG4:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG5:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG6:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG7:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG8:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>TG9:</b> 4, 5, 14, 15, 24, 25, 34, 35
<b>Mathematical Thinking and Expression</b>	
<b>Goal CD-10: Children show understanding of numbers and quantities during play and other activities.</b>	
CD-10j Rote count in order to 10 with increasing accuracy.	<b>TG3:</b> 9, 11, 30, 31, 39 <b>TG5:</b> 28 <b>TG7:</b> 16 <b>TG8:</b> 8, 11, 18, 21, 22, 31, 32, 38, 40, 41, 42 <b>TG9:</b> 11, 18, 21, 22, 28, 31, 38, 41, 42
CD-10k Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?”	<b>TG2:</b> 8, 18, 29 <b>TG5:</b> 28, 29, 31, 38, 41, 42 <b>TG6:</b> 8, 11, 12, 18, 21, 22, 28, 31, 32, 41, 42 <b>TG7:</b> 18, 21, 28 <b>TG8:</b> 8, 18, 21, 22, 28, 31, 32, 38, 39, 42 <b>TG9:</b> 8, 11, 18, 21, 22, 28, 31, 38, 41
CD-10l Compare visually two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and which one has more (choose a plate with four cookies rather than a plate with one cookie).	<b>TG2:</b> 29, 32 <b>TG3:</b> 30, 31 <b>TG7:</b> 38 <b>TG8:</b> 8, 11, 18, 21, 22, 28, 31, 32, 38, 41, 42 <b>TG9:</b> 8, 11, 18, 21, 31, 38, 41, 42
CD-10m Show they understand that adding objects to a group will make a bigger group, and taking away objects will make a smaller group.	<b>TG1:</b> 29 <b>TG9:</b> 8, 28
<b>Goal CD-10: Children show understanding of numbers and quantities during play and other activities.</b>	
<b>Goal CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.</b>	
CD-11f Use descriptive language for size, length, or weight (short, tall, long, heavy, big).	<b>TG1:</b> 8, 11, 18, 21, 31 <b>TG2:</b> 8, 10, 11, 18 <b>TG5:</b> 19 <b>TG6:</b> 19 <b>TG7:</b> 9, 12, 19 <b>TG8:</b> 29, 32, 40, 42
CD-11g Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale).	<b>TG1:</b> 39 <b>TG6:</b> 19  <b>Resources:</b> Photo Activity Cards
CD-11h Compare the size or weight of two objects and identify which one is longer/ taller/heavier than the other (“That rock is heavier than this one; I can’t lift it.” “A snake is longer than a worm.”).	<b>TG1:</b> 8, 11, 18, 21, 31 <b>TG2:</b> 8, 10, 11, 18 <b>TG5:</b> 19 <b>TG6:</b> 19 <b>TG7:</b> 9, 12, 19 <b>TG8:</b> 29, 32, 40, 42
CD-11i Identify familiar objects as the same or different.	
CD-11j Sort familiar objects into categories with increasing accuracy (tools for woodworking and utensils for cooking; rectangle blocks on one shelf and square blocks on another shelf).	<b>TG3:</b> 8, 18, 28, 31, 37, 38, 40, 41, 42 <b>TG4:</b> 8 <b>TG9:</b> 9, 10

CD-11k Recognize simple repeating patterns and attempt to create them during play (repeat a movement pattern during a song, make a line of blocks in alternating colors).	<b>TG4:</b> 8, 11, 18, 21, 22, 28, 31, 32, 38, 41 <b>TG5:</b> 8, 11, 12, 18, 21, 22 <b>TG7:</b> 28, 32
<b>Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities.</b>	
CD-12h Show they understand positions in space by using position words during play and by following directions from an adult (say, “Stand behind the chair.” “Put the ball in the box.”).	<b>TG1:</b> 29, 38 <b>TG2:</b> 28, 31, 32 <b>TG3:</b> 12, 21, 32 <b>TG4:</b> 40 <b>TG5:</b> 31, 39 <b>TG6:</b> 39 <b>TG7:</b> 39
CD-12i Use 2- and 3-dimensional shapes to create pictures, designs, or structures.	<b>TG1:</b> 28 <b>TG2:</b> 27, 30, 38, 41, 42 <b>TG3:</b> 12, 16, 17, 18, 20, 21, 22, 28, 29 <b>TG5:</b> 29 <b>TG6:</b> 36, 37 <b>TG7:</b> 41 <b>TG8:</b> 41 <b>TG9:</b> 41
CD-12j Find shapes in the environment and describe them in their own words.	<b>TG1:</b> 28 <b>TG2:</b> 27, 30, 38, 41, 42 <b>TG3:</b> 12, 16, 17, 18, 20, 21, 22, 28, 29 <b>TG5:</b> 29 <b>TG6:</b> 36, 37 <b>TG7:</b> 41 <b>TG8:</b> 41 <b>TG9:</b> 41  <b>Resources:</b> Literature Library: <i>Finding Shapes with Fernando</i> Photo Activity Cards
<b>Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.</b>	
CD-13b Seek answers to questions by using mathematical thinking during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block).	<b>TG1:</b> 19, 39, 40, 41 <b>TG2:</b> 9, 29, 32, 39, 42 <b>TG3:</b> 9, 11, 19, 21, 39 <b>TG4:</b> 9, 19, 29 <b>TG5:</b> 10, 12 <b>TG6:</b> 31 <b>TG7:</b> 11, 31
CD-13c Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area).	<b>TG2:</b> 29, 32 <b>TG3:</b> 30, 31 <b>TG7:</b> 38 <b>TG8:</b> 8, 11, 18, 21, 22, 28, 31, 32, 38, 41, 42 <b>TG9:</b> 8, 11, 18, 21, 31, 38, 41, 42
CD-13d Use drawing and concrete materials to represent mathematical ideas (draw many circles to show “lots of people,” put Popsicle® sticks in a pile to show the number of children who want crackers for snack).	<b>TG1:</b> 29 <b>TG9:</b> 8, 28
<b>Scientific Exploration and Knowledge</b>	
<b>Goal CD-14: Children observe and describe characteristics of living things and the physical world.</b>	
CD-14e Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet).	<b>TG2:</b> 29 <b>TG4:</b> 29
CD-14f Notice and react to the natural world and the outdoor environment.	<b>TG1:</b> 19, 40, 41 <b>TG3:</b> 9, 21 <b>TG4:</b> 11, 29 <b>TG5:</b> 9 <b>TG6:</b> 28, 29
CD-14g Notice and describe characteristics of plants and	<b>TG8:</b> 6, 30, 37, 39

animals, such as appearance, similarities, differences, behavior, and habitat.	<b>Resources:</b> Literature Library: <i>Backyard Bugs</i>
CD-14h Notice and describe current weather conditions.	<b>TG1:</b> 36, 39 <b>TG5:</b> 4  <b>Resources:</b> <b>Story Folder:</b> <i>Shelby's Rainy Day Fun</i>
CD-14i Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens).	<b>TG1:</b> 19, 21, 30 <b>TG3:</b> 9 <b>TG7:</b> 39 <b>TG9:</b> 19
CD-14j Participate in activities that help to care for the environment, with guidance and support (pick up trash, recycle paper).	<b>TG6:</b> 14, 16, 17, 19, 22  <b>Resources:</b> Matching Cards
<b>Goal CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</b>	
CD-15i Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods.	<b>TG8:</b> 9, 10, 12, 16, 19, 20, 26, 29, 30, 36, 37, 39, 40 <b>TG9:</b> 6, 9, 10, 16, 19, 20, 22, 26, 29, 30
CD-15j Observe objects, materials, and phenomena and describe what they notice (temperature, texture, size, weight, color, etc.).	<b>TG1:</b> 11 <b>TG2:</b> 11, 21, 38 <b>TG3:</b> 21, 31, 32, 41 <b>TG4:</b> 30, 31, 41 <b>TG5:</b> 9 <b>TG6:</b> 32 <b>TG7:</b> 9, 11, 12, 32, 39, 41, 42 <b>TG8:</b> 9, 19, 29, 32, 39, 42 <b>TG9:</b> 9, 19, 20, 22, 29, 39, 42
CD-15k Ask questions to find out more about the natural world.	<b>TG1:</b> 9, 21, 39, 40, 41 <b>TG2:</b> 5, 9, 15, 25, 35, 39, 42 <b>TG3:</b> 5, 15, 19, 25, 35, 39 <b>TG4:</b> 5, 9, 12, 15, 19, 25, 29, 32, 35, 41 <b>TG5:</b> 5, 10, 15, 25, 29, 30 32, 35, 39 <b>TG6:</b> 5, 9, 15, 25, 29, 31, 35, 39 <b>TG7:</b> 5, 15, 25, 29, 31, 35
CD-15l Use simple tools to investigate objects and materials, with guidance and support (magnifying glass, sifter, ramps for rolling balls and cars).	<b>TG1:</b> 11, 39 <b>TG5:</b> 10 <b>TG6:</b> 28, 31 <b>TG7:</b> 11
CD-15m Describe and predict changes that take place when mixing and manipulating materials.	<b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42