

# Iowa Early Learning Guidelines Correlation to Frog Street Threes



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Iowa Early Learning Guidelines	Frog Street Threes Teaching Guide Page References
<b>Area 1: Social and Emotional</b>	
<b>Self</b>	
<b>Standard 1.1.PS Child express positive awareness of self in terms of specific abilities, characteristics, and preferences.</b>	
<b>The child...</b>	
1.1.PS.1 expresses a positive sense of self in terms of specific abilities.	<p><b>TG1:</b> 6, 10, 20 <b>TG2:</b> 12, 17</p> <p><b>Resources:</b> Literature Library: <i>Awesome Me</i></p>
1.1.PS.2 expresses needs, wants, opinions, and feelings in socially appropriate ways.	<p><b>TG1:</b> 10, 14, 15, 16, 17, 20, 22, 26 <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>Resources:</b> Literature Library: <i>The More the Merrier</i></p> <p><b>Welcome to Frog Street Threes: 46</b></p>
1.1.PS.3 demonstrates increasing confidence and independence in a variety of tasks and routines, and expresses pride in accomplishments.	<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>
1.1.PS.4 recognizes own power to make choices.	<p><i>Children make ongoing, independent choices among various Practice Center activities.</i></p> <p><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</p> <p><b>Welcome to Frog Street Threes: 32</b></p>

<b>Self-Regulation</b>	
<b>Standard 1.2.PS Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.</b>	
<b>The child...</b>	
1.2.PS.1 demonstrates the ability to monitor his or her own behavior and its effects on others, following and contributing to adult expectations.	<b>TG1:</b> 4, 14, 15, 16, 17, 20, 22 <b>TG2:</b> 11, 41, 42 <b>TG3:</b> 22 <b>TG4:</b> 4, 34, 38 <b>TG5:</b> 4, 14, 20, 30, 40 <b>TG6:</b> 10, 11, 20, 22, 30, 32, 42 <b>TG7:</b> 10, 20, 22, 30 <b>TG8:</b> 10, 22, 30, 41 <b>TG9:</b> 10, 11, 20, 22, 30, 41, 42
1.2.PS.2 persists with difficult tasks without becoming overly frustrated.	<b>TG1:</b> 4, 5, 12, 14, 15, 16, 19, 24, 25, 32, 34, 42 <b>TG2:</b> 4, 5, 12, 14, 15, 22, 24, 25, 32, 34, 35, 42 <b>TG3:</b> 4, 5, 12, 14, 15, 22, 24, 25, 32, 34, 35, 42 <b>TG4:</b> 4, 5, 12, 14, 15, 18, 22, 24, 25, 32, 34, 35, 39, 42 <b>TG5:</b> 4, 5, 12, 14, 15, 18, 22, 24, 25, 32, 34, 35, 42 <b>TG6:</b> 4, 5, 12, 14, 15, 22, 24, 25, 32, 34, 35, 42 <b>TG7:</b> 4, 5, 12, 14, 15, 22, 24, 25, 32, 34, 35, 42 <b>TG8:</b> 4, 5, 12, 14, 15, 22, 24, 25, 32, 34, 35, 42 <b>TG9:</b> 4, 5, 12, 14, 15, 22, 24, 25, 32, 34, 35, 42
1.2.PS.3 begins to accept consequences of his or her own actions.	<b>TG1:</b> 4 <b>TG2:</b> 11, 41, 42 <b>TG4:</b> 4, 34, 38 <b>TG5:</b> 20, 30, 40 <b>TG6:</b> 10, 11, 20, 22, 30, 32 <b>TG7:</b> 10, 20, 22, 30 <b>TG8:</b> 10, 22, 30, 41 <b>TG9:</b> 10, 11, 20, 22, 30, 41
1.2.PS.4 manages transitions and changes to routines.	<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 44 <b>TG8:</b> 40 <b>TG9:</b> 40
1.2.PS.5 states feelings, needs, and opinions in difficult situations without harming self, others, or property.	<b>TG1:</b> 14, 15, 16, 17, 20, 22 <b>TG3:</b> 22 <b>TG5:</b> 4, 14 <b>TG6:</b> 42 <b>TG9:</b> 42
1.2.PS.6 expresses an increasing range and variety of emotions, and the transitions between feeling states become smoother.	<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>  <b>TG1:</b> 12, 18 <b>TG2:</b> 6, 10, 16, 21, 26, 30, 36, 40 <b>TG3:</b> 12, 16, 22, 26, 36 <b>TG4:</b> 12, 16, 30, 36 <b>TG5:</b> 12, 22, 26, 30, 31, 32, 34, 42 <b>TG6:</b> 10, 12, 14, 16, 22, 32, 34, 40, 42 <b>TG7:</b> 12, 14, 16, 32, 34, 42 <b>TG8:</b> 12, 14, 16, 22, 30, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 30, 32, 34, 40, 42

<b>Relationships with Adults</b>	
<b>Standard 1.3.PS Children relate positively with significant adults.</b>	
<b>The child...</b>	
1.3.PS.1 interacts comfortably with familiar adults.	<b>TG2:</b> 22 <b>TG3:</b> 14 <b>TG6:</b> 4 <b>TG7:</b> 4 <b>TG8:</b> 4 <b>TG9:</b> 4, 32  <b>Welcome to Frog Street Threes:</b> 61
1.3.PS.2 accepts guidance, comfort, and directions from a range of familiar adults in a variety of environments.	
1.3.PS.3 expresses affection toward familiar adults.	
1.3.PS.4 shows trust in familiar adults.	
1.3.PS.5 seeks help, as needed, from familiar adults.	<b>TG1:</b> 4, 10, 14, 24, 34 <b>TG7:</b> 10, 30, 40 <b>TG8:</b> 10, 30, 40, 41 <b>TG9:</b> 10, 11, 30, 40, 41
<b>Relationships with Children</b>	
<b>Standard 1.4.PS Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.</b>	
<b>The child...</b>	
1.4.PS.1 initiates and sustains positive interactions with peers, and organizes play.	<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
1.4.PS.2 wants to please and be like friends.	
1.4.PS.3 negotiates with others to resolve disagreements.	
1.4.PS.4 develops friendships with other children (peers); starts to demonstrate taking turns and sharing with others.	
1.4.PS.5 expresses empathy to other children (peers), and demonstrates caring behaviors.	
	<b>TG1:</b> 31 <b>TG2:</b> 12  <b>Welcome to Frog Street Threes:</b> 32
	<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>TG1:</b> 5, 15, 25, 35 <b>TG2:</b> 5, 14, 15, 21, 24, 25, 34, 35 <b>TG4:</b> 5, 14, 15, 25, 35 <b>TG5:</b> 5, 14, 15, 24, 25, 35 <b>TG6:</b> 5, 15, 24, 25, 35 <b>TG7:</b>

	5, 15, 24, 25, 35 <b>TG8:</b> 5, 15, 24, 25, 35 <b>TG9:</b> 5, 15, 24, 25, 35, 42
1.4.PS.6 accepts consequences of his or her actions.	<b>TG1:</b> 4 <b>TG2:</b> 11, 41, 42 <b>TG4:</b> 4, 34, 38 <b>TG5:</b> 20, 30, 40 <b>TG6:</b> 10, 11, 20, 22, 30, 32 <b>TG7:</b> 10, 20, 22, 30 <b>TG8:</b> 10, 22, 30, 41 <b>TG9:</b> 10, 11, 20, 22, 30, 41
1.4.PS.7 recognizes how behaviors can affect others.	
1.5.PS.8 names friends.	<b>TG1:</b> 4, 10, 11, 14, 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, 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
<b>Area 2: Physical Well-Being and Motor Development</b>	
<b>Healthy and Safe Living</b>	
<b>Standard 2.1.PS Children show increasing awareness of healthy and safe living practices.</b>	
<b>The child...</b>	
2.1.PS.1 begins to recognize and select healthy foods.	<b>TG4:</b> 26, 27  <b>Resources:</b> Story Folder: <i>We Are Safe and Healthy Kids</i> ; Photo Activity Cards; Vocabulary Cards
2.1.PS.2 follows healthy self-care routines such as brushing teeth, washing hands, and using the bathroom.	<b>TG4:</b> 16, 17, 18, 19, 20, 21, 40, 44 <b>TG7:</b> 11  <b>Welcome to Frog Street Threes:</b> 46
2.1.PS.3 develops appropriate balance between rest and physical activity as part of a healthy lifestyle.	<b>Frog Street Threes</b> <i>provides numerous opportunities that promote a healthy lifestyle.</i>  <b>TG1:</b> 12 <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  <b>Resources:</b> Vocabulary Cards; Literature Library: <i>How Do You Feel?</i> ; Story Folder: <i>We Are Safe and Healthy Kids</i>
2.1.PS.4 demonstrates safe behaviors regarding environment (stranger, tornado, fire, traffic, bodies of water), toxic substances, objects, and climbing structures.	<b>TG4:</b> 8, 10, 11, 16, 19 <b>TG7:</b> 11, 19, 21 <b>TG8:</b> 21, 31 <b>TG9:</b> 31  <b>Resources:</b> Story Folder: <i>We Are Safe and Healthy Kids</i> ; Literature Library: <i>It's a Safety Rule</i>

<p>2.1.PS.5 communicates safety rules and the reasons for the rules for indoor and outdoor environments.</p>	<p><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</p> <p><b>Resources:</b> <i>Walk, Don't Walk Signs; Vocabulary Cards; Literature Library: It's a Safety Rule; Story Folder: We Are Safe and Healthy Kids</i></p>
<b>Large Motor Skills</b>	
<b>Standard 2.2.PS Children develop large motor skills.</b>	
<b>The child...</b>	
<p>2.2.PS.1 demonstrates control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and climbing stairs.</p>	<p><b>Frog Street Threes offers suggestions for Gross Motor Centers and Outdoor Activities each week to encourage children to develop large motor skills.</b></p>
<p>2.2.PS.2 demonstrates the ability to coordinate movements with balls, such as throwing, kicking, striking, catching, and bouncing.</p>	<p><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</p> <p><b>Welcome to Frog Street Threes: 52</b></p>
<p>2.2.PS.3 expresses enjoyment in participating in physical experiences and creative movement.</p>	<p><b>TG4:</b> 36, 37 <b>TG7:</b> 7</p>
<b>Small Motor Skills</b>	
<b>Standard 2.3.PS Children develop small motor skills.</b>	
<b>The child...</b>	
<p>2.3.PS.1 uses hand-eye coordination to perform self-help and small motor tasks with a variety of manipulative materials, such as beads, pegs, shoelaces, puzzle pieces, and musical instruments</p>	<p><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</p>
<p>2.3.PS.2 demonstrates increased skills using scissors and writing tools for various learning experiences.</p>	

<b>Area 3: Approaches to Learning</b>	
<b>Curiosity and Initiative</b>	
<b>Standard 3.1.PS Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.</b>	
<b>The child...</b>	
3.1.PS.1 chooses, deliberately, to explore a variety of materials and experiences, seeking out 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
3.1.PS.2 participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness.	
3.1.PS.3 asks questions about a variety of topics.	<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
3.1.PS.4 repeats skills and experiences to build competence and support the exploration of new ideas.	<b>TG1:</b> 4, 7, 35, 41 <b>TG2:</b> 4, 29 <b>TG3:</b> 4 <b>TG4:</b> 4, 9, 18, 19, 28, 38, 41 <b>TG5:</b> 8, 16, 18, 26, 27, 34 <b>TG6:</b> 15, 25, 34, 35 <b>TG7:</b> 5, 9, 25, 35 <b>TG8:</b> 4, 5, 14, 15 <b>TG9:</b> 34
<b>Engagement and Persistence</b>	
<b>Standard 3.2.PS Children purposefully choose and persist in experiences and play.</b>	
<b>The child...</b>	
3.2.PS.1 maintains concentration on a task, despite distractions and interruptions.	<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
3.2.PS.2 stays engaged and completes a variety of both adult-directed and self-initiated tasks, projects, and experiences of increasing degrees of difficulty.	
3.2.PS.3 sets goals and follows a plan in order to complete a task.	
3.2.PS.4 chooses to participate in play and learning experiences.	

<b>Reasoning and Problem Solving</b>	
<b>Standard 3.3.PS Children demonstrate strategies for reasoning and problem solving.</b>	
<b>The child...</b>	
3.3.PS.1 shows interest in and finds a variety of solutions to questions, tasks, or 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
3.3.PS.2 recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults.	<b>Brain Smart Start® strategies (Unite, Calm, Connect and Commit) are used daily to build social relationships, understand the feelings of others, and problem solve.</b>
3.3.PS.3 shares ideas or makes suggestions of how to solve a problem presented by another person.	<b>TG1:</b> 4, 11, 14, 20, 21, 24, 30, 31, 34, 36, 40, 41 <b>TG2:</b> 4, 10, 11, 14, 20, 21, 22, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 20, 24, 30, 31, 32, 39, 40 <b>TG4:</b> 4, 10, 14, 20, 21, 30, 40, 42 <b>TG5:</b> 4, 20, 21, 39, 40 <b>TG6:</b> 4, 10, 11, 12, 14, 19, 20, 21, 22, 30, 39, 40, 42 <b>TG7:</b> 4, 14, 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 4, 9, 14, 19, 20, 29, 40 <b>TG9:</b> 4, 9, 12, 14, 18, 20, 21, 22, 29, 30, 40, 42
<b>Play and Senses</b>	
<b>Standard 3.4.PS Children engage in play to learn.</b>	
<b>The child...</b>	
3.4.PS.1 engages in a variety of indoor and outdoor play experiences.	The <b>Moving and Learning Practice Center</b> activities and the activities presented in the <b>Gross Motor Practice Center</b> and <b>Outdoors Center</b> give children many opportunities to demonstrate control, balance and coordination by running, jumping, galloping, sliding, hopping, and/or dancing.  <b>TG1:</b> 4, 5, 14, 15, 17, 24, 25, 27, 28, 34, 35, 36 <b>TG2:</b> 5, 7, 15, 17, 24, 25, 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
3.4.PS.2 uses sights, smells, sounds, textures, and tastes to discriminate between and to explore experiences, materials, and the environment.	<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
3.4.PS.3 engages in self-initiated, unstructured play.	<b>Weekly Centers and Outdoor activities allow children to choose to play in a particular center that shows interest in specific materials or people.</b>



	<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
3.4.PS.4 plans and executes play experiences alone and with others.	<b>TG1:</b> 10 <b>TG2:</b> 30 <b>TG3:</b> 29, 32, 42 <b>TG4:</b> 10, 11, 20 <b>TG5:</b> 11 <b>TG6:</b> 11, 20, 40 <b>TG7:</b> 11, 12, 40 <b>TG9:</b> 12
<b>Area 4: Social Studies</b>	
<b>Awareness of Family and Community</b>	
<b>Standard 4.1.PS Children demonstrate an increasing awareness of belonging to a family and community.</b>	
<b>The child...</b>	
4.1.PS.1 demonstrates understanding communities are composed of groups of people who live, play, or work together.	<b>TG1:</b> 4, 6, 10, 11, 14, 16, 20, 21, 24, 29, 30, 31, 34, 41 <b>TG2:</b> 4, 10, 12, 13, 14, 17, 20, 21, 22, 24, 30, 31, 32, 34 <b>TG3:</b> 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
4.1.PS.2 demonstrates ability to identify communities to which they belong.	
4.1.PS.3 recognizes their family is an important group to which they belong.	
4.1.PS.4 demonstrates responsibility as a member of a family or community.	<b>TG1:</b> 20, 21, 30, 40 <b>TG2:</b> 10, 30, 40 <b>TG3:</b> 40 <b>TG4:</b> 8, 18, 28, 30, 31, 38, 40 <b>TG6:</b> 40 <b>TG7:</b> 40, 41 <b>TG8:</b> 21, 40 <b>TG9:</b> 40, 41
4.1.PS.5 shows confidence in expressing individual opinions and thoughts while respecting the thoughts and opinions of others.	<b>TG1:</b> 6, 20 <b>TG2:</b> 30 <b>TG6:</b> 10 <b>TG7:</b> 10 <b>TG9:</b> 32  <b>Welcome to Frog Street Threes: 32</b>
4.1.PS.6 participates in creating and following rules and routines.	<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 44 <b>TG8:</b> 40 <b>TG9:</b> 40
4.1.PS.7 demonstrates an initial awareness of the concepts of fairness, individual rights, and welfare of family and community members.	
<b>Awareness of Culture</b>	
<b>Standard 4.2.PS Children demonstrate an increasing awareness of culture and diversity.</b>	
<b>The child...</b>	
4.2.PS.1 demonstrates an awareness of diversity such as family characteristics, adult roles within a family, and skin and hair color.	<b>TG1:</b> 4, 6, 10, 20 <b>TG2:</b> 4, 12, 14, 17, 20, 21, 24, 34, 42 <b>TG4:</b> 16, 27, 30 <b>TG5:</b> 27 <b>TG9:</b> 32

4.2.PS.2 demonstrates acceptance of persons from different cultures and ethnic groups.	<b>Resources:</b> Literature Library: <i>Awesome Me</i> <b>Welcome to Frog Street Threes:</b> 67
4.2.PS.3 demonstrates a sense of belonging, feeling pride in his or her own culture while showing respect for others.	
4.2.PS.4 uses respectful and descriptive language for human similarities and differences, demonstrating curiosity, comfort, ease and empathy with similarities and differences.	<b>TG2:</b> 37 <b>TG4:</b> 16, 27, 30 <b>Welcome to Frog Street Threes:</b> 67
<b>Awareness of the Relationship Between People and the Environment in Which They Live</b>	
<b>Standard 4.3.PS Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.</b>	
<b>The child...</b>	
4.3.PS.1 interacts with the world, first with familiar settings and then with less familiar ones; first in simple ways and then in more complex, exploratory ways.	<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
4.3.PS.2 constructs meaning about himself or herself and the world through relevant and meaningful experiences with objects and the environment.	<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
4.3.PS.3 recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	<b>TG1:</b> 29 <b>TG2:</b> 9, 41 <b>TG3:</b> 39 <b>TG4:</b> 11 <b>TG5:</b> 9, 11, 29, 39, 48 <b>TG6:</b> 41, 42
4.3.PS.4 recognizes that people share the environment with other people, animals, and plants.	<b>TG2:</b> 26, 27, 29 <b>TG4:</b> 29 <b>Resources:</b> Photo Activity Cards; Literature Library: <i>Jasper's New Bed</i>
4.3.PS.5 understands that people can take care of the environment through activities and experiences, such as cleaning, conserving, reusing, and recycling.	<b>TG6:</b> 14, 16, 17, 19, 22 <b>Resources:</b> Matching Cards: <i>Trash to Treasure</i>
4.3.PS.6 recognizes a variety of jobs and the work associated with them.	<b>Frog Street Threes</b> encourages children to meet different school and community workers. They use pretend play to demonstrate their various roles/jobs, and to demonstrate

	<p><i>understanding of where goods and services originate and how they are obtained.</i></p> <p><b>TG1:</b> 11, 20, 31 <b>TG2:</b> 10, 13, 20, 21, 22  <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</p> <p><b>Resources:</b> Photo Activity Cards</p>
<b>Awareness of Past</b>	
<b>Standard 4.4.PS Children demonstrate an increasing awareness of past events and how those events relate to one's self, family, and community.</b>	
<b>The child...</b>	
4.4.PS.1 differentiates between past, present, and future.	<p><b>TG1:</b> 8, 12, 18, 22, 32 <b>TG2:</b> 42 <b>TG3:</b> 19 <b>TG4:</b> 11 <b>TG7:</b> 10, 21, 41  <b>TG8:</b> 10, 11, 41 <b>TG9:</b> 10, 11, 21, 40, 41</p> <p><b>Resources:</b> Song: "When I Was One"</p>
4.4.PS.2 represents events and experiences that occurred in the past through words, play, and art.	
4.4.PS.3 uses past events to construct meaning of the world.	
4.4.PS.4 understands that events happened in the past and that the events relate to oneself, family, community, and culture.	
<b>Area 5: Creative Arts</b>	
<b>Art</b>	
<b>Standard 5.1.PS Children participate in a variety of art and sensory-related experiences.</b>	
<b>The child...</b>	
5.1.PS.1 uses a variety of drawing and art materials, such as drawing utensils, paint, clay, and wood to create original works, form, and meaning.	<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, 4</p>
5.1.PS.2 expresses ideas about his or her own artwork and the artwork of others, relating artwork to what is happening in the environment or life experiences.	<p><i>Frog Street Threes provides children with many opportunities to explore a wide variety of materials and identify color, shape, and texture through art experiences. Children learn to express what they know and recognize how others express themselves through art. Children learn to appreciate various artistic styles, both their own and those of others.</i></p> <p><b>TG1:</b> 7, 11, 30 <b>TG2:</b> 21 <b>TG3:</b> 29 <b>TG4:</b> 20  <b>TG5:</b> 6, 29, 31 <b>TG7:</b> 11 <b>TG8:</b> 19, 27 <b>TG9:</b> 10, 27</p>

5.1.PS.3 demonstrates care and persistence when involved in art projects.	<b>TG5:</b> 29, 39 <b>TG6:</b> 19 <b>TG8:</b> 19
5.1.PS.4 plans and works cooperatively to create drawings, paintings, sculptures, and other art projects.	
<b>Music, Rhythm, and Movement</b>	
<b>Standard 5.2.PS Children participate in a variety of music and movement experiences.</b>	
<b>The child...</b>	
5.2.PS.1 participates in a variety of musical and rhythmic experiences, including singing, dancing, listening, playing simple rhythmic and pitched instruments, and creating and singing chants, rhymes, and finger plays from diverse cultures.	<b>TG1:</b> 44, 45, 46, 47 <b>TG2:</b> 44, 45, 46, 47 <b>TG3:</b> 44, 45, 46, 47 <b>TG4:</b> 8, 44, 45, 46, 47 <b>TG5:</b> 7, 14, 26, 34, 44, 45, 46, 47 <b>TG6:</b> 27, 44, 45, 46, 47 <b>TG7:</b> 44, 45, 46, 47 <b>TG8:</b> 16, 44, 45, 46, 47 <b>TG9:</b> 7, 17, 44, 45, 46, 47  <b>Resources:</b> Songs for Threes
5.2.PS.2 demonstrates meaningful creative and imaginative responses, including taking on pretend roles, when listening to music to reflect the expressive elements of music.	<b>TG1:</b> 44, 45, 46, 47 <b>TG2:</b> 44, 45, 46, 47 <b>TG3:</b> 44, 45, 46, 47 <b>TG4:</b> 44, 45, 46, 47 <b>TG5:</b> 17, 34, 44, 45, 46, 47 <b>TG6:</b> 27, 44, 45, 46, 47 <b>TG7:</b> 44, 45, 46, 47 <b>TG8:</b> 16, 44, 45, 46, 47 <b>TG9:</b> 7, 17, 44, 45, 46, 47  <b>Resources:</b> Songs for Threes
5.2.PS.3 notices differences in high and low sounds (pitch), long and short sounds (rhythm), loud and quiet sounds (dynamics), fast and slow sounds (tempo), and differences between instruments or sounds (timbre).	<b>Moving and Learning activities engage children in music activities daily.</b> <b>TG1:</b> 4, 7, 17, 27, 28, 34, 36 <b>TG2:</b> 7, 27, 37 <b>TG3:</b> 27 <b>TG4:</b> 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
5.2.PS.4 recognizes patterns in songs and rhymes and repeats them, using songs, chants or instruments, including the development of ability to keep beat.	<b>Resources:</b> Songs for Threes
5.2.PS.5 demonstrates an awareness of music and sound as part of daily life indoors and outdoors.	<b>Welcome to Frog Street Threes:</b> 24
<b>Dramatic Play</b>	
<b>Standard 5.3.PS Children engage in dramatic play experiences.</b>	
<b>The child...</b>	
5.3.PS.1 shows creativity and imagination when using materials.	<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

5.3.PS.2 assumes different roles in dramatic play situations.	<b>TG1:</b> 7, 11, 20, 27, 31 <b>TG2:</b> 10, 13, 20, 21, 22 <b>TG3:</b> 20, 40 <b>TG4:</b> 10, 20, 30, 40 <b>TG5:</b> 6, 7, 16 <b>TG6:</b> 19, 20, 21, 22, 40, 42 <b>TG7:</b> 7, 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 19, 20, 21, 30, 40, 42 <b>TG9:</b> 17, 20, 21, 27, 29, 30, 40
5.3.PS.3 interacts with peers in dramatic play experiences that become more extended and complex.	<b>TG2:</b> 10, 12, 16, 20 <b>TG3:</b> 10, 20, 40 <b>TG4:</b> 10, 12, 20, 30, 40 <b>TG6:</b> 10, 19, 30, 40 <b>TG7:</b> 10, 20, 30, 40 <b>TG8:</b> 10, 12, 20, 22, 30, 32, 40 <b>TG9:</b> 6, 10, 20, 30, 40
<b>Area 6: Communication, Language, and Literacy</b>	
<b>Language Understanding and Use</b>	
<b>Standard 6.1.PS Children understand and use communication and language for a variety of purposes.</b>	
<b>The child...</b>	
6.1.PS.1 demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.	<b>TG1:</b> 6, 7, 10, 12, 16, 17, 18, 22, 26, 27, 28, 30, 31, 32, 36, 37, 38, 41, 42 <b>TG2:</b> 4, 6, 7, 10, 12, 16, 17, 20, 21, 22, 26, 27, 30, 31, 36, 37, 40, 41 <b>TG3:</b> 4, 6, 7, 10, 12, 16, 17, 22, 24, 26, 27, 34, 36, 37, 38, 41, 42 <b>TG4:</b> 6, 7, 10, 12, 14, 16, 17, 22, 24, 26, 27, 30, 32, 36, 37, 42 <b>TG5:</b> 4, 6, 7, 11, 12, 14, 16, 17, 22, 24, 26, 27, 30, 31, 32, 34, 36, 37, 40, 42 <b>TG6:</b> 6, 7, 10, 11, 12, 14, 16, 17, 20, 22, 24, 26, 27, 32, 34, 36, 37, 40, 42 <b>TG7:</b> 6, 7, 10, 11, 12, 14, 16, 17, 22, 24, 26, 27, 32, 34, 36, 37, 40, 42 <b>TG8:</b> 6, 7, 12, 14, 16, 17, 22, 24, 26, 27, 30, 32, 34, 36, 37, 40, 42 <b>TG9:</b> 7, 12, 14, 16, 17, 22, 24, 26, 27, 30, 32, 34, 37, 40, 42
	<b>Resources:</b> Vocabulary Cards, Photo Activity Cards, Literature Library
6.1.PS.2 initiates, listens, and responds in relationship to the topics of conversations with other children (peers) and adults.	<b>TG1:</b> 30 <b>TG2:</b> 4, 10, 20, 22, 26 <b>TG3:</b> 4, 12, 22, 34, 36, 42 <b>TG4:</b> 10, 16, 22, 24, 32, 42 <b>TG5:</b> 12, 14, 16, 22, 24, 26, 31, 32, 34, 42 <b>TG6:</b> 6, 12, 14, 16, 20, 22, 24, 26, 32, 34, 42 <b>TG7:</b> 6, 10, 12, 14, 16, 22, 24, 32, 34, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 34, 42
6.1.PS.3 speaks in phrases and sentences of increasing length and complexity.	<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

6.1.PS.4 follows oral directions that involve several actions.	<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>Welcome to Frog Street Threes:</b> 48
6.1.PS.5 asks and answers a variety of questions.	<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
6.1.PS.6 demonstrates knowledge of the rules of conversations such as taking turns while speaking.	<b>TG1:</b> 30, 31, 41 <b>TG2:</b> 4, 10, 20, 22, 26 <b>TG3:</b> 4, 12, 22, 34, 36, 42 <b>TG4:</b> 10, 16, 22, 24, 32, 42 <b>TG5:</b> 12, 14, 16, 22, 24, 26, 31, 32, 34, 42 <b>TG6:</b> 6, 12, 14, 16, 20, 22, 24, 26, 32, 34, 42 <b>TG7:</b> 6, 10, 12, 14, 16, 22, 24, 32, 34, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 34, 42
<b>The child, who is an English language learner, also...</b>	
6.1.PS.7 uses her or his home language, sometimes in combination with English, to communicate with people.	<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
6.1.PS.8 demonstrates ongoing development and improvement in vocabulary and complexity in use of home language.	<b>TG1:</b> 12, 18 <b>TG2:</b> 6, 10, 16, 21, 26, 30, 36, 40 <b>TG3:</b> 12, 16, 22, 26, 36 <b>TG4:</b> 12, 16, 30, 36 <b>TG5:</b> 12, 22, 26, 30, 31, 32, 34, 42 <b>TG6:</b> 10, 12, 14, 16, 22, 32, 34, 40, 42 <b>TG7:</b> 12, 14, 16, 32, 34, 42 <b>TG8:</b> 12, 14, 16, 22, 30, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 30, 32, 34, 40, 42
6.1.PS.9 demonstrates engagement at home or the classroom in literacy activities to relate to her or his home language.	<b>TG1:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG2:</b> 6, 7, 10, 12, 16, 17, 20, 26, 27, 36, 37, 40, 42 <b>TG3:</b> 6, 7, 10, 16, 17, 20, 26, 27, 36, 37, 40 <b>TG4:</b> 6, 7, 10, 12, 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, 10, 16, 17, 19, 22, 26, 27, 30, 36, 37, 40 <b>TG7:</b> 6, 7, 10, 16, 17, 20, 22, 26, 27, 30, 36, 37, 40 <b>TG8:</b> 6, 7, 9, 10, 12, 16, 17, 20, 22, 26, 27, 30, 32, 36, 37, 40 <b>TG9:</b> 6, 7, 10, 17, 20, 27, 30, 32, 37, 40

6.1.PS.10 demonstrates receptive (listening) and expressive (speaking) English language skills to be able to comprehend the English language.	<b>TG1:</b> 6, 7, 10, 12, 16, 17, 22, 26, 27, 30, 31, 32, 36, 37, 38, 41, 42 <b>TG2:</b> 4, 6, 7, 10, 12, 16, 17, 20, 21, 22, 26, 27, 30, 31, 36, 37, 40, 41 <b>TG3:</b> 4, 6, 7, 10, 12, 16, 17, 22, 24, 26, 27, 34, 36, 37, 38, 41, 42 <b>TG4:</b> 6, 7, 10, 12, 14, 16, 17, 22, 24, 26, 27, 30, 32, 36, 37, 42 <b>TG5:</b> 4, 6, 7, 11, 12, 14, 16, 17, 22, 24, 26, 27, 30, 31, 32, 34, 36, 37, 40, 42 <b>TG6:</b> 6, 7, 11, 12, 14, 16, 17, 20, 22, 24, 26, 27, 32, 34, 36, 37, 40, 42 <b>TG7:</b> 6, 7, 10, 11, 12, 14, 16, 17, 22, 24, 26, 27, 32, 34, 36, 37, 40, 42 <b>TG8:</b> 6, 7, 12, 14, 16, 17, 22, 24, 26, 27, 32, 34, 36, 37, 40, 42 <b>TG9:</b> 7, 12, 14, 16, 17, 22, 24, 26, 27, 32, 34, 37, 40, 42
6.1.PS.11 demonstrates engagement in English literacy activities to understand and respond to books, storytelling, and songs presented in English.	<b>TG1:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG2:</b> 6, 7, 10, 12, 16, 17, 20, 26, 27, 36, 37, 40, 42 <b>TG3:</b> 6, 7, 10, 16, 17, 20, 26, 27, 36, 37, 40 <b>TG4:</b> 6, 7, 10, 12, 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, 10, 16, 17, 19, 22, 26, 27, 30, 36, 37, 40 <b>TG7:</b> 6, 7, 10, 16, 17, 20, 22, 26, 27, 30, 36, 37, 40 <b>TG8:</b> 6, 7, 9, 10, 12, 16, 17, 20, 22, 26, 27, 30, 32, 36, 37, 40 <b>TG9:</b> 6, 7, 10, 17, 20, 27, 30, 32, 37, 40
<b>Early Literacy</b>	
<b>Standard 6.2.PS Children engage in early reading experiences.</b>	
<b>The child...</b>	
6.2.PS.1 expresses an interest and enjoyment in listening to books and attempts to read familiar books (print motivation).	<b>TG1:</b> 6 <b>TG2:</b> 6, 10, 12, 16, 20, 26, 32, 36 <b>TG3:</b> 6, 10, 12, 20, 22, 26, 30, 40 <b>TG4:</b> 6, 10, 12, 20, 30, 40 <b>TG5:</b> 6, 10, 12, 20, 22, 32, 36 <b>TG6:</b> 10, 19, 30, 36, 40 <b>TG7:</b> 10, 12, 20, 30, 36, 40 <b>TG8:</b> 10, 12, 20, 22, 30, 32, 36, 40 <b>TG9:</b> 6, 10, 20, 30, 36, 40
6.2.PS.2 displays book handling knowledge by turning the book right side up, turning one page at a time, recognizing familiar books by the cover, pointing to words as they talk about or retell stories using books, and using left to right sweep (print awareness).	<b>TG1:</b> 6, 36, 40 <b>TG3:</b> 36 <b>TG4:</b> 36  <b>Resources:</b> Literature Library
6.2.PS.3 shows an awareness of print such as pointing to familiar words or letters (print awareness).	<b>TG1:</b> 5, 10, 15, 20, 25, 30, 31, 35, 40 <b>TG2:</b> 5, 7, 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, 7, 10, 12, 15, 20, 25, 30, 35, 40

6.2.PS.4 understands sentences are made of words and words are made of individual letters (concepts of print).	<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
6.2.PS.5 understands increasingly and uses a variety of words (vocabulary).	<b>TG1:</b> 6, 7, 10, 12, 16, 17, 18, 22, 26, 27, 28, 30, 31, 32, 36, 37, 38, 41, 42 <b>TG2:</b> 4, 6, 7, 10, 12, 16, 17, 20, 21, 22, 26, 27, 30, 31, 36, 37, 40, 41 <b>TG3:</b> 4, 6, 7, 10, 12, 16, 17, 22, 24, 26, 27, 34, 36, 37, 38, 41, 42 <b>TG4:</b> 6, 7, 10, 12, 14, 16, 17, 22, 24, 26, 27, 30, 32, 36, 37, 42 <b>TG5:</b> 4, 6, 7, 11, 12, 14, 16, 17, 22, 24, 26, 27, 30, 31, 32, 34, 36, 37, 40, 42 <b>TG6:</b> 6, 7, 10, 11, 12, 14, 16, 17, 20, 22, 24, 26, 27, 32, 34, 36, 37, 40, 42 <b>TG7:</b> 6, 7, 10, 11, 12, 14, 16, 17, 22, 24, 26, 27, 32, 34, 36, 37, 40, 42 <b>TG8:</b> 6, 7, 12, 14, 16, 17, 22, 24, 26, 27, 30, 32, 34, 36, 37, 40, 42 <b>TG9:</b> 7, 12, 14, 16, 17, 22, 24, 26, 27, 30, 32, 34, 37, 40, 42  <b>Resources:</b> Vocabulary Cards, Photo Activity Cards, Literature Library
6.2.PS.6 shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as the plot or characters (comprehension and story retelling).	<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
6.2.PS.7 recognizes increasingly and names more of the letters in their first and last name and letters they see frequently (letter knowledge).	<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
6.2.PS.8 recognizes most upper- and lower-case letters (letter knowledge).	<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> Sing & Read eStories
6.2.PS.9 produces the sound of some of the letters she or he knows (phonics).	<b>TG6:</b> 5, 15, 25, 45 <b>TG7:</b> 5, 36
6.2.PS.10 identifies words that rhyme from a group of three words: cat, rug, hat (phonological awareness - rhyme).	<b>TG4:</b> 6, 7, 17, 36 <b>TG5:</b> 6, 36, 37 <b>TG6:</b> 6, 7 <b>TG7:</b> 7, 26, 36 <b>TG9:</b> 27  <b>Welcome to Frog Street Threes:</b> 35
6.2.PS.11 identifies the beginning sound in words, such as identifying two words that start with the same sound (phonological awareness – alliteration).	<b>TG6:</b> 5, 15, 25, 45 <b>TG7:</b> 5, 36
6.2.PS.12 identifies the syllables in his or her name and in familiar objects or words by clapping and segmenting the syllables (phonological awareness – segmenting syllables).	<b>TG1:</b> 5, <b>TG2:</b> 5, 15, 25, 35 <b>TG3:</b> 5, 15, 25, 35, 42 <b>TG4:</b> 5, 15, 25, 35, 42 <b>TG5:</b> 5, 15, 22, 25, 35, 36, 42 <b>TG6:</b> 5, 6, 15, 25, 26, 32, 35, 36, 42 <b>TG7:</b> 5, 6, 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, 35, 36
6.2.PS.13 blends syllables to identify a word, object, or picture (phonological awareness – blending syllables).	
<b>Early Writing</b>	
<b>Standard 6.3.PS Children engage in early writing experiences.</b>	
<b>The child...</b>	
6.3.PS.1 attempts to communicate with others using scribbles, shapes, pictures, letter-like forms and/or letters in writing.	<b>TG3:</b> 20, 30 <b>TG4:</b> 40 35 <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
6.3.PS.2 experiments with a variety of writing tools such as pencils, crayons, brushes, markers, and digital tools.	<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
6.3.PS.3 uses expressive (speaking) language to share intended meaning of drawings and writing.	<b>TG2:</b> 10, 12, 16, 20 <b>TG3:</b> 10, 20, 40 <b>TG4:</b> 10, 12, 20, 30, 40 <b>TG6:</b> 10, 19, 30, 40 <b>TG7:</b> 10, 20, 30, 40 <b>TG8:</b> 10, 12, 20, 22, 30, 32, 40 <b>TG9:</b> 6, 10, 20, 30, 40
6.3.PS.4 starts to demonstrate interest in learning to write letters, especially the letters in his or her name.	<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
6.3.PS.5 uses invented spelling consisting of beginning sounds to represent a whole word.	

<b>Area 7: Mathematics</b>	
<b>Numbers and Operations</b>	
<b>Standard 7.1.PS Children understand counting, ways of representing numbers, and relationships between quantities and numerals.</b>	
<b>The child...</b>	
7.1.PS.1 recognizes small quantities (1 to 5) without counting them (subitizing).	<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
7.1.PS.2 counts to 20 verbally.	<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
7.1.PS.3 points and counts 10-20 objects accurately.	<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
7.1.PS.4 makes sets of 6-10 objects and describes parts.	
7.1.PS.5 uses language such as more, less or the same amount to compare quantities.	
7.1.PS.6 identifies numerals to 10 by name.	<b>TG8:</b> 21, 28, 31, 32, 38, 41 <b>TG9:</b> 11, 18, 21, 31, 32, 38, 41
<b>Patterns</b>	
<b>Standard 7.2.PS Children understand patterns.</b>	
<b>The child...</b>	
7.2.PS.1 recognizes, reproduces and creates patterns moving from simple to complex.	<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
7.2.PS.2 extends patterns by predicting what comes next.	<b>TG1:</b> 18, 19, 21, 22 <b>TG3:</b> 6, 7 <b>TG4:</b> 26
7.2.PS.3 describes patterns seen in natural and designed settings.	
<b>Shapes and Spatial Relationships</b>	
<b>Standard 7.3.PS Children understand shapes and spatial relationships.</b>	
<b>The child...</b>	
7.3.PS.1 demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	<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
7.3.PS.2 identifies and describes two- and three-dimensional shapes.	<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
7.3.PS.3 notices characteristics, similarities, and differences among shapes such as corners, points, edges, and sides.	<b>TG3:</b> 8, 18, 28, 31, 37, 38, 40, 41, 42 <b>TG4:</b> 8 <b>TG9:</b> 9, 10

7.3.PS.4 notices how shapes fit together and can be taken apart to form other shapes.	<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>Measurements</b>	
<b>Standard 7.4.PS Children understand comparisons and measurements.</b>	
<b>The child...</b>	
7.4.PS.1 sorts, classifies, and puts objects in series using a variety of properties. Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects. (4.2)	<b>TG3:</b> 8, 18, 28, 31, 37, 38, 40, 41, 42 <b>TG4:</b> 8 <b>TG9:</b> 9, 10
7.4.PS.2 makes comparisons between several objects based on one or more attributes, such as length, height, weight, and area using words such as taller, shorter, longer, bigger, smaller, heavier, lighter, full, empty, length, height, and weight.	<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
7.4.PS.3 measures objects using non-standard units of measurement, such as using blocks to determine how tall a child is.	<i>Children use nonstandard and standard techniques and tools to measure and compare.</i>
7.4.PS.4 explores objects using standard measuring tools such as rulers, measuring cups, and balance scales.	<b>TG1:</b> 8 <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
7.4.PS.5 begins to demonstrate knowledge that measurement requires a ‘fair’ comparison starting at the same baseline or measuring the same property such as length, height, and volume.	<b>TG1:</b> 8 <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
7.4.PS.6 develops an awareness of simple time concepts within his or her daily life such as day, night; and sequence of usual daily events, such as breakfast, lunch, dinner, bedtime; outdoor time follows snack; and brushing teeth after a meal.	<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> 4
<b>Data Analysis</b>	
<b>Standard 7.5.PS Children demonstrate the process of data analysis by sorting and classifying, asking questions, and finding answers.</b>	
<b>The child...</b>	
7.5.PS.1 sorts collections of objects into sets such as lines, piles, or groups by color, size, shape, or kind.	<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
7.5.PS.2 sorts and resorts sets in a variety of ways.	<b>Resources:</b> Math Manipulatives
7.5.PS.3 compares and orders such as most to least, same amount as, and least to most.	<b>TG3:</b> 26, 27 <b>TG7:</b> 8, 11, 12, 18, 21, 22, 28, 31, 32, 38, 41, 42

	<b>Resources:</b> Math Manipulatives
7.5.PS.4 sorts data into two groups such as big and not big, green and not green, and pets and not pets.	<b>TG3:</b> 8, 18, 28, 31, 37, 38, 40, 41, 42 <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>TG9:</b> 9, 10
	<b>Resources:</b> Math Manipulatives
7.5.PS.5 asks questions, collects, records, and organizes data to find answers to questions.	<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>Area 8: Science</b>	
<b>Scientific Investigations</b>	
<b>Standard 8.1.PS Children gather information and conduct investigations to address their wonderings and test solutions to problems.</b>	
<b>The child...</b>	
8.1.PS.1 asks questions about his or her environment, and begins to identify and look for information that will help answer those questions or solve problems.	<b>TG1:</b> 36, 37, 39, 40, 42
8.1.PS.2 plans and conducts simple investigations alone or in collaboration with other children to answer questions or to design solutions to scientific or engineering problems.	<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
8.1.PS.3 begins to use appropriate scientific tools and technology to conduct investigations, including scales, tape measure, magnifying glass, tweezers, and eye dropper.	<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
8.1.PS.4 observes, investigates, and describes objects, materials, and other physical science phenomena in the classroom and outdoor environments such as shadows or reflections.	<b>TG1:</b> 19, 21, 30 <b>TG3:</b> 9 <b>TG7:</b> 39 <b>TG9:</b> 19
8.1.PS.5 observes, investigates, and describes the characteristics, behavior, and habitats of living things.	<b>TG1:</b> 11 <b>TG4:</b> 29 <b>TG8:</b> 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 <b>TG9:</b> 4, 5, 6, 7, 9, 10, 14, 15, 16, 17, 20, 24, 25, 26, 27, 30, 34, 35, 36, 37
8.1.PS.6 asks questions based on observations of weather-related phenomena and begins to notice relationships and patterns over time, such as it is warmer in the summer and colder in the winter.	<b>TG1:</b> 36, 39 <b>TG5:</b> 4 <b>TG8:</b> 20  Resources: Photo Activity Cards, Vocabulary Cards, Story Folder: <i>Shelby's Rainy Day Fun</i>

8.1PS.7 develops an awareness of nature through the exploration of natural environments and materials or through caring for animals or plants.	<b>TG2:</b> 29 <b>TG4:</b> 29
<b>Scientific Reasoning</b>	
<b>Standard 8.2.PS Children use reasoning to make sense of information and design solutions to problems in their environment.</b>	
<b>The child...</b>	
8.2.PS.1 begins to make comparisons and to categorize nonliving things based on characteristics she or he can observe, such as texture, color, size, shape, temperature, sound, odor, usefulness, and weight.	<b>TG3:</b> 8, 18, 28, 31, 37, 38, 40, 41, 42 <b>TG4:</b> 8 <b>TG9:</b> 9, 10
8.2.PS.2 uses information from investigations to identify similarities and differences in characteristics and behavior of living things and to make inferences about needs and how to meet needs such as caterpillars eat leaves.	<b>TG2:</b> 29 <b>TG4:</b> 29
8.2.PS.3 uses prior experiences and/or data from observations to identify patterns in how living and nonliving things stay the same or change over time and/or when conditions change such as plants grow with the proper amounts of water and light; combine substances; heat/cool an item; and baby animals generally resemble their parents.	<b>TG4:</b> 29 <b>TG8:</b> 16, 17, 19, 20
8.2.PS.4 begins to identify ways humans positively and negatively impact the environment such as beginning awareness of conservation and respect for the environment, based on investigations.	<b>TG6:</b> 14, 16, 17, 19, 22 <b>Resources:</b> Matching Card: Trash to Treasure
8.2.PS.5 describes and compares the properties and motions of objects in terms of speed and direction, based on exploration, such as faster, down, and beside; and begins to notice cause and effect relationships such as a ball rolls faster on a steeper incline.	<b>TG7:</b> 19, 26, 29, 31 <b>Welcome to Frog Street Threes:</b> 71
8.2.PS.6 begins to notice patterns such as differences in weather in different seasons, and how different types of weather influence people and the environment, based on long-term explorations of weather and observations of the earth and sky.	<b>TG1:</b> 36, 39 <b>TG5:</b> 4, 18 <b>TG8:</b> 20 <b>Story Folder:</b> Shelby's Rainy Day Fun

<b>Scientific Communication</b>	
<b>Standard 8.3.PS Children share information and understanding about experiences in their environment.</b>	
<b>The child...</b>	
8.3.PS.1 shares observations and ideas about the properties and behavior of nonliving and living things through a variety of modalities such as language, drawing, modeling, gesturing, and dramatizing.	<b>TG1:</b> 9, 11, 19, 21, 39, 40, 41 <b>TG2:</b> 9, 11, 21, 29, 32, 38, 39, 42 <b>TG3:</b> 9, 11, 19, 21, 31, 32, 39, 41 <b>TG4:</b> 9, 12, 19, 29, 30, 31, 32, 41 <b>TG5:</b> 9, 10, 12, 29, 30, 32, 39 <b>TG6:</b> 9, 29, 31, 32, 39 <b>TG7:</b> 9, 11, 12, 29, 31, 32, 39, 41, 42 <b>TG8:</b> 9, 19, 29, 32, 39, 42 <b>TG9:</b> 9, 19, 29, 39, 42
8.3.PS.2 obtains, evaluates, and uses age-appropriate text and online resources, with support, to gather information related to a topic of study and makes connections to observations and experiences such as when studying butterflies, children may evaluate a variety of books and begin to identify which books are most useful for learning about real butterflies.	<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
8.3.PS.3 begins to ask questions of others to seek more information on a topic, and participates in generating questions to ask a visiting expert on a topic of interest.	<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
8.3.PS.4 offers evidence to explain the thought process he or she used to make conclusions or claims, and listens to the claims, conclusions, and evidence of others to begin to identify areas of agreement and disagreement.	<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
8.3.PS.5 participates in creating a final product such as a panel, classroom book, or newsletter that communicates what was learned during one exploration or during the study of a topic over time, and contributes through language, drawing, writing, or choosing items to include.	<b>TG1:</b> 40, 41 <b>TG2:</b> 9, 19 <b>TG3:</b> 9, 12 <b>TG4:</b> 29 <b>TG5:</b> 9, 29, 30 <b>TG6:</b> 9, 12, 29, 31 <b>TG7:</b> 29, 31