

Frog Street Threes  
Learning Goals & Instruction  
Supporting Teaching Strategies Gold  
Assessment for 3 to 4 Years



***Frog Street Threes***  
For children ages 36 Months to 48 Months  
Learning Goals and Instruction

***Supporting***

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***Teaching Strategies Gold Assessment***  
for 3 Years to 4 Years

***Frog Street Threes provides 9 Thematic Teaching Guides, Welcome to Frog Street Threes Guide, 90 Photo Activity Cards, 82 Vocabulary Cards, Letter Cards, Hands-On Card Sets (55 Sets), Music CDs, Patterns CD, Planning and Assessment CD, Literature Library, Math Manipulatives, and Fernando the Puppet***

Social-Emotional Objectives & Dimensions		
Teaching Strategies GOLD Objectives, Dimensions, Indicators, Levels	Frog Street Threes Learning Goals	Frog Street Threes Teaching Guides Page References
<b>Social-Emotional</b>	<b>Social-Emotional Development Domain</b>	
<b>Objective</b> 1. Regulates own emotions and behaviors a. Manages feelings  <i>Level 2: Uses adult support to calm self</i>	SE-1: Child engages in and maintains positive relationships and interactions with adults  SE-2: Child engages in prosocial and cooperative behavior with adults  SE-8: Child manages emotions with increasing independence	<i>The "Greeting Circle" at the start of each week appears in all the Teaching Guides. This features activities and strategies in the CALM section that encourage children to feel safe in new environments and situations.</i>  <b>TG2:</b> 22, 40 <b>TG3:</b> 14, 22 <b>TG4:</b> 40 <b>TG5:</b> 4 <b>TG 6:</b> 4 <b>TG7:</b> 4 <b>TG8:</b> 4 <b>TG9:</b> 4, 32, 42
<b>Objective</b> 1. Regulates own emotions and behaviors a. Manages feelings  <i>Level 4: Comforts self by seeking out special object or person</i>	SE-1: Child engages in and maintains positive relationships and interactions with adults  SE-2: Child engages in prosocial and cooperative behavior with adults  SE-8: Child manages emotions with increasing independence  SE-6: Child expresses a broad range of emotions and recognizes these emotions in self and others	<b>TG1:</b> 16 <b>TG2:</b> 22, 40 <b>TG3:</b> 14, 22 <b>TG4:</b> 40 <b>TG5:</b> 4, 14 <b>TG 6:</b> 4 <b>TG7:</b> 4 <b>TG8:</b> 4 <b>TG9:</b> 4, 32, 42
<b>Objective</b> 1. Regulates own emotions and behaviors a. Manages feelings	ATL-5: Child demonstrates an increasing ability to control impulses	<b>TG1:</b> 4 <b>TG2:</b> 42 <b>TG4:</b> 4, 34 <b>TG5:</b> 20, 30, 40 <b>TG6:</b> 20, 22, 30, 32 <b>TG7:</b> 20, 22, 30 <b>TG8:</b> 22, 30 <b>TG9:</b> 20, 22, 30

<p><i>Level 6: Is able to look at a situation differently or delay gratification</i></p>		
<p><b>Objective</b></p> <p>1. Regulates own emotions and behaviors b. Follows limits and expectations</p> <p><i>Level 2: Responds to changes in an adult's tone of voice and expression</i></p>	<p>ATL-2: Child follows classroom rules and routines with increasing independence</p> <p>SE-1: Child engages in and maintains positive relationships and interactions with adults</p>	<p><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</p> <p><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</p>
<p><b>Objective</b></p> <p>1. Regulates own emotions and behaviors b. Follows limits and expectations</p> <p><i>Level 4: Accepts redirection from adults</i></p>	<p>SE-2: Child engages in prosocial and cooperative behavior with adults</p>	<p><b>TG2:</b> 40 <b>TG4:</b> 40 <b>TG6:</b> 4 <b>TG7:</b> 4 <b>TG8:</b> 4 <b>TG9:</b> 4</p>
<p><b>Objective</b></p> <p>1. Regulates own emotions and behaviors b. Follows limits and expectations</p> <p><i>Level 6: Manages classroom rules, routines, and transitions with occasional reminders</i></p>	<p>ATL-2: Child follows classroom rules and routines with increasing independence</p>	<p><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</p>
<p><b>Objective</b></p> <p>1. Regulates own emotions and behaviors c. Takes care of own needs appropriately</p> <p><i>Level 2: Indicates needs and wants; participates as adult attend to needs</i></p>	<p>PMP-2: Child uses perceptual information to guide motions and interactions with objects and other people</p>	<p><b>TG1:</b> 10, 11, 31, 40, 41 <b>TG2:</b> 11, 31, 41 <b>TG4:</b> 11, 21, 40 <b>TG5:</b> 10, 20, 21 <b>TG6:</b> 9, 11, 12, 22, 30, 31 <b>TG7:</b> 9, 10, 30 <b>TG8:</b> 10, 12, 21, 40, 41 <b>TG9:</b> 10, 11, 12, 30, 39, 40</p>

<p><b>Objective</b></p> <p>1. Regulates own emotions and behaviors c. Takes care of own needs appropriately</p> <p><i>Level 4: Seeks to do things for self</i></p>	<p>ATL-10: Child demonstrates initiative and independence</p>	<p><b>TG3:</b> 10, 11, 29, 31 <b>TG5:</b> 10, 21, 21, 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</p>
<p><b>Objective</b></p> <p>1. Regulates own emotions and behaviors c. Takes care of own needs appropriately</p> <p><i>Level 6: Demonstrates confidence in meeting own needs</i></p>	<p>ATL-4: Child manages actions, words, and behavior with increasing independence</p> <p>SE-10: Child expresses confidence in own skills and positive feelings about self</p>	<p><b>TG1:</b> 4, 10, 14, 24, 34 <b>TG4:</b> 4, 28, 34 <b>TG6:</b> 30 <b>TG7:</b> 10, 30 <b>TG8:</b> 10, 30, 41 <b>TG9:</b> 10, 11, 30, 41</p>
<p><b>Objective</b></p> <p>2. Establishes and sustains positive relationships a. Forms relationships with adults</p> <p><i>Level 2: Demonstrates a secure attachment to one or more adults</i></p>	<p>SE-1: Child engages in and maintains positive relationships and interactions with adults</p>	<p><i>The Frog Street Threes program provides ongoing support for children building strong relationships with familiar adults and forming attachments to family members and care providers. Theme 2 explores preferences for familiar adults.</i></p> <p><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</p>

<p><b>Objective</b></p> <p>2. Establishes and sustains positive relationships</p> <p>a. Forms relationships with adults</p> <p><i>Level 4: Uses trusted adult as a secure base from which to explore the world</i></p>	<p>SE-2: Child engages in prosocial and cooperative behavior with adults</p> <p>ATL-11: Child shows interest in and curiosity about the world around them</p>	<p><b>TG2:</b> 40 <b>TG4:</b> 40 <b>TG6:</b> 4 <b>TG7:</b> 4 <b>TG8:</b> 4 <b>TG9:</b> 4</p> <p><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</p>
<p><b>Objective</b></p> <p>2. Establishes and sustains positive relationships</p> <p>a. Forms relationships with adults</p> <p><i>Level 6: Manages separations without distress and engages with trusted adults</i></p>	<p>SE-2: Child engages in prosocial and cooperative behavior with adults</p> <p>SE-8: Child manages emotions with increasing independence</p>	<p><b>TG2:</b> 40 <b>TG4:</b> 40 <b>TG6:</b> 4 <b>TG7:</b> 4 <b>TG8:</b> 4 <b>TG9:</b> 4</p> <p><b>TG3:</b> 22 <b>TG5:</b> 4 <b>TG9:</b> 42</p>
<p><b>Objective</b></p> <p>2. Establishes and sustains positive relationships</p> <p>b. Responds to emotional cues</p> <p><i>Level 2: Reacts to others' emotional expressions</i></p>	<p>SE-6: Child expresses a broad range of emotions and recognizes these emotions in self and others</p>	<p><i>Throughout Frog Street Threes children engage in activities that help develop understanding of the emotional expressions/actions of other people. During the "Greeting Circle" in the COMMIT activities they practice being responsible members of the class by focusing on specific social skills, such as using "helping hands." In TG2, p. 35, children learn about another person's 'big voice.' (A big voice is what children use to tell others that they don't like something.)</i></p> <p><b>TG1:</b> 16 <b>TG5:</b> 14 <b>TG9:</b> 42</p>

	SE-7: Child expresses care and concern toward others	<b>TG2:</b> 14, 21, 24, 34 <b>TG4:</b> 14 <b>TG5:</b> 14, 24 <b>TG6:</b> 24 <b>TG7:</b> 24 <b>TG8:</b> 24 <b>TG9:</b> 24, 42
<b>Objective</b>  2. Establishes and sustains positive relationships b. Responds to emotional cues  <i>Level 4:</i> Demonstrates concern about the feelings of others	SE-6: Child expresses a broad range of emotions and recognizes these emotions in self and others  SE-7: Child expresses care and concern toward others	<b>TG1:</b> 16 <b>TG5:</b> 14 <b>TG9:</b> 42  <b>TG2:</b> 14, 21, 24, 34 <b>TG4:</b> 14 <b>TG5:</b> 14, 24 <b>TG6:</b> 24 <b>TG7:</b> 24 <b>TG8:</b> 24 <b>TG9:</b> 24, 42
<b>Objective</b>  2. Establishes and sustains positive relationships c. Interacts with peers  <i>Level 2:</i> Plays near other children; uses similar materials or actions	SE-3: Child engages in and maintains positive interactions and relationships with other children  SE-4: Child engages in cooperative play with other children	<i>The “Greeting Circle” CONNECT section at the beginning of each week encourages children to engage in an activity with a partner. Outdoors Practice Center activities provide opportunities for children to form relationships through games and interactions with others.</i>  <b>TG1:</b> 4 <b>TG2:</b> 4, 14, 24, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 24, 32 <b>TG4:</b> 4, 14 <b>TG5:</b> 4, 20 <b>TG6:</b> 4, 14, 20, 22, 30, 40 <b>TG7:</b> 4, 14, 30, 40 <b>TG8:</b> 4, 14 <b>TG9:</b> 4, 12, 14, 42  <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>Objective</b>  2. Establishes and sustains positive relationships c. Interacts with peers  <i>Level 4:</i> Uses successful strategies for entering groups	SE-3: Child engages in and maintains positive interactions and relationships with other children  SE-4: Child engages in cooperative play with other children	<b>TG1:</b> 4 <b>TG2:</b> 4, 14, 24, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 24, 32 <b>TG4:</b> 4, 14 <b>TG5:</b> 4, 20 <b>TG6:</b> 4, 14, 20, 22, 30, 40 <b>TG7:</b> 4, 14, 30, 40 <b>TG8:</b> 4, 14 <b>TG9:</b> 4, 12, 14, 42  <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,

<p><b>Objective</b></p> <p>2. Establishes and sustains positive relationships  d. Makes friends</p> <p><i>Level 2:</i> Seeks a preferred playmate; shows pleasure when seeing a friend</p> <p><i>Level 4:</i> Plays with one or two preferred playmates</p>	<p>SE-3: Child engages in and maintains positive interactions and relationships with other children</p> <p>SE-4: Child engages in cooperative play with other children</p> <p>SE-11: Child has a sense of belonging to family, community, and other groups</p>	<p>12, 40 <b>TG9:</b> 12</p> <p><i>During "Greeting Circle," children interact regularly with a partner during step 3 (CONNECT).</i></p> <p><b>TG1:</b> 4 <b>TG2:</b> 4, 14, 24, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 24, 32 <b>TG4:</b> 4, 14 <b>TG5:</b> 4, 20 <b>TG6:</b> 4, 14, 20, 22, 30, 40 <b>TG7:</b> 4, 14, 30, 40 <b>TG8:</b> 4, 14 <b>TG9:</b> 4, 12, 14, 42</p> <p><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</p> <p><b>TG1:</b> 4 <b>TG2:</b> 4, 12, 14, 20, 21, 24, 34, 42 <b>TG9:</b> 32</p>
<p><b>Objective</b></p> <p>3. Participates cooperatively and constructively in group situations  a. Balances needs and rights of self and others</p> <p><i>Level 2:</i> Responds appropriately to others' expressions of wants</p>	<p>SE-4: Child engages in cooperative play with other children</p>	<p><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</p>



<p><b>Objective</b></p> <p>3. Participates cooperatively and constructively in group situations</p> <p>a. Balances needs and rights of self and others</p> <p>Level 4: Takes turns</p>	<p>ATL-5: Child demonstrates an increasing ability to control impulses</p>	<p><b>TG1:</b> 4 <b>TG2:</b> 42 <b>TG4:</b> 4, 34 <b>TG5:</b> 20, 30, 40  <b>TG6:</b> 20, 22, 30, 32 <b>TG7:</b> 20, 22, 30 <b>TG8:</b> 22, 30 <b>TG9:</b> 20, 22, 30</p>
<p><b>Objective</b></p> <p>3. Participates cooperatively and constructively in group situations</p> <p>b. Solves social problems</p> <p>Level 2: Expresses feelings during a conflict</p>	<p>SE-5: Child uses basic problem-solving to resolve conflicts with other children</p> <p>SE-6: Child expresses a broad range of emotions and recognizes these emotions in self and others</p>	<p><i>The “Welcome to Frog Street Threes” Guide describes many ways to help children learn self-regulation, impulse control, and appropriate social interactions. CALM activities in each guide offer opportunities for children to learn to regulate emotions.</i></p> <p><b>TG1:</b> 31 <b>TG2:</b> 12</p> <p><b>TG1:</b> 16 <b>TG5:</b> 14 <b>TG9:</b> 42</p>
<p><b>Objective</b></p> <p>3. Participates cooperatively and constructively in group situations</p> <p>b. Solves social problems</p> <p>Level 4: Seeks adult help to resolve social problems</p>	<p>SE-2: Child engages in prosocial and cooperative behavior with adults</p>	<p><i>Each “Greeting Circle” on the first day of each week is designed to help little ones develop self-control and strategies for interacting appropriately with peers.</i></p> <p><b>TG2:</b> 40 <b>TG4:</b> 40 <b>TG6:</b> 4 <b>TG7:</b> 4 <b>TG8:</b> 4  <b>TG9:</b> 4</p>

<p><b>Objective</b></p> <p>3. Participates cooperatively and constructively in group situations  b. Solves social problems</p> <p><i>Level 6: Suggests solutions to social problems</i></p>	<p>SE-5: Child uses basic problem-solving to resolve conflicts with other children</p>	<p><b>TG1: 31 TG2: 12</b></p>
<p><b>Physical Objectives &amp; Dimensions</b></p>		
<p><b>Teaching Strategies GOLD Objectives, Dimensions, Indicators, Levels</b></p>	<p><b>Frog Street Threes Learning Goals</b></p>	<p><b>Frog Street Threes Teaching Guides Page References</b></p>
<p><b>Physical</b></p>	<p><b>Physical Development Domain</b></p>	
<p><b>Objective</b></p> <p>4. Demonstrates traveling skills</p> <p><i>Level 2: Moves to explore immediate environment</i></p> <p><i>Level 4: Experiments with different ways of moving</i></p>	<p>PMP-1: Child demonstrates control, strength, and coordination of large muscles</p>	<p><i>Children are asked to stand, walk, squat, stoop, run, hold their hands high, make circles with their arms, etc. Throughout the Frog Street Threes program, they develop increased ability to change positions and move their bodies in a variety of directions.</i></p> <p><b>TG1: 10, 20 TG2: 22, 31, 41 TG3: 11, 21 TG4: 11, 21, 40, 42 TG5: 10, 20, 21 TG6: 9, 11, 12, 30, 31 TG7: 9, 10, 12, 30 TG8: 10, 12, 21, 41 TG9: 10, 11, 20, 30, 39, 40</b></p>
<p>Objective</p> <p>4. Demonstrates traveling skills</p> <p><i>Level 6: Moves purposefully from place to place with control</i></p>	<p>PMP-2: Child uses perceptual information to guide motions and interactions with objects and other people</p>	<p><b>TG1: 10, 11, 31, 40, 41 TG2: 11, 31, 41 TG4: 11, 21, 40 TG5: 10, 20, 21 TG6: 9, 11, 12, 22, 30, 31 TG7: 9, 10, 30 TG8: 10, 12, 21, 40, 41 TG9: 10, 11, 12, 30, 39, 40</b></p>

<p><b>Objective</b></p> <p>5. Demonstrates balancing skills  <i>Level 2:</i> Balances while exploring immediate environment</p> <p><i>Level 4:</i> Experiments with different ways of balancing</p> <p><i>Level 6:</i> Sustains balance during simple movement experiences</p>	<p>PMP-1: Child demonstrates control, strength, and coordination of large muscles</p> <p>PMP-3: Child demonstrates increasing control, strength, and coordination of small muscles</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> <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 <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> 11, 20, 21, 30, 31, 41</p> <p><i>“Moving and Learning “activities in Frog Street Threes support large muscle balance, stability, control and coordination, including arms and legs, while playing with objects and equipment and during Sing-Along Songs, Games, Dances and Chants.</i></p> <p><b>TG1:</b> 7, 17, 27, 36 <b>TG2:</b> 7, 17, 27, 37 <b>TG3:</b> 7, 17, 27, 37 <b>TG4:</b> 7, 17, 27, 37 <b>TG5:</b> 7, 17, 27, 37 <b>TG6:</b> 7, 17, 27, 37 <b>TG7:</b> 7, 17, 27, 37 <b>TG8:</b> 7, 17, 27, 37 <b>TG9:</b> 7, 17, 27, 37</p>
<p><b>Objective</b></p> <p>6. Demonstrates gross-motor manipulative skills  <i>Level 2:</i> Reaches, grasps, and releases objects</p>	<p>PMP-1: Child demonstrates control, strength, and coordination of large muscles</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>

<p><b>Objective</b></p> <p>6. Demonstrates gross-motor manipulative skills</p> <p><i>Level 4:</i> Manipulates balls or similar objects with stiff body movements</p>	<p>PMP-1: Child demonstrates control, strength, and coordination of large muscles</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>
<p><b>Objective</b></p> <p>6. Demonstrates gross-motor manipulative skills</p> <p><i>Level 6:</i> Manipulates balls or similar objects with flexible body movements</p>	<p>PMP-1: Child demonstrates control, strength, and coordination of large muscles</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>
<p><b>Objective</b></p> <p>7. Demonstrates fine-motor strength and coordination</p> <p>a. Uses fingers and hands</p> <p><i>Level 2:</i> Reaches for, touches, and holds objects purposefully</p> <p><i>Level 4:</i> Uses fingers and whole-arm movements to manipulate and explore objects</p> <p><i>Level 6:</i> Uses refined wrist and finger movements</p>	<p>PMP-3: Child demonstrates increasing control, strength, and coordination of small muscles</p>	<p><i>Activities involving strength and coordination of small muscles are often included in a week's Practice Centers.</i></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 <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> 11, 20, 21, 30, 31, 41</p>

<p><b>Objective</b></p> <p>7. Demonstrates fine-motor strength and coordination</p> <p>b. Uses writing and drawing tools</p> <p><i>Level 2:</i> Grasps drawing and writing tools, jabbing at paper</p> <p><i>Level 4:</i> Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p> <p><i>Level 6:</i> Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>	<p>PMP-3: Child demonstrates increasing control, strength, and coordination of small muscles</p> <p>LIT-6: Child writes for a variety of purposes using increasingly sophisticated marks</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 <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> 11, 20, 21, 30, 31, 41</p> <p><i>Children create marks, drawings, and scribbles throughout the program. The “Writer’s Corner” activities in many of the weeks’ Practice Centers encourage children to draw and write.</i></p> <p><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</p>
<b>Language Objectives and Dimensions</b>		
<b>Teaching Strategies GOLD Objectives, Dimensions, Indicators, Levels</b>	<b>Frog Street Threes Learning Goals</b>	<b>Frog Street Threes Teaching Guides Page References</b>
<b>Language</b>		
<p><b>Objective</b></p> <p>8. Listens to and understands increasingly complex language</p> <p>a. Comprehends language</p> <p><i>Level 2:</i> Shows an interest in the speech of others</p>	<p>LC-1: Child attends to communication and language from others</p>	<p><i>During the “Greeting Circle” period at the beginning of each week, children are prompted to use language to refer to familiar people and objects, and communicate their needs and wants.</i></p> <p><b>TG1:</b> 6 <b>TG2:</b> 6, 12, 16, 21, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 24, 34 <b>TG4:</b> 6, 10, 14, 22, 30 <b>TG5:</b> 4, 31, 40 <b>TG6:</b> 40 <b>TG7:</b> 40 <b>TG8:</b> 40 <b>TG9:</b> 40</p>

<p><b>Objective</b></p> <p>8. Listens to and understands increasingly complex language</p> <p>a. Comprehends language</p> <p><i>Level 4:</i> Identifies familiar people, animals, and objects when prompted</p> <p><i>Level 6:</i> Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>	<p>LC-2: Child understands and responds to increasingly complex communication and language from others</p> <p>LC-6: Child understands and uses a wide variety of words for a variety of purposes</p>	<p><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</p> <p><b>TG1:</b> 18 <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 <b>TG9:</b> 30, 32, 40</p>
<p><b>Objective</b></p> <p>8. Listens to and understands increasingly complex language</p> <p>b. Follows directions</p> <p><i>Level 2:</i> Responds to simple verbal requests accompanied by gestures or tone of voice</p> <p><i>Level 4:</i> Follows simple requests not accompanied by gestures</p> <p><i>Level 6:</i> Follows directions of two or more steps that relate to familiar objects and experiences</p>	<p>LC-2: Child understands and responds to increasingly complex communication and language from others</p>	<p><i>“Library and Listening” activities found in many Literacy Practice Centers provide opportunities for children to respond to verbal directions.</i></p> <p><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</p>

<p><b>Objective</b></p> <p>9. Uses language to express thoughts and needs</p> <p>a. Uses an expanding expressive vocabulary</p> <p><i>Level 2:</i> Vocalizes and gestures to communicate</p> <p><i>Level 4:</i> Names familiar people, animals, and objects</p>	<p>LC-6: Child understands and uses a wide variety of words for a variety of purposes</p>	<p><i>Activities throughout the Frog Street Threes program provide opportunities for children to use words, gestures, and facial expressions while playing, talking, and interacting with friends. Photo Activity Card discussions provide opportunities for children to use language to describe what they see--and share with peers about their own experiences related to topics. "Greeting Circle" activities in each Teaching Guide (pp. 4- 5, 14-15, 24- 25, 34- 35) include peer-to-peer verbal interactions, songs, chants, and finger plays to share ideas, feelings, and questions.</i></p> <p><b>TG1:</b> 18 <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 <b>TG9:</b> 30, 32, 40</p>
<p><b>Objective</b></p> <p>9. Uses language to express thoughts and needs</p> <p>a. Uses an expanding expressive vocabulary</p> <p><i>Level 6:</i> Describes and tells the use of many familiar items</p>	<p>LC-5: Child expresses himself in increasingly long, detailed, and sophisticated ways</p> <p>LC-6: Child understands and uses a wide variety of words for a variety of purposes</p>	<p><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</p> <p><b>TG1:</b> 18 <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 <b>TG9:</b> 30, 32, 40</p>
<p><b>Objective</b></p> <p>9. Uses language to express thoughts and needs</p> <p>b. Speaks clearly</p>	<p>LC-3: Child varies the amount of information provided to meet the demands of the situations</p>	<p><b>TG2:</b> 11, 40, 41, 42 <b>TG3:</b> 12, 21, 32, 34, 36, 42 <b>TG4:</b> 24, 32, 36 <b>TG5:</b> 10, 12, 14, 16, 22, 24, 26, 32, 34, 42 <b>TG6:</b> 6, 10, 14, 16, 20, 24, 34, 42 <b>TG7:</b> 6, 14, 20, 24, 32, 34, 42 <b>TG8:</b> 6, 12, 16, 24, 34, 42 <b>TG9:</b> 6, 12, 14, 16, 20, 24,</p>

<p><i>Level 2:</i> Babbles strings of single consonant sounds and combines sounds</p> <p><i>Level 4:</i> Uses some words and word-like sounds and is understood by most familiar people</p> <p><i>Level 6:</i> Is understood by most people; may mispronounce new, long, or unusual words</p>	<p>LC-5: Child expresses himself in increasingly long, detailed, and sophisticated ways</p>	<p>34, 40, 42</p> <p><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</p>
<p><b>Objective</b></p> <p>9. Uses language to express thoughts and needs c. Uses conventional grammar</p> <p><i>Level 2:</i> Uses one- or two-word sentences or phrases</p> <p><i>Level 4:</i> Uses three- to four-word sentences; may omit some words or use some words incorrectly</p> <p><i>Level 6:</i> Uses complete, four- to six-word sentences</p>	<p>LC-3: Child varies the amount of information provided to meet the demands of the situations</p> <p>LC-5: Child expresses himself in increasingly long, detailed, and sophisticated ways</p>	<p><b>TG2:</b> 11, 40, 41, 42 <b>TG3:</b> 12, 21, 32, 34, 36, 42 <b>TG4:</b> 24, 32, 36 <b>TG5:</b> 10, 12, 14, 16, 22, 24, 26, 32, 34, 42 <b>TG6:</b> 6, 10, 14, 16, 20, 24, 34, 42 <b>TG7:</b> 6, 14, 20, 24, 32, 34, 42 <b>TG8:</b> 6, 12, 16, 24, 34, 42 <b>TG9:</b> 6, 12, 14, 16, 20, 24, 34, 40, 42</p> <p><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</p>
<p><b>Objective</b></p> <p>9. Uses language to express thoughts and needs d. Tells about another time or place</p> <p><i>Level 2:</i> Makes simple statements about recent events and familiar people and objects that are not present</p>		<p><i>“Language and Literacy” activities in many of the Literacy Practice Centers in the Teaching Guides offer opportunities for children to combine words into phrases, simple sentences and more complex sentences as they retell events or stories. Photo Activity Card discussions in each Teaching Guide offer opportunities for children to use expressive language skills to share thoughts</i></p>



<p>Level 4: Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p> <p><i>Level 6:</i> Tells stories about other times and places that have a logical order and that include major details</p>	<p>LIT-4: Child demonstrates an understanding of narrative structure through storytelling/re-telling</p>	<p><i>and ideas and receptive language skills to build vocabulary. Children are prompted during activities across all domains to communicate their thoughts and to describe their actions.</i></p> <p><b>TG2:</b> 10, 12, 16, 20 <b>TG3:</b> 10, 20, 40 <b>TG4:</b> 10, 12, 20, 30, 40 <b>TG5:</b> 10, 12, 20, 22, 32 <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</p>
<p><b>Objective</b></p> <p>10. Uses appropriate conversational and other communication skills.</p> <p>a. Engages in conversations</p> <p><i>Level 2:</i> Engages in simple back-and-forth exchanges with others</p> <p><i>Level 4:</i> Initiates and attends to brief conversations</p> <p><i>Level 6:</i> Engages in conversations of at least three exchanges</p>	<p>LC-4: Child understands, follows, and uses appropriate social and conversational rules</p>	<p><i>Practice Centers offer many opportunities for children to use language to plan and negotiate play and converse with friends. Photo Activity Card discussions offer opportunities for children to use language to describe what they see and tell about their own experiences related to the topic.</i></p> <p><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, 31, 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</p>
<p><b>Objective</b></p> <p>10. Uses appropriate conversational and other communication skills.</p> <p>b. Uses social rules of language</p> <p><i>Level 2:</i> Responds to speech by looking</p>	<p>LC-2: Child understands and responds to increasingly complex communication and language from others</p>	<p><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</p>

<p>at the speaker; watches for signs of being understood when communicating</p> <p><i>Level 4:</i> Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p> <p><i>Level 6:</i> Uses acceptable language and social rules while communicating with others; may need reminders</p>	<p>LC-4: Child understands, follows, and uses appropriate social and conversational rules</p>	<p><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, 31, 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</p>
<p><b>Cognitive Objectives and Dimensions</b></p>		
<p><b>Teaching Strategies GOLD Objectives, Dimensions, Indicators, Levels</b></p>	<p><b>Frog Street Threes Learning Goals</b></p>	<p><b>Frog Street Threes Teaching Guides Page References</b></p>
<p><b>Cognitive</b></p>	<p><b>Cognitive Development Domain</b></p>	
<p><b>Objective</b></p> <p>11.Demonstrates positive approaches to learning</p> <p>a. Attends and engages</p> <p><i>Level 2:</i> Pays attention to sights and sounds</p> <p><i>Level 4:</i> Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>	<p>ATL-6: Child maintains focus and sustains attention with minimal adult support</p>	<p><i>Frog Street Threes provides children with many opportunities to develop the ability to maintain focus and attention during such activities as stories, finger plays, Practice Centers, puzzle assembly, and outdoor games.</i></p> <p><b>TG1:</b> 21, 40, 41 <b>TG2:</b> 40 <b>TG3:</b> 11, 20 <b>TG4:</b> 16, 20, 34, 40 <b>TG5:</b> 20, 30, 40 <b>TG6:</b> 4, 20, 31 <b>TG7:</b> 4, 20, 31 <b>TG8:</b> 4, 31, 40 <b>TG9:</b> 4, 20, 31, 32</p>
<p><b>Objective</b></p> <p>11.Demonstrates positive approaches to learning</p> <p>b. Persists</p>	<p>ATL-7: Child persists in tasks</p>	<p><i>Children have opportunities to repeat actions with the goal of achieving a result throughout Frog Street Threes. Teachers can observe developing skills and knowledge while children are involved in such activities as building, assembling puzzles, and playing</i></p>

<p><i>Level 2:</i> Repeats actions to obtain similar results</p> <p><i>Level 4:</i> practices an activity many times until successful</p> <p><i>Level 6:</i> Plans and pursues a variety of appropriately challenging tasks</p>		<p><i>outdoor games.</i></p> <p><b>TG1:</b> 10, 20, 21, 31, 40 <b>TG2:</b> 10, 30, 31 <b>TG3:</b> 41 <b>TG4:</b> 10, 11 <b>TG5:</b> 10, 20 <b>TG6:</b> 10, 21, 22, 30, 31, 32, 38, 40 <b>TG7:</b> 10, 11, 20, 21, 31, 41 <b>TG8:</b> 10, 20, 21, 22, 30, 41 <b>TG9:</b> 10, 11, 20, 21, 31, 40, 41</p>
<p><b>Objective</b></p> <p>11. Demonstrates positive approaches to learning</p> <p>c. Solves problems</p> <p><i>Level 2:</i> Reacts to a problem; seeks to achieve a specific goal</p> <p><i>Level 4:</i> Observes and imitates how other people solve problems; asks for a solution and uses it</p> <p><i>Level 6:</i> Solves problems without having to try every possibility</p>	<p>ATL-8: Child holds information in mind and manipulates it to perform tasks</p> <p>ATL-9: Child demonstrates flexibility in thinking and behavior</p> <p>ATL-10: Child demonstrates initiative and independence</p>	<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>TG1:</b> 10, 31 <b>TG2:</b> 20, 41 <b>TG3:</b> 41</p> <p><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</p>

<p><b>Objective</b></p> <p>11. Demonstrates positive approaches to learning d. Shows curiosity and motivation</p> <p><i>Level 2:</i> Uses senses to explore the immediate environment</p> <p><i>Level 4:</i> Explores and investigates ways to make something happen</p> <p><i>Level 6:</i> Shows eagerness to learn about a variety of topics and ideas</p>	<p>ATL-10: Child demonstrates initiative and independence</p> <p>ATL-11: Child shows interest in and curiosity about the world around them</p> <p>ATL-12: Child expresses creativity in thinking and communication</p>	<p><i>Children use their senses throughout Frog Street Threes, to investigate the environment—and to discover what objects and people do, how things work, and how they can make things happen.</i></p> <p><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</p> <p><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</p> <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>
<p><b>Objective</b></p> <p>11. Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking</p> <p><i>Level 2:</i> Imitates others in using objects in new and/or unanticipated ways</p> <p><i>Level 4:</i> Uses creativity and imagination during play and routine tasks</p> <p><i>Level 6:</i> Changes plans if a better idea is</p>	<p>ATL-9: Child demonstrates flexibility in thinking and behavior</p> <p>ATL-12: Child expresses creativity in thinking and communication</p> <p>ATL-13: Child uses imagination in play and interaction with others</p>	<p><b>TG1:</b> 10, 31 <b>TG2:</b> 20, 41 <b>TG3:</b> 41</p> <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> <p><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,</p>

thought of or proposed		30, 40
<p><b>Objective</b></p> <p>12. Remembers and connects experiences</p> <p>a. Recognizes and recalls</p> <p><i>Level 2:</i> Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p> <p><i>Level 4:</i> Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</p> <p><i>Level 6:</i> Tells about experiences in order, provides details and evaluates the experience; recalls 3 or 4 items removed from view</p>	<p>ATL-8: Child holds information in mind and manipulates it to perform tasks</p> <p>LIT-4: Child demonstrates an understanding of narrative structure through storytelling/re-telling</p>	<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>TG2:</b> 10, 12, 16, 20 <b>TG3:</b> 10, 20, 40 <b>TG4:</b> 10, 12, 20, 30, 40 <b>TG5:</b> 10, 12, 20, 22, 32 <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</p>
<p><b>Objective</b></p> <p>12. Remembers and connects experiences</p> <p>b. Makes connections</p> <p><i>Level 2:</i> Looks for familiar persons when they are named; relates objects to events</p> <p><i>Level 4:</i> Remembers the sequence of personal routines and experiences with teacher support</p> <p><i>Level 6:</i> Draws on everyday experiences and applies this knowledge to a similar situation</p>	<p>ATL-2: Child follows classroom rules and routines with increasing independence</p> <p>PMP-4: Child demonstrates personal hygiene and self-care skills</p> <p>ATL-8: Child holds information in mind and manipulates it to perform tasks</p>	<p><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</p> <p><b>TG4:</b> 16, 18, 20, 21, 40 <b>TG7:</b> 11</p> <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>Objective</b></p> <p>13. Uses classification skills</p> <p><i>Level 2:</i> Matches similar objects</p> <p><i>Level 4:</i> Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>	<p>MATH-8: Child measures objects by their various attributes using standard and non-standard measurement; uses differences in attributes to make comparisons</p> <p>MATH-9: Child identifies, describes, compares, and composes shapes</p> <p>FS-2: Child creates equal and unequal sets</p>	<p><i>Frog Street Threes supports children’s developing ability to classify objects. Math Practice Centers in each of the Teaching Guides allow them to sort, group, and categorize.</i></p> <p><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</p> <p><b>TG1:</b> 28 <b>TG2:</b> 30, 38 41, 42 <b>TG3:</b> 12, 18, 20, 21, 22, 28, 29 <b>TG5:</b> 29 <b>TG6:</b> 36 <b>TG7:</b> 41 <b>TG8:</b> 41 <b>TG9:</b> 41</p> <p><b>TG6:</b> 8, 12, 18, 28, 32, 38, 41, 42 <b>TG7:</b> 18, 41</p>
<p><b>Objective</b></p> <p>14. Uses symbols and images to represent something not present</p> <p>a. Thinks symbolically</p> <p><i>Level 2:</i> Recognizes people, objects, and animals in pictures or photographs</p> <p><i>Level 4:</i> Draws or constructs, and then identifies what it is</p>	<p>SCI-1: Child observes and describes observable phenomena (objects, materials, organisms, and events)</p>	<p><i>During many Library and Listening Practice Centers activities, children name pictured objects and characters, using support of an adult who asks questions.</i></p> <p><b>TG1:</b> 9, 11, 19, 21, 30 <b>TG2:</b> 11, 21 <b>TG3:</b> 10 <b>TG4:</b> 9, 19, 39 <b>TG5:</b> 10, 30, 32 <b>TG6:</b> 41 <b>TG7:</b> 39, 41, 42 <b>TG8:</b> 11, 31 <b>TG9:</b> 20, 22, 31</p>

<p><b>Objective</b></p> <p>14. Uses symbols and images to represent something not present</p> <p style="padding-left: 40px;">b. Engages in sociodramatic play</p> <p style="padding-left: 80px;"><i>Level 2:</i> Imitates actions of others during play; uses real objects as props</p> <p style="padding-left: 80px;"><i>Level 4:</i> Acts out familiar or imaginary scenarios; may use props to stand for something else</p>	<p>ATL-12: Child expresses creativity in thinking and communication</p> <p>ATL-13: Child uses imagination in play and interaction with others</p>	<p><i>Weekly Pretend and Learn Practice Centers offer opportunities for children to engage in imaginative play.</i></p> <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> <p><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</p>
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**Literacy Objectives and Dimensions**

<b>Teaching Strategies GOLD Objectives, Dimensions, Indicators, Levels</b>	<b>Frog Street Threes Learning Goals</b>	<b>Frog Street Threes Teaching Guides Page References</b>
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<b>Literacy</b>	<b>Emergent Literacy Domain</b>	
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<p><b>Objective</b></p> <p>15. Demonstrates phonological awareness</p> <p style="padding-left: 40px;">a. Notices and discriminates rhyme</p> <p style="padding-left: 80px;"><i>Level 2:</i> Joins in rhyming songs and games</p>	<p>LC-1: Child attends to communication and language from others</p>	<p><i>During the weekly Teaching Guides' sections, "Greeting Circle" and "Read-Aloud Times," children learn new vocabulary, repeat words, sing simple songs, and repeat chants and finger plays. Exposure to sounds, words, songs, and rhythm of language are introduced.</i></p> <p><b>TG1:</b> 6 <b>TG2:</b> 6, 12, 16, 21, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 24, 34 <b>TG4:</b> 6, 10, 14, 22, 30 <b>TG5:</b> 4, 31, 40 <b>TG6:</b> 40 <b>TG7:</b> 40 <b>TG8:</b> 40 <b>TG9:</b> 40</p>
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<p><i>Level 4:</i> Fills in the missing rhyming word; generates rhyming words spontaneously</p>	<p>LC-7: Child shows understanding of word categories and relationships among words</p> <p>LIT-1: Child demonstrates awareness that spoken language is composed of smaller segments of sound</p>	<p><b>TG1:</b> 10 <b>TG2:</b> 8, 18, 21, 28, 30, 31, 40, 41  <b>TG3:</b> 7 <b>TG4:</b> 26, 30, 32 <b>TG5:</b> 36 <b>TG6:</b> 36  <b>TG7:</b> 36 40 <b>TG8:</b> 30, 36, 40 <b>TG9:</b> 30, 36, 40</p> <p><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</p>
<p><b>Objective</b></p> <p>15. Demonstrates phonological awareness  b. Notices and discriminates alliteration</p> <p><i>Level 2:</i> Sings songs and recites rhymes and refrains with repeating initial sounds</p>	<p>LIT-1: Child demonstrates awareness that spoken language is composed of smaller segments of sound</p>	<p><i>In Frog Street Threes, during “Read-Aloud Time” books are re-read from day to day throughout a week and even across themes, giving children the opportunity to discriminate the sounds of language. Theme 5 is dedicated to Favorite Tales and Rhymes. Week 4 in Theme 5 immerses children in many well-known nursery rhymes.</i></p> <p><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</p>



<p><b>Objective</b></p> <p>15. Demonstrates phonological awareness</p> <p>c. Notices and discriminates smaller and smaller units of sound</p> <p><i>Level 2:</i> Hears and shows awareness of separate words in sentences</p>	<p>LIT-1: Child demonstrates awareness that spoken language is composed of smaller segments of sound</p> <p>LC-6: Child understands and uses a wide variety of words for a variety of purposes</p> <p>LC-7: Child shows understanding of word categories and relationships among words</p>	<p><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</p> <p><b>TG1:</b> 18 <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 <b>TG9:</b> 30, 32, 40</p> <p><b>TG1:</b> 10 <b>TG2:</b> 8, 18, 21, 28, 30, 31, 40, 41 <b>TG3:</b> 7 <b>TG4:</b> 26, 30, 32 <b>TG5:</b> 36 <b>TG6:</b> 36 <b>TG7:</b> 36 40 <b>TG8:</b> 30, 36, 40 <b>TG9:</b> 30, 36, 40</p>
<p><b>Objective</b></p> <p>16. Demonstrates knowledge of the alphabet</p> <p>a. Identifies and names letters</p> <p><i>Level 2:</i> Recognizes and names a few letters in own name</p> <p><i>Level 4:</i> Recognizes as many as 10 letters, especially those in own name</p>	<p>LIT-2: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print)</p>	<p><i>Starting each week, “Greeting Circle” is a 4-step routine (Unite, Calm, Connect, Commit). Children learn to internalize rules, routines, and directions. Daily during Step 3: Connect, children acknowledge their friends who are absent. With the help of Fernando, the puppet, they welcome back friends who have been absent. During Step 4: Commit, children place their name and photo in a Safekeeper Box as a reminder that they are a community of learners and are in a safe place together. These two routines provide the children with opportunities to see their name in print, and provide a foundation for children to learn the beginning letter of their first name, and make connections as their literacy skills emerge.</i></p> <p><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,</p>

	LIT-3: Child identifies letters of the alphabet	<p>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</p> <p><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, 35, 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 <b>TG9:</b> 5, 10, 15, 20, 25, 30, 35, 40</p>
<p><b>Objective</b></p> <p>16. Demonstrates knowledge of the alphabet</p> <p>b. Uses letter-sound knowledge</p> <p><i>Level 2:</i> Identifies the sounds of a few letters</p>	<p>LIT-3: Child identifies letters of the alphabet</p> <p>LIT-1: Child demonstrates awareness that spoken language is composed of smaller segments of sound</p>	<p><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, 35, 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 <b>TG9:</b> 5, 10, 15, 20, 25, 30, 35, 40</p> <p><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</p>
<p><b>Objective</b></p> <p>17. Demonstrates knowledge of print and its uses</p> <p>a. Uses and appreciates books</p> <p><i>Level 2:</i> Shows interest in books</p>	LIT-4: Child demonstrates an understanding of narrative structure	<p><i>Children engage with books during the “Library and Listening” Practice Centers, providing children with opportunities to adjust a book to get the picture right side up, or hold a book, looking at the book page-by-page.</i></p> <p><b>TG2:</b> 10, 12, 16, 20 <b>TG3:</b> 10, 20, 40 <b>TG4:</b> 10, 12, 20, 30, 40 <b>TG5:</b> 10, 12, 20, 22, 32 <b>TG6:</b></p>

<p><i>Level 4:</i> Orients book correctly; turns pages from the front of the book to the back/ recognizes familiar books by their covers</p>	<p>through storytelling/re-telling</p> <p>LIT-5: Child asks and answers questions about a book that was read aloud</p>	<p>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</p> <p><b>TG1:</b> 6 <b>TG2:</b> 6, 10, 16, 26, 32, 36 <b>TG3:</b> 6, 10, 12, 22, 26, 30, 40 <b>TG4:</b> 6, 10, 20, 30, 40 <b>TG5:</b> 6, 36 <b>TG6:</b> 30, 36, 40 <b>TG7:</b> 12, 30, 36, 40 <b>TG8:</b> 30, 36, 40 <b>TG9:</b> 30, 36, 40</p>
<p><b>Objective</b> 17. Demonstrates knowledge of print and its uses</p> <p>b. Uses print concepts</p> <p><i>Level 2:</i> Shows understanding that text is meaningful and can be read</p>	<p>LIT-2: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print)</p>	<p><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</p>
<p><b>Objective</b></p> <p>18. Comprehends and responds to books and other texts</p> <p>a. Interacts during read-alouds and book conversations</p> <p><i>Level 2:</i> Contributes particular language from the book at the appropriate time</p>	<p>LIT-2: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print)</p>	<p><i>“Library and Listening” Practice Centers offer children time to engage with books including photos, pictures and illustrations. The illustrations included in each of the familiar stories give children the opportunity to ask questions (“What’s that?”), describe what is happening, or determine what will happen next.</i></p> <p><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</p>

<p><i>Level 4:</i> Asks and answers questions about the text; refers to pictures</p>	<p>LIT-4: Child demonstrates an understanding of narrative structure through storytelling/re-telling</p> <p>LIT-5: Child asks and answers questions about a book that was read aloud</p>	<p><b>TG2:</b> 10, 12, 16, 20 <b>TG3:</b> 10, 20, 40 <b>TG4:</b> 10, 12, 20, 30, 40 <b>TG5:</b> 10, 12, 20, 22, 32 <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</p> <p><b>TG1:</b> 6 <b>TG2:</b> 6, 10, 16, 26, 32, 36 <b>TG3:</b> 6, 10, 12, 22, 26, 30, 40 <b>TG4:</b> 6, 10, 20, 30, 40 <b>TG5:</b> 6, 36 <b>TG6:</b> 30, 36, 40 <b>TG7:</b> 12, 30, 36, 40 <b>TG8:</b> 30, 36, 40 <b>TG9:</b> 30, 36, 40</p>
<p><b>Objective</b></p> <p>18. Comprehends and responds to books and other texts.</p> <p>b. Uses emergent reading skills</p> <p><i>Level 2:</i> Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>	<p>LIT-4: Child demonstrates an understanding of narrative structure through storytelling/re-telling</p>	<p><b>TG2:</b> 10, 12, 16, 20 <b>TG3:</b> 10, 20, 40 <b>TG4:</b> 10, 12, 20, 30, 40 <b>TG5:</b> 10, 12, 20, 22, 32 <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</p>
<p><b>Objective</b></p> <p>18. Comprehends and responds to books and other texts.</p> <p>c. Retells stories</p> <p><i>Level 2:</i> Retells some events from a familiar story with close adult prompting</p> <p><i>Level 4:</i> Retells familiar stories, using pictures or props as prompts</p>	<p>LIT-4: Child demonstrates an understanding of narrative structure through storytelling/re-telling</p>	<p><i>In each Teaching Guide, “Pretend and Learn” Practice Centers activities often include props and descriptions children can use to re-enact familiar events.</i></p> <p><b>TG1:</b> 11, 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</p> <p><b>TG2:</b> 10, 12, 16, 20 <b>TG3:</b> 10, 20, 40 <b>TG4:</b> 10, 12, 20, 30, 40 <b>TG5:</b> 10, 12, 20, 22, 32 <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</p>

<p><b>Objective</b></p> <p>19. Demonstrates emergent writing skills</p> <p>a. Writes name</p> <p><i>Level 1:</i> Scribbles or marks</p> <p><i>Level 2:</i> Controlled linear scribbles</p> <p><i>Level 3:</i> Mock letters or letter-like forms</p> <p><i>Level 4:</i> Letter strings</p>	<p>PMP-3: Child demonstrates increasing control, strength, and coordination of small muscles</p> <p>LIT-6: Child writes for a variety of purposes using increasingly sophisticated marks</p>	<p><i>Children begin to demonstrate how print works, by using writing instruments in Practice Centers.</i></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 <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> 11, 20, 21, 30, 31, 41</p> <p><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</p>
<p><b>Objective</b></p> <p>19. Demonstrates emergent writing skills</p> <p>b. Writes to convey meaning</p> <p><i>Level 1:</i> Scribbles or marks</p> <p><i>Level 2:</i> Controlled linear scribbles</p> <p><i>Level 3:</i> Mock letters or letter-like forms</p> <p><i>Level 4:</i> Letter strings</p>	<p>PMP-3: Child demonstrates increasing control, strength, and coordination of small muscles</p> <p>LIT-6: Child writes for a variety of purposes using increasingly sophisticated marks</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 <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> 11, 20, 21, 30, 31, 41</p> <p><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</p>

Mathematics Objectives and Dimensions		
Teaching Strategies GOLD Objectives, Dimensions, Indicators, Levels	Frog Street Threes Learning Goals	Frog Street Threes Teaching Guides Page References
<b>Mathematics</b>	<b>Mathematics Domain</b>	
<p><b>Objective</b></p> <p>20. Uses number concepts and operations a. Counts</p> <p><i>Level 2:</i> Verbally counts (not always in the correct order)</p> <p><i>Level 4:</i> Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>	<p>MATH-1: Child knows number names and the count sequence</p> <p>MATH-3: Child understands the relationship between numbers and quantities</p>	<p><b>TG3:</b> 9, 11, 30, 31, 39 <b>TG8:</b> 8, 11, 18, 21, 22, 31, 32, 38, 41, 42 <b>TG9:</b> 11, 18, 21, 22, 28, 31, 38, 41, 42</p> <p><b>TG2:</b> 8, 18, 29 <b>TG5:</b> 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</p>
<p><b>Objective</b></p> <p>20. Uses number concepts and operations b. Quantifies</p> <p><i>Level 2:</i> Demonstrates understanding of the concepts of <i>one</i>, <i>two</i>, and <i>more</i></p> <p><i>Level 4:</i> Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>	<p>MATH-2: Child recognizes the number of objects in a small set (subitizing)</p> <p>MATH-3: Child understands the relationship between numbers and quantities</p> <p>FS-2: Child creates equal and unequal sets</p>	<p><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</p> <p><b>TG2:</b> 8, 18, 29 <b>TG5:</b> 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</p> <p><b>TG6:</b> 8, 12, 18, 28, 32, 38, 41, 42 <b>TG7:</b> 18, 41</p>

<p><b>Objective</b></p> <p>20. Uses number concepts and operations c. Connects numerals with their quantities</p> <p><i>Level 2:</i> Recognizes and names a few numerals</p> <p><i>Level 4:</i> Identifies numerals to 5 by name and connects each to counted objects</p>	<p>MATH-3: Child understands the relationship between numbers and quantities</p> <p>MATH-5: Child associates a quantity with written numerals up to 5 and begins to write numbers</p> <p>FS-3: Child demonstrates one-to-one correspondence</p>	<p><b>TG2:</b> 8, 18, 29 <b>TG5:</b> 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</p> <p><b>TG8:</b> 21, 28, 31, 32, 38, 41 <b>TG9:</b> 11, 18, 21, 31, 32, 38, 41</p> <p><b>TG5:</b> 28, 31, 38, 41, 42 <b>TG6:</b> 8, 11, 12, 18, 21, 22, 28, 31, 32, 41, 42 <b>TG7:</b> 18, 21, 28</p>
<p><b>Objective</b></p> <p>21. Explores and describes spatial relationships and shapes a. Understands spatial relationships</p> <p><i>Level 2:</i> Follows simple directions related to position (<i>in, on, under, up, down</i>)</p> <p><i>Level 4:</i> Follows simple directions related to proximity (<i>beside, between, next to</i>)</p>	<p>MATH-10: Child explores the positions of objects in space</p>	<p><b>TG1:</b> 29 <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</p>
<p><b>Objective</b></p> <p>21. Explores and describes spatial relationships and shapes b. Understands shapes</p> <p><i>Level 2:</i> Matches two identical shapes</p> <p><i>Level 4:</i> Identifies a few basic shapes (circle, square, triangle)</p>	<p>MATH-9: Child identifies, describes, compares, and composes shapes</p>	<p><b>TG1:</b> 28 <b>TG2:</b> 30, 38, 41, 42 <b>TG3:</b> 12, 18, 20, 21, 22, 28, 29 <b>TG5:</b> 29 <b>TG6:</b> 36 <b>TG7:</b> 41 <b>TG8:</b> 41 <b>TG9:</b> 41</p>

<p><b>Objective</b></p> <p>22. Compares and Measures</p> <p><i>Level 2:</i> Makes simple comparisons between two objects</p> <p><i>Level 4:</i> Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p> <hr/>	<p>SCI-3: Child compares and categorizes observable phenomena</p> <p>MATH-8: Child measures objects by their various attributes using standard and non-standard measurement; uses differences in attributes to make comparisons</p> <hr/>	<p><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</p> <p><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</p> <hr/>
<p><b>Objective</b></p> <p>23. Demonstrates knowledge of patterns</p> <p><i>Level 2:</i> Shows interest in simple patterns in everyday life.</p> <p><i>Level 4:</i> Copies simple repeating patterns</p>	<p>FS-4: Child recognizes, duplicates, and extends simple patterns</p> <p>MATH-7: Child understands simple patterns</p>	<p><b>TG5:</b> 18</p> <p><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</p>