California Preschool Learning Foundations and The InvestiGator Club®

Volume 1 Domains Included in This Document

Social-Emotional Development

Language and Literacy

English-Language Development

Mathematics

Social-Emotion	al Development
S	elf
1.0 Self-A	wareness
At around 48 months of age	At around 60 months of age
1.1 Describe their physical characteristics,	1.1 Compare their characteristics with those of
behavior, and abilities positively.	others and display a growing awareness of their
	psychological characteristics, such as thoughts
	and feelings.
Children view their characteristics and abilities	Children are confident in their abilities and
positively, enjoy demonstrating them, and assert	characteristics, sometimes (depending on cultural
their own preferences and desires. Children also	values) comparing them favorably with those of
want to be viewed positively by adults who matter to them.	others. Children also regard themselves in terms
to them.	of their past abilities and remain sensitive to how they are viewed by adults, peers, and other
	people whose opinions matter to them.
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Social-Emotion	al Development	
Self		
2.0 Self-F	Regulation	
At around 48 months of age	At around 60 months of age	
2.1 Need adult guidance in managing their	2.1 Regulate their attention, thought feelings, and	
attention, feelings, and impulses and show some	impulses more consistently, although adult	
effort at self-control.	guidance is sometimes necessary.	
Children follow simple rules and routines, seek to	Children anticipate routines, cooperate with fewer	
cooperate, manage classroom transitions, and	reminders, can focus attention on the task at	
make efforts at self-control (such as self-soothing	hand, and manage transitions. They are more	
and waiting) with adult guidance. Children also	capable of emotional and behavioral self-	
easily lose control of their attention, feelings, and	regulation but sometimes require adult guidance.	
behavior.	Tanahar Cuidea	
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Social-Emotional Development	
Se	elf
3.0 Social and Emot	ional Understanding
At around 48 months of age	At around 60 months of age
3.1 Seek to understand people's feelings and	3.1 Begin to comprehend the mental and
behavior, notice diversity in human	psychological reasons people act as they do and
characteristics, and are interested in how people	how they contribute to differences between
are similar and different.	people.
Children are interested in people's feelings and	Children have a better understanding of people's
the reasons they feel that way. They can describe	thoughts and feelings as well as their own. They
familiar routines, inquire about the causes and	comprehend that another's ideas can be
consequences of behavior, and notice how people	mistaken. They are also beginning to understand
are similar and different, although their	differences in personality, temperament, and
understanding is limited.	background (e.g., culture) and their importance.
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p. 27 We Say Thank You	
p. 30 I'm Sorry!	

Social-Emotional Development	
Self	
4.0 Empathy	y and Caring
At around 48 months of age	At around 60 months of age
4.1 Demonstrate concern for the needs of others	4.1 Respond to another's distress and needs with
and people in distress.	sympathetic caring and are more likely to assist.
Children respond with concern when a child or	Children respond sympathetically to a distressed
adult is distressed, strive to understand why, and	person and are more competent at responding
may display simple efforts to assist the other	helpfully.
person.	
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p. 25 What Do You Want?	p. 30 I'm Sorry!
p. 30 I'm Sorry!	F. 55 · 55,.

Social Emotional Development		
Social-Emotional Development Self		
	in Learning	
At around 48 months of age	At around 60 months of age	
5.1 Enjoy learning and are confident in their	5.1 Take greater initiative in making new	
abilities to make new discoveries although may	discoveries, identifying new solutions, and	
not persist at solving difficult problems.	persisting in trying to figure things out.	
Children become engaged in learning	Children are self-confident learners who become	
opportunities, approach learning with enthusiasm,	actively involved in formal and informal learning	
and have confidence in their capacities to learn	opportunities by asking questions, proposing new	
more. But they may give up when facing difficult	ways of doing things, and offering their own ideas	
problem-solving challenges.	and theories.	
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	Center: Animal Habitats	
	Outdoor Creative Play and Learning Cards	
	Card 15: Imagine New Places	
	Card 16: Obstacle Course	
	Card 17: Three Pigs on the Playground	

	al Development
	teraction
	th Familiar Adults
At around 48 months of age	At around 60 months of age
1.1 Interact with familiar adults comfortably and	1.1 Participate in longer and more reciprocal
competently, especially in familiar settings.	interactions with familiar adults and take greater
	initiative in social interaction.
Children comfortably interact with familiar adults in	Children take increasing initiative in interacting
play or problem solving, ask questions or	with familiar adults through conversation,
communicate about their experiences, cooperate	suggesting a shared activity or asking for the
with instructions, or demonstrate skills to the	adult's assistance, and cooperate readily.
familiar adult, especially in familiar settings.	
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Social-Emotional Development	
	teraction
	ns with Peers
At around 48 months of age	At around 60 months of age
2.1 Interact easily with peers in shared	2.1 More actively and intentionally
activities that occasionally become	cooperate with each other.
cooperative efforts.	
Children interact comfortably with one or two	Children initiate and participate in more complex,
playmates, although sociability is still basic. Children sometimes share materials and	cooperative activity with peers. This may involve working together in groups to achieve a shared
communicate together, occasionally working	goal or communicating about how to share
cooperatively on a mutual goal or project,	materials so all can use them.
especially with adult support.	materiale de all dan des trient.
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	Card 1: Marching Band Card 14: Hen, Chicks, and Fox
	Card 14: Herr, Chicks, and Fox Card 15: Imagine New Places
	Card 20: Follow the Footsteps
2.2 Participate in simple sequences	2.2 Create more complex sequences of pretend
of pretend play.	play that involve planning, coordination of roles,
1 1	and cooperation.
Children play imaginative, complementary roles	Children develop longer, more complex pretend
(such as parent and child) in pretend play but	play narratives involving a shared script,
without much planning or a well-developed story	coordination of child-selected roles, and mutual
line.	correction within those roles as they play.
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2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.	2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to
	physical aggression.
Children seek adult help when experiencing conflict with another child. Peer disagreements (such as those regarding the sharing of toys) can escalate into physical aggression, although not as readily as happens with children of younger ages.	Children can suggest simple conflict resolution strategies as well as respond to adult suggestions for resolving peer disputes. Children may taunt or tease another child rather than hitting and may also retaliate when provoked.
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Social-Emotional Development	
	teraction
3.0 Group F	Participation
At around 48 months of age	At around 60 months of age
3.1 Participate in group activities and are	3.1 Participate positively and cooperatively as
beginning to understand and cooperate with social	group members.
expectations, group rules, and roles.	
Children enjoy participating in group activities and	Children participate in group activities with the
are beginning to understand social expectations	ability to anticipate familiar routines and contribute
and group rules and their application. Children	to shared projects more competently as group members.
may have difficulty, however, coordinating their interests with those of the group.	members.
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	Splash and Dig Sand and Water Center:
	Mountains

Social-Emotional Development	
	teraction
4.0 Cooperation a	and Responsibility
At around 48 months of age	At around 60 months of age
4.1 Seek to cooperate with adult instructions but	4.1 Have growing capacities for self-control and
their capacities for self-control are limited,	are motivated to cooperate in order to receive
especially when they are frustrated or upset.	adult approval and think approvingly of
	themselves.
Children strive to follow adult instructions to	Children's cooperation with adult instructions is
maintain a good relationship with the parent or	more reliable because of better capacities for self-
teacher and because of incentives and rules.	control. Children are motivated by adult approval
Children often become dismayed or distressed	and by a desire to view themselves approvingly
when corrected. Children have more difficulty	for their good conduct, reflecting their acceptance
complying with instructions when without adult	of adult standards for themselves.
support or when distressed or frustrated. Teacher Guides	Teacher Guides
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Social-Emotional Development	
	nships
	ent to Parents
At around 48 months of age	At around 60 months of age
1.1 Seek security and support from their primary	1.1 Take greater initiative in seeking support from
family attachment figures.	their primary family attachment figures.
Children use their family caregivers (e.g., mother,	Children seek the support of their family
father, grandparent, other adult raising the child)	caregivers, especially in difficult situations, by requesting help in resolving conflicts with others,
as sources of security and support, especially in challenging circumstances, by obtaining comfort,	initiating cooperative problem solving, or seeking
requesting help, and communicating about	comfort when distressed.
feelings.	comort when distressed.
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1.2 Contribute to maintaining positive	1.2 Contribute to positive mutual cooperation with
relationships with their primary family attachment	their primary family attachment figures.
figures.	
Children prefer interacting with their family	Children demonstrate an awareness of the
caregivers, choosing them for sharing activities,	mutuality of close relationships in their efforts to
providing assistance, and displaying discoveries or achievements.	be helpful, showing interest in the family
or acriteventients.	caregiver's feelings, preferences, or well-being and sharing activities.
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1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.

Children show affection to the family caregiver when the adult departs at the beginning of the day but may need the assistance of a teacher in coping with separation.

1.3 After experience with out-of-home care, comfortably depart from primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.

Children are eager to begin the day in preschool. They respond affectionately to the family caregiver as the adult departs and have little difficulty being separated.

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Teacher Guides

Let's Investigate!

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Social-Emotion	al Development
	onships
	th Teachers and Caregivers
At around 48 months of age	At around 60 months of age
2.1 Seek security and support from their primary	2.1 Take greater initiative in seeking the support
teachers and caregivers.	of their primary teachers and caregivers.
Children use their primary teachers and	Children seek the support of their primary,
caregivers as sources of security and support especially in challenging circumstances, by obtaining comfort, requesting help, and communicating about feelings.	teachers and caregivers, especially when they are in difficult situations, by requesting the adult's help in resolving conflicts with others, initiating cooperative problem solving, or seeking comfort when distressed.
Teacher Guides	Teacher Guides
Just for Threes Marvelous Me! Investigation p. 30 My Family Tree p. 31 Baby Talk Let's Investigate! pp. 102–103 Oral Language p. 104 Back to School: Getting to Know the Teacher p. 186 Back to School: Classroom Rules p. 208 Back to School: Busy Bees p. 214 Back to School: A Community of Learners	Let's Investigate! pp. 102–103 Oral Language p. 105 Oral Language: Getting to Know Great Auntie Lu pp. 212–213 Oral Language p. 214 Back to School: A Community of Learners p. 215 Literacy: The Curiosity in You Under Construction p. 35 Social and Emotional Development p. 65 Social and Emotional: Play a Sharing Game pp. 66–67 Literacy p. 79 Oral Language: Do You See It?
Building Social and Emotional Skills p. 9 Dilly and Great Auntie Lu p. 19 Let's Be Friends p. 21 You Can Ask Me	p. 98 Listening: Tool Talk Healthy You p. 58 Oral Language: Chuck Says p. 73 Movement: Jump and Jive
	Finny, Feathery, Furry Friends p. 59 Oral Language: Pet Talk p. 98 Listening: The Squirrel
	Splash and Dig pp. 136–137 Build a Boat
	Watch It Grow p. 35 Social and Emotional Development pp. 52–53 Investigation Launch p. 65 Social and Emotional: Thank-You Leaf Bouquet
	Building Social and Emotional Skills p. 21 You Can Ask Me p. 31 Helping Others
2.2 Contribute to maintaining positive relationships with primary teachers and caregivers.	2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.
Children prefer interacting with their primary teachers and caregivers, choosing them for sharing activities, seeking comfort and assistance, and displaying discoveries or achievements.	Children demonstrate an awareness of the mutuality of close relationships in their efforts to be helpful, showing interest in the teacher's

Teacher Guides Just for Threes Extension Activities

p. 31 Feelings

More Songs, Chants, Rhymes, and Games

p. 23 How Am I Feeling?

Marvelous Me! Investigation

p. 32 How Do I Feel?

Let's Investigate!

- p. 40 Arrival Transitions
- p. 40 Departure Transitions
- p. 104 Back to School: Getting to Know the Teacher
- p. 120 Back to School: Teacher News
- p. 126 Back to School: School Helpers
- p 142 Back to School: Helper Chart
- p. 208 Back to School: Busy Bees

Building Social and Emotional Skills

- p. 21 You Can Ask Me
- p. 23 I Did It!
- p. 25 What Do You Want?
- p. 26 Let's Help Dilly
- p. 29 Hello and Goodbye
- p. 32 Don't Leave!

feelings, preferences, or well-being and sharing personal experiences with the teacher.

Teacher Guides Let's Investigate!

- p. 104 Back to School: Getting to Know the Teacher
- p. 126 Back to School: School Helpers
- p. 142 Back to School: Helper Chart
- p. 186 Back to School: Classroom Rules
- p. 208 Back to School: Busy Bees
- p. 214 Back to School: A Community of Learners
- pp. 232–233 Investigation Celebration

Under Construction

p. 84 Social Studies: Community Workers

pp. 136-137 Wagon Wash

Finny, Feathery, Furry Friends

p. 104 Social Studies: Bunch of Wild Animals

Splash and Dig

- p. 46 By the Water
- p. 65 Social and Emotional: Puppet Play

Watch It Grow

- p. 35 Social and Emotional Development
- p. 65 Social and Emotional: Thank-You Leaf Bouquet

Weather Watchers

pp. 136-137 Kites

Building Social and Emotional Skills

p. 21 You Can Ask Me

Social-Emotional Development	
	nships
	ndships
At around 48 months of age	At around 60 months of age
3.1 Choose to play with one or two special peers	3.1 Friendships are more reciprocal, exclusive,
whom they identify as friends.	and enduring.
Children play with many peers but also seek the	Children seek to share activities with special
company of one or two specific children whom	friends who, in return, seek their company.
they identify as friends. Children are more	Friends act more positively toward each other but
cooperative and share more complex play with	may also experience greater conflict. Children
friends than with other children.	respond with enhanced efforts at conflict
	resolution.
Teacher Guides	Teacher Guides
Just for Threes	Let's Investigate!
Extension Activities	p. 36 Outdoor Play
p. 14 The InvestiGator Clubhouse Investigation	p. 37 Social and Emotional Development
Marvelous Me! Investigation	p. 56 Back to School: Getting to Know Each Other
p. 34 All Around the Block	p. 198 Back to School: Mirror Me
p. 36 Share with Me	
Folk Tale Classics	Under Construction
p. 7 Social and Emotional: Helping and Sharing	p. 34 Outdoor Play
Lette Investigate	p. 65 Social and Emotional: Play a Sharing Game
Let's Investigate!	pp. 106–107 Social and Emotional
p. 36 Outdoor Play p. 37 Social and Emotional Development	Healthy You
pp. 80–81 Oral Language	p. 34 Gross Motor Skills
p. 135 Social Studies: How We Change Over	pp. 106–107 Social and Emotional
Time	pp. 100 107 Coolai ana Emotional
p. 208 Back to School: Busy Bees	Splash and Dig
P. 200 2001 to 001100111 2009 2000	p. 34 Outdoor Play
Building Social and Emotional Skills	,
p. 19 Let's Be Friends	Weather Watchers
p. 24 Friends Have a Lot in Common	p. 109 Literacy: Friends Like Rosalita
p. 32 Showing Respect	
p. 34 Play by the Rules	Building Social and Emotional Skills
p. 34 Marching Band	p. 8 Dilly and the Investigator Club
p. 35 Bubble Shapes	p. 19 Let's Be Friends, Take Turns
p. 35 Jumping Like Frogs	p. 24 Friends Have a Lot in Common
p. 36 Click Clack, Down the Track	p. 37 Chariot Races
p. 36 Animal Charades	p. 40 Hot Potatoes!
p. 37 Dig for Buried Treasure	0
p. 39 Obstacle Course	Components
p. 39 Three Pigs on the Playground	Outdoor Creative Play and Learning Cards
p. 40 Hot Potatoes!	Card 11: Chariot Races
p. 40 Follow the Footsteps	Card 18: Hot Potatoes

Language and Litera Listening and Speak 1.0 Language Use and Cor At around 48 months of age At around	king
1.0 Language Use and Cor	
I AL AIOUIIU 40 IIIOIILIIS OI AUE I AI AIOUI	
	nd 60 months of age on extend their understanding and
	of language to communicate with
	effectively.
	language to communicate with others in
	miliar and unfamiliar social situations for a
	of basic and advanced purposes, including
	ng, predicting, problem solving, and
	new information.
	r Guides
Just for Threes Let's In	vestigate!
	ays in Review
	ral Language: Set the Stage
	ral Language: Sharing Chair
	ral Language: Set the Stage
More Songs, Chants, Rhymes, and Games p. 105 0	Oral Language: Getting to Know Auntie Lu
p. 6 Boom, Bang! p. 209 0	Oral Language: Bee Mail Delivery
p. 29 It's in the Bag!	
	Construction
	ral Language: Sharing Chair
	vestigation Station: Make Meaning
Let's Investigate!	V
p. 72 Oral Language: Sharing Chair Healthy	
	Oral Language: Sharing Chair
JT p. 98 Oral Language: Sharing Chair Finny, I	Feathery, Furry Friends
	ral Language: Pet Talk
p. 116 Social Studies: The One and Only You	rai Language. Fet Taik
	and Dig
	ral Language: Splish, Splash
	ral Language: Off to the Lake
p. 200 Oral Zaliguago. The Big tha in You	rai zanguago. On to the zane
Building Social and Emotional Skills Watch I	It Grow
	ral Language: Explore a Rain Forest
	Oral Language: Sharing Chair
p. 25 What Do You Want?	
p. 39 Imagine New Places	
Components	
Outdoor Creative Play and Learning Cards	
Card 15: Imagine New Places 1.2 Speak clearly enough to be understood 1.2 Spe	ak clearly enough to be under
	y both familiar and unfamiliar adults and
children	
	r Guides
	vestigate!
	Back to School: Getting to Know the
p. 44 Ocean Shell Teacher	
	Oral Language: Getting to Know Rosalita
	Oral Language: Sharing Chair
p. 65 Social Studies: Family Roles and Traditions	<u> </u>

p. 72 Oral Language: Sharing Chair

p. 104 Back to School: Getting to Know the Teacher

pp. 114-115 Readiness: Names and Addresses

p. 126 Back to School: School Helpers

p. 127 Oral Language: Getting to Know Rosalita

p. 135 Social Studies: How We Change Over Time

p. 171 Oral Language: The Handy Person in You

p. 193 Oral Language: Getting to Know Bruno

pp. 234-235 Scavenger Hunt

Under Construction

p. 72 Oral Language: Pass a Hardhat p. 92 Oral Language: House Talk

Finny, Feathery, Furry Friends

p. 67 Literacy: Read the Story

p. 119 Oral Language: Classroom Nature Walk

Splash and Dig

p. 29 Oral Language: Questions, Please!

Watch It Grow

p. 78 Oral Language: In the Garden

p. 118 Oral Language: Time for a Hay Ride

STEAM and Literacy Challenge

p. 68 Social and Emotional: Mix and Match

p. 88 Writing: Be is for . . .

p. 131 Science: Electricity Blockers

p. 136 Science: Balloon Energy

p. 138 Phonological Awareness: What's the

Difference?

1.3 Use accepted language and style during communication with familiar adults and children. 1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.

Teacher Guides Just for Threes **Extension Activities**

p. 5 Dilly and Manny Share

p. 14 The InvestiGator Clubhouse Investigation

p. 44 Clubhouse Construction

More Songs, Chants, Rhymes, and Games

p. 2 Add One More

p. 6 Boom Bang!

p. 31 Jump or Jiggle

p. 42 Name the Animals

p. 60 The Storm

p. 67 What Is It?

p. 72 The Wind

Marvelous Me! Investigation

p. 10 We Can Use Sign Language

p. 25 Movin' and Groovin'

Let's Investigate!

pp. 54-55 Oral Language

p. 56 Back to School: Getting to Know Each Other pp. 76-77 Investigation Launch

p. 199 Science: Investigate Ants and Food

p. 201 Social Studies: What's My Job?

Building Social and Emotional Skills

p. 15 Use Your Indoor Voice

p. 18 Talk About It

p. 19 Let's Be Friends

p. 34 Play by the Rules

Teacher Guides

Let's Investigate!

p. 30 Days in Review

p. 54 Oral Language: Set the Stage

p. 105 Oral Language: Getting to Know Auntie Lu

p. 154 Literacy: Set the Stage

p. 209 Oral Language: Bee Mail Delivery

Under Construction

p. 55 Investigation Station: Think About It, Make

Meaning

p. 72 Oral Language: Sharing Chair

Healthy You

p. 30 Bee Mail

p. 99 Oral Language: Dressing Up

Finny, Feathery, Furry Friends

p. 28 Birthdays

Splash and Dig

p. 118 Oral Language: Follow the River

Watch It Grow

p. 43 What We Get from Plants

Weather Watchers

pp. 76-77 Oral Language

Building Social and Emotional Skills

p. 12 It's Okay to Be Me

	p. 19 Let's Be Friends
	p. 21 You Can Ask Me
1.4 Use language to construct short narratives	1.4 Use language to construct extended
that are real or fictional.	narratives that are real or fictional.
Teacher Guides	Teacher Guides
Just for Threes	Let's Investigate!
Extension Activities	pp. 54–55 Oral Language
p. 1 Nightlight Jungle Safari	pp. 80–81 Oral Language
p. 27 Mold Clay	pp. 102–103 Oral Language
Marvelous Me! Investigation	pp. 124–125 Oral Language
p. 19 ls lt Me?	pp. 174–175 Alphabet Knowledge
Folk Tale Classics	
p. 9 Oral Language: Artist's Chair	Under Construction
	pp. 66–67 Literacy
Let's Investigate!	
p. 65 Social Studies: Family Roles and Traditions	Healthy You
p. 72 Oral Language: Sharing Chair	pp. 66–67 Literacy
p. 105 Literacy: The Storyteller in You	p. 125 Literacy: Reread a Senses Story
p. 121 Oral Language: Tell Us a Story	
p. 171 Oral Language: The Handy Person in You	Finny, Feathery, Furry Friends
	pp. 52–53 Investigation Launch
	Splash and Dig
	pp. 66–67 Literacy
	pp. 90–91 Shared Writing
	Watch It Grow
	pp. 126–127 Storytelling Classics
	pp. 120 127 Otorytelling Olassics
	Weather Watchers
	p. 40 Read and Talk
	p. 59 Oral Language: Rainy-Day Walk

Language and Litavaev	
Language and Literacy	
Listening and Speaking 2.0 Vocabulary	
	•
At around 48 months of age	At around 60 months of age
Children develop age-appropriate vocabulary.	Children develop age-appropriate vocabulary.
2.1 Understand and use accepted words for	2.1 Understand and use an increasing variety and
objects, actions, and attributes encountered	specificity of accepted words for objects, actions, and attributes encountered in both real and
frequently in both real and symbolic contexts.	symbolic contexts.
Teacher Guides	Teacher Guides
Just for Threes	Let's Investigate!
Extension Activities	p. 56 Back to School: Getting to Know Each Other
p. 10 Healthy You Investigation	p. 147 Oral Language: Make Connections
p. 31 Feelings	pp. 154–155 Literacy: Get Started, Tell the Story
More Songs, Chants, Rhymes, and Games	p. 201 Social Studies: What's My Job?
p. 12 Chuck Says (Version 2)	p. 201 Gooldi Gladico. What o My Goos:
p. 23 How Am I Feeling?	Under Construction
p. 54 Say and Touch	pp. 56–57 Oral Language
p. 58 Statues	p. 69 Literacy: Reread a Story
Marvelous Me! Investigation	p. 92 Oral Language: House Talk
pp. 1–2 I Can Bend and Move	p. 93 Oral Language: Moving Day
p. 32 How Do I Feel?	p. 98 Listening: Tool Talk
Let's Investigate!	Healthy You
pp. 114–115 Readiness: Names and Addresses	p. 52 Investigation Launch: Set the Stage
pp. 136–137 Readiness: Time	pp. 56–57 Oral Language
pp. 176–177 Readiness: Build a Neighborhood	p. 78 Oral Language: Veggies
	p. 78 Oral Language: Nutritious Food
	p. 79 Oral Language: Let's Go Shopping!
	p. 79 Oral Language: Play Time
	p. 99 Oral Language: Scrub and Rub
	p. 113 Oral Language: I Can Do It!
	Figure Foothers From Friends
	Finny, Feathery, Furry Friends
	pp. 56–57 Oral Language
	pp. 96–97 Oral Language
	Splash and Dig
	p. 77 Oral Language: Act Out the Song
	pp. 96–97 Oral Language
	pp. 00 07 Oral Earlyadyo
	Weather Watchers
	p. 98 Oral Language: Boom, Bang!
	p. 99 Oral Language: Windy Words
2.2 Understand and use accepted words	2.2 Understand and use accepted words
for categories of objects encountered	for categories of objects encountered
and used frequently in everyday life.	in everyday life.
Teacher Guides	Teacher Guides
Just for Threes	Let's Investigate!
Extension Activities	p. 64 Readiness: Dilly Discovers Primary Colors
p. 4 Rosalita's Word of the Week	pp. 66–67 Readiness: Colors
p. 18 ls lt Red, Yellow, or Blue?	pp. 114–115 Readiness: Names and Addresses
p. 33 Do the Color Pokey	pp. 136–137 Readiness: Time
p. 35 Art Colors	pp. 176–177 Readiness: Build a Neighborhood
p. 39 Lines and Colors in Art	

Under Construction p. 43 Sponge Paint More Songs, Chants, Rhymes, and Games pp. 52-53 Investigation Launch p. 2 Add One More pp. 86-87 Math p. 27 I Spy Marvelous Me! Investigation **Healthy You** pp. 11-12 My Name p. 31 Word of the Week pp. 56-57 Oral Language Let's Investigate! pp. 122-123 Science p. 201 Social Studies: What's My Job? p. 200 Art: Art Tools Finny, Feathery, Furry Friends pp. 202-203 Readiness: Alike and Different pp. 56-57 Oral Language p. 68 Fine Art: Los Pescados Peña Watch It Grow p. 105 Literacy: Plant Anatomy **Weather Watchers** pp. 52-53 Investigation Launch **2.3** Understand and use simple words 2.3 Understand and use both simple that describe the relations between and complex words that describe the objects. relations between objects. Teacher Guides **Teacher Guides** Just for Threes Let's Investigate! **Extension Activities** p. 90 Readiness: JT's Near or Far p. 4 Rosalita's Word of the Week pp. 92-93 Readiness: Near and Far p. 18 Is It Red, Yellow, or Blue? p. 178 Readiness: Opposites p. 33 Do the Color Pokey p. 187 Listening: Chuck Says p. 35 Art Colors p. 39 Lines and Colors in Art **Under Construction** p. 43 Sponge Paint p. 29 Safety More Songs, Chants, Rhymes, and Games p. 42 Build a Pattern p. 2 Add One More p. 43 Go! Go! Go! p. 27 I Spy pp. 82-83 Literacy Marvelous Me! Investigation p. 118 Oral Language: Push and Pull pp. 11-12 My Name **Healthy You** p. 32 Letters p. 36 Daily Stretches p. 44 Same and Different Game pp. 52-53 Investigation Launch pp. 76-77 Oral Language p. 113 Dramatic Play: All Kinds of Doctors Finny, Feathery, Furry Friends pp. 56-57 Oral Language p. 99 Oral Language: For the Birds p. 99 Listening: A Bear Story Splash and Dig p. 37 Sandwich Sailboats p. 47 Mountains **Watch It Grow** pp. 86-87 Math

Weather Watchers

p. 29 Safety
1'
pp. 52–53 Investigation Launch
p. 75 Oral Language: Add One More

Language and Literacy	
Listening and Speaking	
	ammar
At around 48 months of age	At around 60 months of age
Children develop age-appropriate grammar.	Children develop age-appropriate grammar.
3.1 Understand and use increasingly complex and	3.1 Understand and use increasingly complex and
longer sentences, including sentences that	longer sentences, including sentences that
combine two phrases or two to three concepts to	combine two to three phrases or three to four
communicate ideas.	concepts to communicate ideas.
Teacher Guides	Teacher Guides
Just for Threes	Let's Investigate!
Extension Activities	p. 30 Days in Review
p. 8 Let's Investigate! Investigation	p. 105 Oral Language: Getting to Know Auntie Lu
p. 12 Finny, Feathery, Furry Friends Investigation	p. 121 Art: The Artist in You
p. 14 Watch It Grow Flowers Investigation: Part 2	pp. 102–103 Oral Language
p. 19 We Like to Eat and Drink	pp. 124–125 Oral Language
p. 42 End-of-Week Sharing Chair	pp. 124 120 Office Language
p. 47 End-of-Year Sharing Chair	Under Construction
More Songs, Chants, Rhymes, and Games	pp. 56–57 Oral Language: Play a Game
p. 39 Mary Wore a Red Dress	pp. 66–67 Literacy
p. 40 Mirror, Mirror on the Wall	p. 102 Math: Tell the Story
p. 70 Who's Got the Seed?	p. 125 Literacy: Reread a Senses Story
Marvelous Me! Investigation	p. 120 21101 aboy. 1 1010 at a control control
p. 8 Take a Closer Look	Healthy You
p. 13 My Own Bag	p. 112 Oral Language: Sharing Chair
p. 30 My Family Tree	
Folk Tale Classics	Finny, Feathery, Furry Friends
p. 9 Oral Language: Artist's Chair	pp. 54–55 Investigation Station
p. 15 Technology: Record a New Story	p. 59 Oral Language: Pet Talk
,	p. 93 Math: If You Were an Animal
Let's Investigate!	p. 118 Oral Language: Grasshoppers
p. 98 Oral Language: Sharing Chair	
p. 105 Oral Language: Getting to Know Auntie Lu	Splash and Dig
p. 121 Art: The Artist in You	p. 79 Oral Language: Questions, Please!
Building Social and Emotional Skills	Watch It Grow
p. 21 I Know How You Feel	p. 72 Sharing Chair
	p. 78 Oral Language: Who's Got the Seed?
	Weather Watchers
	p. 93 Oral Language: If I Could
	p. 99 Oral Language: A Windy-Day Story
	STEAM and Literacy Challenge
	STEAM and Literacy Challenge p. 77 Literacy: Mud Pie Poem
3.2 Understand and typically use age-appropriate	3.2 Understand and typically use age-appropriate
grammar, including accepted word forms, such as	grammar, including accepted word forms, such as
subject-verb agreement, progressive tense,	subject-verb agreement, progressive tense,
regular past tense, regular plurals, pronouns, and	regular and irregular past tense, regular and
possessives.	irregular plurals, pronouns, and possessives.
Teacher Guides	Teacher Guides
Just for Threes	Let's Investigate!
Extension Activities	p. 57 Oral Language: I Belong
p. 2 Birthday Celebration	p. 79 Investigation Station: Think About It
p. 2 JT's Days in Review	p. 121 Art: The Artist in You
p. 2 or 3 Days III Noview	p. 1217at. The rational Tou

More Songs, Chants, Rhymes, and Games

p. 46 Our Snowman

Let's Investigate!

pp. 92-93 Readiness: Near and Far

p. 178 Readiness: Oppositesp. 187 Listening: Chuck Says

Healthy You

p. 125 Literacy: Reread a Senses Story

Finny, Feathery, Furry Friends

p. 57 Oral Language: Act Out the Rhyme, Make

Connections

p. 71 Shared Writing: Make Connectionsp. 118 Oral Language: Grasshoppers

Splash and Dig

p. 28 Days in Review

Watch It Grow

p. 56 Oral Language: Get Started

p. 57 Oral Language: Make Connections

p. 76-77 Oral Language

Weather Watchers

p. 111 Shared Writing: Write About Feelings

Building Social and Emotional Skills

p. 19 Let's Be Friends

STEAM and Literacy Challenge

p. 136 Language: What Did We Do Yesterday?

p. 137 Language: One Foot, Two Feet

p. 137 Language: Dilly and Manny Played

Language a	and Literacy
Reading	
	s about Print
At around 48 months of age	At around 60 months of age
Children begin to recognize print conventions and	Children recognize print conventions and
understand that print carries meaning.	understand that print carries specific meaning.
1.1 Begin to display appropriate book-handling	1.1 Display appropriate book-handling behaviors
behaviors and begin to recognize print	and knowledge of print conventions.
conventions.	
Teacher Guides	Teacher Guides
Just for Threes	Let's Investigate!
Extension Activities	p. 87 Alphabet Knowledge: Read the Story
p. 12 Finny, Feathery, Furry Friends Investigation	p. 161 Literacy: Teach Manny to Read
p. 18 Is It Red, Yellow, or Blue?	p. 205 Literacy: Tracking Print
p. 33 Revisit the Lapbook: Dilly and JT Gator	
p. 34 Revisit the Lapbook: Dilly and Great Auntie	Healthy You
Lu	p. 125 Literacy: Reread a Senses Story
p. 36 Revisit the Lapbook: Dilly and Rosalita	
Sausalita	Finny, Feathery, Furry Friends
p. 36 Revisit the Lapbook: The Silly Dilly Dance	p. 40 Reading: Storytelling Time
p. 38 Revisit the Lapbook: It's My Turn	p. 107 Social and Emotional: Read the Story
p. 38 Revisit the Lapbook: Dilly and Manny	
Salamander	Splash and Dig
p. 38 Revisit the Lapbook: Dilly and Chuck Wood	p. 67 Literacy: Read the Poems
p. 42 Weather Watchers Investigation: Part 2	p. 97 Oral Language: Recite the Poem
Marvelous Me!	p. 125 Literacy: Concepts of Print
pp. 6–7 Sounds All Around Me	Watch It Crow
Let's Investigated	Watch It Grow
Let's Investigate! p. 42 Reading Practice and	p. 125 Science: Reread a Shopping Story
Picture Dictionary	Weather Watchers
p. 112 Literacy: Favorite Books	p. 69 Literacy: Reread a Snowy Story
p. 134 Literacy: Books Have Parts	p. 107 Social and Emotional: Read the Story
p. 139 Literacy: Have a Book Parade!	p. 107 Good and Emotional Road the Story
p. 161 Literacy: Teach Manny to Read	STEAM and Literacy Challenge
p. 201 Literacy: Follow That Print	p. 67 Literacy: Three Clues
F ·, · · · · · · · · · ·	p. 77 Literacy: Mud Pie Poem
1.2 Recognize print as something that can be	1.2 Understand that print is something that is read
read.	and has specific meaning.
Teacher Guides	Teacher Guides
Just for Threes	Let's Investigate!
Marvelous Me! Investigation	p. 32 Weather
p. 11 My Name	p. 40 Arrival Transitions
	p. 42 Picture Dictionary
Let's Investigate!	pp. 62-63 Literacy
p. 63 Literacy: Say the Chant	p. 157 Literacy: The Reader in You
p. 124 Oral Language: Get Started	p. 162 Literacy: Get Started
p. 147 Oral Language: Read the Story	p. 163 Literacy: Make Connections
p. 179 Literacy: Find a Word	p. 201 Literacy: Follow That Print
p. 183 Literacy: Word Puzzles	p. 205 Literacy: Tracking Print
p. 201 Literacy: Follow That Print	Haday Canatus ettas
	Under Construction
	p. 28 Birthdays
	p. 29 Safety
	p. 41 That's My Name

p. 88 Literacy: My Home Address
Healthy You p. 29 Safety p. 41 Me Books p. 88 Literacy: Make a Menu p. 125 Literacy: Safety Signs

Language a	and Literacy
	ding
2.0 Phonologi	cal Awareness
At around 48 months of age	At around 60 months of age
NOTE: The foundations for phonological awareness are written only for older four-year-olds because much of the initial development of phonological awareness occurs between 48 months and 60 months of age.	Children develop age-appropriate phonological awareness.
Y	2.1 Orally blend and delete words and syllables without the support of pictures or objects.
	Teacher Guides Let's Investigate! p. 173 Phonological Awareness: Show Awareness of Beginning Sounds p. 195 Phonological Awareness: Show Awareness of Ending Sounds p. 217 Phonological Awareness: Hear and Discriminate Syllables
	Healthy You p. 100 Phonological Awareness: What Doesn't Belong? p. 120 Phonological Awareness: What's the Word?
	Finny, Feathery, Furry Friends p. 60 Phonological Awareness: Beginning Sounds, Clap Words p. 100 Phonological Awareness: One, Two, Three, or Four p. 120 Phonological Awareness: Syllable Sing- Along
	Watch It Grow p. 80 Phonological Awareness: Tap for Syllables p. 100 Phonological Awareness: Vanishing Syllables, Finish the Word
	Weather Watchers p. 89 Literacy: Reread a Number Story p. 120 Phonological Awareness: Leaf Game
	p. 1 Phonemic Awareness: Sounds and Syllables p. 6 Phonemic Awareness: Foreman Foxtrot's Syllable Play p. 91 Phonemic Awareness: Word Puzzles p. 104 Literacy: Snow + p. 131 Phonemic Awareness: Compound Word Riddles p. 132 Phonological Awareness: Help the Puppet p. 137 Phonological Awareness: Blend Syllables

F	
	2.2 Orally blend the onsets, rimes, and phonemes
	of words and orally delete the onsets of words,
	with the support of pictures or objects.
	Teacher Guides
	Let's Investigate
	pp. 128–129 Phonological Awareness
	p. 165 Literacy: The Rhyme in You
	Under Construction
	p. 60 Phonological Awareness: Rock and Rhyme
	p. 82 Literacy: Get Started
	p. 85 Literacy: Reread a Story
	p. 100 Phonological Awareness: Which Ones
	Rhyme?
	Finny, Feathery, Furry Friends
	p. 80 Phonological Awareness: Listen for
	Beginning Sounds
	Watch It Grow
	p. 120 Phonological Awareness: Finish the Word
	NATA A Albana NATA A albana
	Weather Watchers
	p. 80 Phonological Awareness: How Many
	Sounds Do You Hear?
	p. 120 Phonological Awareness: Sound Bounce
	STEAM and Literacy Challenge
	STEAM and Literacy Challenge p. 21 Phonemic Awareness: Nose and Toes
	p. 27 Phonemic Awareness: Nose and Toes
	p. 47 Phonemic Awareness: Phoneme Identity
	p. 61 Phonemic Awareness: Onset and Rime

Languago and Litoragy	
Language and Literacy Reading	
3.0 Alphabetics and Word/Print Recognition	
At around 48 months of age	At around 60 months of age
Children begin to recognize letters	Children extend their recognition
of the alphabet	of letters of the alphabet.
3.1 Recognize the first letter of own name.	3.1 Recognize own name or other common words
	in print.
Teacher Guides	Teacher Guides
Just for Threes	Let's Investigate
Extension Activities	p. 71 Shared Writing: Make a List
p. 22 Looking for Letters	pp. 147 Oral Language: Read the Story
p. 23 Say My Name	p. 187 Social and Emotional: The Superhero in
p. 27 Name Tags	You Sold Life and Full and The A Direct
Marvelous Me! Investigation	p. 201 Literacy: Follow That Print
p. 11 My Name	Under Construction
	p. 41 That's My Name!
	p. 65 Literacy: Name Cards
	p. 00 Eliteracy. Haine Garas
	STEAM and Literacy Challenge
	p. 17 Literacy: Vocabulary Game
	p. 104 Literacy: Snow +
	Components
	Center Cards
	Under Construction Writing Center: That's My
3.2 Match some letter names to their printed form.	Name 3.2 Match more than half of uppercase letter
3.2 Match some letter hames to their printed form.	names and more than half of lowercase letter
	names to their printed form.
Teacher Guides	Teacher Guides
Just for Threes	Let's Investigate!
Extension Activities	p. 34 Letters
p. 12 Dilly's Alphabet Cards	p. 47 Art: Initial Prints
p. 15 Alphabet Flapboard	p. 61 Alphabet Knowledge: Sing the Song
p. 20 Alphabet Bingo, Feely Bag Letters	p. 87 Alphabet Knowledge: Read the Story
p. 21 Letter Swat	p. 109 Alphabet Knowledge: Play a Letter Game,
p. 22 Letter Match	Make Connections
p. 29 Buried Letters More Songs, Chants, Rhymes, and Games	p. 131 Alphabet Knowledge: Use the Flapboard, Make Connections
p. 1 A, B, C, Tumble Down D	p. 109 Alphabet Knowledge: Make Connections
p. 17, b, c, rumble bown b	p. 196–197 Alphabet Knowledge
Let's Investigate!	F
p. 34 Letters	Under Construction
p. 47 Art: Initial Prints	p. 61 The Letter Mm
p. 61 Alphabet Knowledge: Sing the Song	p. 81 Dilly's Alphabet Book
p. 87 Alphabet Knowledge: Read the Story	p. 101 ABC Time
p. 109 Alphabet Knowledge: Play a Letter Game,	
Make Connections	Healthy You
p. 131 Alphabet Knowledge: Use the Flapboard,	p. 61 Alphabet Song
Make Connections	Finny Foothory Furny Friends
p. 109 Alphabet Knowledge: Make Connections pp. 196–197 Alphabet Knowledge	Finny, Feathery, Furry Friends p. 81 Beginning Letter Word Sort
pp. 100 107 Alphabet Milowiedge	p. 121 The Letter Yy
	p. 121 The Letter Ty

0	
Components	0.1.1.1.15:
Center Cards	Splash and Dig
Let's Investigate! Art Center: Initial Prints	p. 40 Reading: Let's Read
	p. 65 Literacy: Digging the Alphabet
	p. 101 The Letter Rr
	Watch It Grow
	p. 32 Letters
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	p. 61 Alphabet Play
	p. 61 The Letters li and Tt
	p. 81 Dilly's Alphabet Song
	Weather Watchers
	p. 81 Letter Time
	Components
	Center Cards
	Let's Investigate! Art Center: Initial Prints
	Under Construction Writing Center: That's My
	Name
	3.3 Begin to recognize that letters have sounds.
	Teacher Guides
	Let's Investigate!
	p. 61 Alphabet Song
	pp. 108–109 Alphabet Knowledge
	pp. 130–131 Alphabet Knowledge
	pp. 152–153 Alphabet Knowledge
	pp. 174–175 Alphabet Knowledge
	Under Construction
	p. 101 The Letter Ss
	p. 101 The Letter 03
	Healthy You
	p. 61 Alphabet Song
	pp. 70–71 Writing
	p. 81 The Letter Aa
	Finny, Feathery, Furry Friends
	p. 61 The Letter Ee
	p. 101 The Letter Hh
	p. 121 That's a Match!
	Splash and Dig
	p. 88 Literacy: Ocean Word Match
	p. 30 Eliciacy. Goodii Word Matori
	Watch It Grow
	p. 32 Letters
	p. 61 Alphabet Play
	p. 61 The Letters li and Tt
	p. 81 Dilly's Alphabet Song
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	Weather Watchers
	p. 82 Literacy: Set the Stage
	STEAM and Literacy Challenge
	STEAM and Literacy Challenge

p. 11 Phonemic Awareness: Tongue Tied
p. 27 Phonemic Awareness: Short A
p. 31 Phonemic Awareness: Final /d/
p. 106 Phonemic Awareness: Same Sounds
p. 107 Literacy: Add an Adjective

Language and Literacy		
Language and Literacy		
Reading 4.0 Comprehension and Analysis of Age Appropriate Toyt		
4.0 Comprehension and Analysis of Age-Appropriate Text At around 48 months of age At around 60 months of age		
At around 48 months of age Children demonstrate understanding of age-	Children demonstrate understanding of age-	
appropriate text read aloud.	appropriate text read aloud.	
4.1 Demonstrate knowledge of main characters or	4.1 Demonstrate knowledge of details in a familiar	
events in a familiar story (e.g., who, what, where)	story, including characters, events, and ordering	
through answering questions (e.g., recall and	of events through answering questions	
simple inferencing), retelling, reenacting, or	(particularly summarizing, predicting, and	
creating artwork.	inferencing), retelling, reenacting, or creating	
	artwork.	
Teacher Guides	Teacher Guides	
Just for Threes	Let's Investigate!	
Extension Activities	p. 125 Oral Language: Make Connections	
p. 4 Rosalita's Word of the Week	p. 169 Oral Language: Read the Story	
p. 38 Revisit the Lapbook: Superhero to the	p. 190 Oral Language: Get Started	
Rescue	p. 191 Oral Language: Read the Story	
p. 39 Revisit the Lapbook: Mystery in the Garden	p. 223 Literacy: Sequence of Events	
p. 42 Weather Watchers Investigation Marvelous Me! Investigation	Under Construction	
p. 9 My Five Senses	p. 40 Literacy: Act Out the Story	
Folk Tale Classics	p. 109 Literacy: Chuck, Chuck, and Away	
p. 2 Literacy: Read The Three Little Pigs	p. 100 Enoraby. Orlabit, Orlabit, and 7 way	
p. 4 Literacy: Read The Three Billy Goats Gruff	Healthy You	
p. 6 Literacy: Read Little Red Riding Hood	p. 67 Literacy: Read the Story	
p. 10 Dramatic Play: Retell The Three Bears	p. 105 Literacy: Act Out a Story	
	p. 126 Storytelling Classics: Get Started, Tell the	
Let's Investigate!	Story	
p. 32 Weather		
p. 32 Bee Mail	Finny, Feathery, Furry Friends	
p. 95 Literacy: Reading Everywhere	p. 89 Literacy: Reread a Duck	
p. 147 Oral Language: Read the Story p. 169 Oral Language: Read the Story	Splash and Dig	
p. 193 Oral Language: The Facts in You	p. 82 Literacy: Set the Stage, Get Started	
p. 223 Literacy: Sequence of Events	p. 107 Social and Emotional: Make Connections	
p. 227 Literacy Sequence of Events	p. 126 Storytelling Classics: Tell the Story, Make	
p. 227 Energy Coquented of Events	Connections	
	Watch It Grow	
	p. 83 Literacy: Tell the Story, Make Connections	
	p. 126 Make Connections	
	Weathan Wetchan	
	Weather Watchers	
	p. 69 Literacy: Reread a Snowy Story	
	STEAM and Literacy Challenge	
	p. 5 Literacy: Leveled Readers	
	p. 39 Literacy: Act Out the Story	
	p. 79 Literacy: Your Turn, Your Words	
4.2 Demonstrate knowledge from informational	4.2 Use information from informational text in a	
text through labeling, describing, playing, or	variety of ways, including describing, relating,	
creating artwork.	categorizing, or comparing and contrasting.	
Teacher Guides	Teacher Guides	
Just for Threes	Let's Investigate!	

Extension Activities

p. 32 Favorite Book

Folk Tale Classics

p. 3 Literacy: Write About The Three Little Pigs p. 5 Literacy: Write About The Three Billy Goats

Gruff

p. 8 Literacy: Write About Little Red Riding Hood

p. 15 Literacy: Write About The Little Red Hen

Let's Investigate!

p. 71 Shared Writing: Make a List

p. 97 Shared Writing: List Favorite Things, Make Connections

p. 35 Science

pp. 54-55 Oral Language

pp. 96-97 Shared Writing

pp. 102-103 Oral Language

pp. 118-119 Shared Writing

pp. 154-155 Literacy

pp. 190-191 Oral Language

p. 209 Oral Language: The Big Kid in You

p. 223 Literacy: Sequence of Events

Under Construction

pp. 52-53 Investigation Launch p. 129 Literacy: Retell a Classic

Healthy You

p. 67 Literacy: Make Connections p. 87 Literacy: Reread a Math Story

Finny, Feathery, Furry Friends

p. 67 Literacy: Make Connections

Splash and Dig

p. 67 Literacy: Make Connections

Watch It Grow

p. 69 Literacy: Reread a Soup Story p. 123 Science: Make Connections

Weather Watchers

p. 107 Social and Emotional: Make Connections

STEAM and Literacy Challenge

p. 59 Literacy: Bug Books p. 99 Literacy: Folk Tales p. 118 Literacy: Animals Sleep

Language and Literacy		
Reading		
	rest and Response	
At around 48 months of age	At around 60 months of age	
Children demonstrate motivation for	Children demonstrate motivation for	
literacy activities.	a broad range of literacy activities.	
5.1 Demonstrate enjoyment of literacy and	5.1 Demonstrate, with increasing independence,	
literacy-related activities.	enjoyment of literacy and literacy-related	
•	activities.	
Teacher Guides	Teacher Guides	
Just for Threes	Let's Investigate!	
Extension Activities	p. 42 Reading Practice	
p. 32 Favorite Book	p. 112 Literacy: Favorite Books	
p. 33 Revisit the Lapbook: JT's Spooky Creepy	p. 134 Literacy: Books Have Parts	
Room	p. 139 Literacy: Have a Book Parade!	
p. 34 Revisit the Lapbook: Trouble at Triangle	p. 161 Literacy: Teach Manny to Read	
Beach		
p. 36 Revisit the Lapbook: The Silly Dilly Dance	Under Construction	
p. 33 Revisit the Lapbook: It's My Turn	p. 40 Let's Read!	
Let's Investigate!	p. 40 Act Out a Story	
p. 42 Reading Practice	Healthy You	
p. 42 Picture Dictionary	p. 41 Me Books	
p. 112 Literacy: Favorite Books	p. 41 Me books	
p. 134 Literacy: Books Have Parts	Finny, Feathery, Furry Friends	
p. 139 Literacy: Have a Book Parade!	p. 40 Storytelling Time	
p. 161 Literacy: Teach Manny to Read	p. To otorytoming rime	
p. 101 Eliciacy. Fouch mainly to Houd	Splash and Dig	
	p. 40 Let's Read Books!	
	'	
	Watch It Grow	
	p. 40 Books About Plants	
	Weather Watchers	
F.O. F	p. 40 Read and Talk	
5.2 Engage in routines associated with literacy	5.2 Engage in more complex routines associated	
activities. Teacher Guides	with literacy activities. Teacher Guides	
Just for Threes	Let's Investigate!	
Folk Tale Classics	p. 33 Word of the Week	
p. 2 Literacy: Read The Three Little Pigs	p. 34 Letters	
p. 4 Literacy: Read The Three Billy Goats Gruff	p. 42 Reading Practice	
p 2.13/40j. r.cad file file of billy code of the	pp. 62–63 Literacy	
Let's Investigate!	pp. 152–153 Alphabet Knowledge	
p. 33 Word of the Week	pp. 212–213 Oral Language	
p. 34 Letters]	
p. 42 Reading Practice	Under Construction	
pp. 54–55 Oral Language	pp. 66–67 Literacy	
	pp. 82–83 Literacy	
	Healthy You	
	pp. 126–127 Storytelling Classics	
	0	
	STEAM and Literacy Challenge	
	p. 5 Leveled Readers	

p. 64 Leveled Readers
p. 85 Leveled Readers

Language and Literacy		
Language and Literacy		
Writing 1.0 Writing Strategies		
At around 48 months of age	At around 60 months of age	
Children demonstrate emergent writing skills.	Children demonstrate increasing emergent writing skills.	
1.1 Experiment with grasp and body position	1.1 Adjust grasp and body position for increased	
using a variety of drawing and writing tools.	control in drawing and writing.	
Teacher Guides	Teacher Guides	
Just for Threes	Let's Investigate!	
Extension Activities	p. 43 Writing: Writing Practice	
p. 44 Shared Writing: Create an Invitation	p. 43 Writing Role Play	
Let's Investigate!	Under Construction	
p. 43 Writing Practice p. 43 Writing Role Play	p. 63 Early Writing: Write About Helping	
p. 43 Witting Role Flay p. 71 Shared Writing: Make a List	Healthy You	
p. 71 Shared Witting: Make a List p. 73 Early Writing: Our New Friend Dilly	p. 63 Early Writing: Make Connections	
p. 73 Early Writing: Our New Friend Dilly p. 97 Shared Writing: Make Connections	p. 05 Larry Willing. Wake Collinections	
	Finny, Feathery, Furry Friends	
	p. 63 Early Writing: Write About Animals	
	Splash and Dig	
	p. 63 Early Writing: Write About Water Activities	
1.2 Write using scribbles that are different from	1.2 Write letters or letter-like shapes to represent	
pictures.	words or ideas.	
Teacher Guides	Teacher Guides	
Just for Threes	Let's Investigate!	
Extension Activities	p. 43 Writing Role Play	
p. 44 Shared Writing: Create an Invitation	pp. 70–71 Shared Writing	
Folk Tale Classics	p. 73 Early Writing: Our New Friend Dilly	
p. 7 Literacy: Write About Little Red Riding Hood	p. 163 Shared Writing: Write About Strengths	
p. 11 Literacy: Write About The Three Bears	p. 207 Shared Writing: Make Connections	
p. 13 Literacy: Write About Three Little Kittens	Under Construction	
Let's Investigate!	p. 41 That's My Name!	
p. 43 Writing Practice	p. 63 Early Writing: Write About Helping	
p. 43 Writing Role Play	p. 71 Shared Writing: Write an Experience Chart	
pp. 70–71 Shared Writing	p. 131 Shared Writing: Create a Cartoon	
p. 163 Shared Writing: Make Connections		
p. 231 Early Writing: The InvestiGator Club	Splash and Dig	
	p. 63 Early Writing: Write About Water Activities	
	p. 71 Shared Writing: Write a Water Book	
	Watch It Grow	
	p. 41 Greetings from the Garden	
	p. 88 Literacy: Write a Recipe	
	Weather Watchers	
	p. 41 Weather Book	
	pp. 62–63 Early Writing	
	p. 71 Shared Writing: Write a Weather Poem	
	p. 105 Literacy: Write a Story	
1.3 Write marks to represent own name.	1.3 Write first name nearly correctly.	

Teacher Guides

Let's Investigate!

pp. 228-229 Shared Writing

Under Construction

p. 41 That's My Name!

p. 71 What We Made Experience Chart

p. 111 Write a Letter

Healthy You

p. 41 Look at Me!

Finny, Feathery, Furry Friends

p. 111 Write About Fears

Splash and Dig

p. 91 Make a List

Weather Watchers

p. 41 Felt Board Names and Stories pp. 62–63 Early Writing

Components

Center Cards

Under Construction Writing Center: That's My Name!

English-Language Development		
Listening		
1.0 Children listen with understanding.		
Focus: Beginning words		
Beginning	Middle	Later
1.1 Attend to English oral	1.1 Demonstrate understanding	1.1 Begin to demonstrate an
language in both real and	of words in English for objects	understanding of a larger set
pretend activity, relying on	and actions as well as phrases	of words in English (for objects
intonation, facial expressions, or	encountered frequently in both	and actions, personal
the gestures of the speaker.	real and pretend activity.	pronouns, and possessives) in
		both real and pretend activity.
Teacher Guides	Teacher Guides	Teacher Guides
Just for Threes	Under Construction	Finny, Feathery, Furry
Extension Activities	p. 31 Word of the Week	Friends
p. 7 Bruno's Bee Mail	pp. 56–57 Oral Language	pp. 56–57 Oral Language
p. 10 Healthy You Investigation	p. 69 Literacy: Reread a Story	pp. 96–97 Oral Language
p. 31 Feelings	p. 92 Oral Language: House Talk	
More Songs, Chants, Rhymes,	p. 93 Oral Language: Moving Day	Splash and Dig
and Games	p. 98 Listening: Tool Talk	p. 77 Oral Language: Over the
p. 3 Animals		Meadow, Act Out the Song
p. 12 Chuck Says (Version 2)	Healthy You	pp. 96–97 Oral Language
p. 17 The Farmyard	p. 31 Word of the Week	
p. 23 How Am I Feeling?	p. 52 Investigation Launch: Set	Weather Watchers
p. 28 If You're Happy and You	the Stage	p. 98 Oral Language: Boom,
Know It	pp. 56–57 Oral Language	Bang!
p. 54 Say and Touch	p. 78 Oral Language: Room	p. 99 Oral Language: Windy
p. 58 Statues	Riddles	Words
Marvelous Me! Investigation	p. 78 Oral Language: Nutritious	
p. 4 Taste Buddies	Food	
p. 32 How Do I Feel?	p. 79 Oral Language: Let's Go Shopping!, Play Time	
Let's Investigate!	p. 99 Oral Language: Scrub and	
pp. 114–115 Readiness: Names	Rub	
and Addresses	p. 113 Oral Language: I Can Do	
pp. 136–137 Readiness: Time	lt!	
pp. 176–177 Readiness: Build a		
Neighborhood		

English-Language Development		
Listening		
1.0 Children listen with understanding.		
Focus: Requests and directions		
Beginning	Middle	Later
1.2 Begin to follow simple	1.2 Respond appropriately to	1.2 Follow directions that
directions in English, especially	requests involving one step when	involve a one- or two-step
when there are contextual cues.	personally directed by others,	sequence, relying less on
	which may occur with or without	contextual cues.
	contextual cues.	
Teacher Guides	Teacher Guides	Teacher Guides
Just for Threes	Under Construction	Watch It Grow
Extension Activities	p. 64 Math: The Number 1	p. 42 Sorting Seeds
p. 6 Dilly and Chuck Wood's Go-	p. 99 Oral Language: Chuck Says	p. 86 Math: Set the Stage
Cart		pp. 106–107 Social and
More Songs, Chants, Rhymes,	Healthy You	Emotional
and Games	p. 39 How Shall I Move?	0
p. 4 The Bear Went Over the Mountain	p. 108 Math: Manny May I?	Components Center Cards
****	Finny Foothory Furny Friends	
p. 12 Chuck Says (Version 2) p. 19 Frog, Frog, Gator	Finny, Feathery, Furry Friends p. 39 How Shall I Move?	Let's Investigate Blocks Center: Build a Tree House
Marvelous Me! Investigation	p. 39 How Shall Hillove?	Let's Investigate Math Center:
p. 1 I Can Bend and Move	Components	Math Match
p. 20 I Can Take Care of Myself	Outdoor Creative Play and	Under Construction Math
p. 25 Movin' and Groovin'	Learning Cards	Center: Build a Pattern
p. 28 Musical Hoop-Dee-Doo	Card 1: Marching Band	Healthy You Art Center:
P. 20ac.ca	Card 4: Let's Be Frogs	Curved Lines
Let's Investigate!		Splash and Dig Science
p. 33 Attendance		Center: Float or Sink
pp. 154–155 Literacy		Watch It Grow Math Center:
p. 156 Readiness: Left and Right		Sorting Seeds
p. 170 Back to School: Fire		
Safety		Outdoor Creative Play and
p. 187 Listening: Chuck Says		Learning Cards
		Card 2: Sidewalk Art
Building Social and Emotional		Card 3: Bubble Shapes
Skills		Card 6: Click Clack, Down the
p. 15 Circle Forest Walk		Track
		Card 10: Hula Hoops in a Row
		Card 16: Obstacle Course

English-Language Development		
Listening		
1.0 Children listen with understanding.		
	cus: Basic and advanced concept	
Beginning	Middle	Later
1.3 Demonstrate an understanding of words related to basic and advanced concepts in the home language that are	1.3 Begin to demonstrate an understanding of words in English related to basic concepts.	1.3 Demonstrate an understanding of words in English related to more advanced concepts.
appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).		
Teacher Guides	Teacher Guides	Teacher Guides
Just for Threes	Just for Threes	Let's Investigate!
Folk Tale Classics	Extension Activities	p. 90 Readiness: JT's Near or
p. 6 ELL	p. 4 Rosalita's Word of the Week	Far
p. 7 ELL	p. 18 ls It Red, Yellow, or Blue?	pp. 92–93 Readiness: Near
p. 14 ELL	p. 33 Do the Color Pokey	and Far
	p. 35 Art Colors	p. 178 Readiness: Opposites
Let's Investigate!	p. 39 Lines and Colors in Art	p. 187 Listening: Chuck Says
p. 56 ELL	p. 43 Sponge Paint	
p. 84 ELL	More Songs, Chants, Rhymes,	Under Construction
p. 162 ELL	and Games	p. 29 Safety
Haalilaa Waas	p. 2 Add One More	p. 42 Build a Pattern
Healthy You p. 123 ELL	p. 12 Chuck Says (Version 2)	p. 43 Go! Go! Go!
p. 123 ELL	p. 16 Dilly Builds with One Hammer	pp. 82-83 Literacy p. 118 Oral Language: Push
	p. 27 I Spy	and Pull
	p. 67 What Is It?	and Full
	Marvelous Me! Investigation	Healthy You
	pp. 11–12 My Name	p. 32 Letters
	pp. 11 12 my rtaine	p. 36 Daily Stretches
	Let's Investigate! p. 201 Social Studies: What's My	p. 44 Same and Different Game
	Job?	pp. 52–53 Investigation
	p. 200 Art: Art Tools	Launch
	pp. 202–203 Readiness: Alike and Different	pp. 76–77 Oral Language p. 113 Dramatic Play: All Kinds of Doctors
		Finny, Feathery, Furry Friends pp. 56–57 Oral Language p. 99 Oral Language: For the Birds p. 99 Listening: A Bear Story
		Splash and Dig p. 37 Sandwich Sailboats

p. 47 Mountains
Watch It Grow pp. 86-87 Math
Weather Watchers p. 29 Safety pp. 52–53 Investigation Launch p. 75 Oral Language: Add One More

English-Language Development		
Speaking		
1.0 Children use nonverbal and verbal strategies to communicate with others.		
	Focus: Communication of needs	
Beginning	Middle	Later
1.1 Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.	1.1 Combine nonverbal and some verbal communication to be understood by others (may code switch—that is, use the home language and English—and use telegraphic and/or formulaic speech).	1.1 Show increasing reliance on verbal communication in English to be understood by others.
Teacher Guides	Teacher Guides	Teacher Guides
Just for Threes Extension Activities p. 31 Feelings More Songs, Chants, Rhymes, and Games	Just for Threes More Songs, Chants, Rhymes, and Games p. 44 Ocean Shell	Under Construction p. 72 Oral Language: Pass a Hardhat p. 92 Oral Language: House Talk
p. 23 How Am I Feeling?	Let's Investigate!	
p. 34 Little Miss Muffet Marvelous Me! Investigation p. 4 ELL p. 32 How Do I Feel? Building Social and Emotional Skills p. 17 Show How You Feel p. 24 Guess Who I Am p. 27 We Say Thank You p. 35 Bubble Shapes	p. 65 Social Studies: Family Roles and Traditions p. 72 Oral Language: Sharing Chair p. 104 Back to School: Getting to Know the Teacher pp. 114–115 Readiness: Names and Addresses p. 126 Back to School: School Helpers p. 127 Oral Language: Getting to Know Rosalita p. 135 Social Studies: How We Change Over Time	Finny, Feathery, Furry Friends pp. 66–67 Literacy: Read the Story p. 119 Oral Language: Classroom Nature Walk Splash and Dig p. 29 Oral Language: Questions, Please! Watch It Grow p. 78 Oral Language: In the Garden
	p. 171 Oral Language: The Handy Person in You p. 193 Oral Language: Getting to Know Bruno pp. 234–235 Scavenger Hunt	p. 118 Oral Language: Time for a Hay Ride STEAM and Literacy Challenge p. 68 Social and Emotional: Mix and Match p. 88 Writing: Be is for p. 131 Science: Electricity Blockers p. 136 Science: Balloon Energy p. 138 Phonological Awareness: What's the Difference?

English-Language Development		
Speaking		
1.0 Children use nonverbal and verbal strategies to communicate with others.		
Focus: Vocabulary production		
Beginning	Middle	Later
1.2 Use vocabulary in the home	1.2 Begin to use English	1.2 Use new English
language that is age-	vocabulary, mainly consisting of	vocabulary to share knowledge
appropriate (as reported by	concrete nouns and with some	of concepts.
parents, teachers, assistants, or	verbs and pronouns (telegraphic	
others and with the assistance	speech).	
of an interpreter if necessary).		
Teacher Guides	Teacher Guides	Teacher Guides
Just for Threes	Just for Threes	Let's Investigate!
Folk Tale Classics	Extension Activities	p. 64 Readiness: Dilly
p. 6 ELL	p. 4 Rosalita's Word of the Week	Discovers Primary Colors
p. 7 ELL	p. 18 ls lt Red, Yellow, or Blue?	pp. 66–67 Readiness: Colors
p. 14 ELL	p. 33 Do the Color Pokey	pp. 114–115 Readiness:
	p. 35 Art Colors	Names and Addresses
Let's Investigate!	p. 39 Lines and Colors in Art	pp. 136–137 Readiness: Time
p. 56 ELL	p. 43 Sponge Paint	pp. 176–177 Readiness: Build a
p. 84 ELL	More Songs, Chants, Rhymes,	Neighborhood
p. 162 ELL	and Games	
	p. 2 Add One More	Under Construction
Under Construction	p. 27 Spy	pp. 52–53 Investigation Launch
p. 90 ELL	p. 36 Little Turtle	pp. 86–87 Math
p. 118 ELL	p. 58 Statues	Haaltha Van
	p. 66 What Am I?	Healthy You
	p. 72 The Wind	p. 31 Word of the Week
	Marvelous Me! Investigation	pp. 56–57 Oral Language
	p. 4 ELL	pp. 122–123 Science
	pp. 11–12 My Name	Finns Footbom Frame
	Folk Tale Classics	Finny, Feathery, Furry
	p. 2 ELL	Friends
	p. 3 ELL	pp. 56–57 Oral Language
	Lotio Investigate	p. 68 Fine Art: Los Pescados
	Let's Investigate! p. 201 Social Studies: What's My	Peña
	Job?	Watch It Grow
	p. 200 Art: Art Tools	
	pp. 200 Art. Art Tools pp. 202–203 Readiness: Alike	p. 105 Literacy: Plant Anatomy
	and Different	Weather Watchers
		pp. 52–53 Investigation Launch

English-Language Development		
Speaking		
1.0 Children use nonverbal and verbal strategies to communicate with others.		
	Focus: Conversation	
Beginning	Middle	Later
1.3 Converse in the home	1.3 Begin to converse with others,	1.3 Sustain a conversation in
language (as reported by	using English vocabulary but may	English about a variety of
parents, teachers, assistants, or	code-switch (i.e., use the home	topics.
others, with the assistance of an	language and English).	
interpreter if necessary).		
Teacher Guides	Teacher Guides	Teacher Guides
Just for Threes	Just for Threes	Under Construction
Folk Tale Classics	Extension Activities	p. 28 Birthdays
p. 6 ELL	p. 1 Dramatic Play with Dilly and	p. 58 Oral Language: Steam
p. 7 ELL	Friends Puppets	Shovel
p. 14 ELL	p. 17 Weather Watchers Sidewalk	p. 59 Oral Language: What Do
Latte Level of water	Investigation	You See?
Let's Investigate!	p. 43 Ocean Clues	p. 65 Social and Emotional:
p. 50 ELL	More Songs, Chants, Rhymes, and Games	Play a Sharing Game
p. 56 ELL p. 84 ELL	p. 52 Room Riddles	Healthy You
p. 162 ELL	Marvelous Me! Investigation	p. 30 Bee Mail
p. 102 LLL	p. 36 Share with Me	p. 79 Oral Language: Let's Go
Watch It Grow	Folk Tale Classics	Shopping!
p. 137 ELL	p. 2 The Three Little Pigs	p. 89 Art: More or Fewer?
p. 107 222	p. 4 Literacy: Read The Three	p. 99 Oral Language: Dressing
	Billy Goats Gruff	Up
	p. 7 Social and Emotional:	
	Helping and Sharing	Splash and Dig
		p. 29 Safety
	Let's Investigate!	p. 58 Oral Language: Splish,
	p. 104 Back to School: Getting to	Splash
	Know the Teacher	p. 109 Art: Draw a Game
	p. 171 Oral Language: The	p. 117 Oral Language: Make
	Handy Person in You	Connections
	pp. 212–213 Oral Language	p. 118 Oral Language: Follow
	p. 215 Literacy: The Curiosity in	the River
	You	
		Building Social and
	Building Social and Emotional	Emotional Skills
	Skills	p. 8 Dilly and the InvestiGator
	p. 19 Let's Be Friends	Club
		p. 10 Dilly and Manny Salamander
		p. 11 Dilly and Chuck Wood
		p. 18 Talk About It
		P. 10 Taik About It

English-Language Development		
Speaking		
1.0 Children use nonverbal and verbal strategies to communicate with others.		
Focus: Utterance length and complexity		
Beginning	Middle	Later
1.4 Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	1.4 Use two- and three-word utterances in English to communicate.	1.4 Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).
Teacher Guides	Teacher Guides	Teacher Guides
Just for Threes	Just for Threes	Let's Investigate!
p. 6 ELL p. 7 ELL p. 14 ELL	Extension Activities p. 8 Let's Investigate! Investigation p. 12 Finny, Feathery, Furry Friends Investigation	p. 30 Days in Review p. 105 Oral Language: Getting to Know Auntie Lu p. 121 Art: The Artist in You pp. 124–125 Oral Language
Let's Investigate!	p. 14 Watch It Grow Flowers	
p. 50 ELL p. 56 ELL p. 84 ELL p. 162 ELL	Investigation: Part 2 p. 19 We Like to Eat and Drink p. 42 End-of-Week Sharing Chair p. 47 End-of-Year Sharing Chair More Songs, Chants, Rhymes,	Under Construction p. 57 Oral Language: Play a Game pp. 66–67 Literacy p. 102 Tell the Story
Healthy You	and Games	p. 125 Literacy: Reread a
p. 88 ELL Weather Watchers p. 130 ELL	p. 39 Mary Wore a Red Dress p. 40 Mirror, Mirror on the Wall p. 70 Who's Got the Seed? Marvelous Me! Investigation p. 8 Take a Closer Look	Senses Story Healthy You p. 112 Oral Language: Sharing Chair
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p. 93 Oral Language: If I Could p. 99 Oral Language: A Windy- Day Story
STEAM and Literacy Challenge p. 77 Literacy: Mud Pie Poem

English-Language Development		
Speaking 1.0 Children use nonverbal and verbal strategies to communicate with others.		
Beginning	Middle	Later
1.5 Use age-appropriate	1.5 Begin to use some English	1.5 Expand the use of different
grammar in the home language	grammatical markers (e.g., -ing or	forms of grammar in English
(e.g., plurals; simple past tense;	plural –s) and, at times, apply the	(e.g., plurals; simple past
use of subject, verb, object),	rules of grammar of the home	tense; use of subject, verb and
sometimes with errors (as	language to English.	object), sometimes with errors.
reported by parents, teachers,		
assistants, or others, with the		
assistance of an interpreter if		
necessary).		
Teacher Guides	Teacher Guides	Teacher Guides
Just for Threes	Just for Threes	Let's Investigate!
Folk Tale Classics	Extension Activities	p. 57 Oral Language: I Belong
p. 6 ELL	p. 2 Birthday Celebration	p. 79 Investigation Station:
p. 7 ELL	p. 2 JT's Days in Review	Think About It
p. 14 ELL	More Songs, Chants, Rhymes,	p. 121 Art: The Artist in You
	and Games	
Let's Investigate!	p. 46 Our Snowman	Healthy You
p. 50 ELL		p. 125 Literacy: Reread a
p. 56 ELL	Let's Investigate!	Senses Story
p. 84 ELL	pp. 92-93 Readiness: Near and	
p. 162 ELL	Far	Finny, Feathery, Furry
Haalibaa Waxa	p. 178 Readiness: Opposites	Friends
Healthy You	p. 187 Listening: Chuck Says	p. 57 Act Out the Rhyme,
p. 88 ELL		Make Connections
Weether Wetchero		p. 71 Make Connections
Weather Watchers		p. 118 Oral Language:
p. 130 ELL		Grasshoppers
		Splash and Dig
		p. 28 Days in Review
		p. 20 Days III Neview
		Watch It Grow
		p. 56 Get Started
		p. 57 Make Connections
		pp. 76–77 Oral Language
		pp. 70 77 Oral Euriguage
		Weather Watchers
		p. 111 Write About Feelings
		Building Social and
		Emotional Skills
		p. 19 Let's Be Friends
		STEAM and Literacy
		Challenge
		p. 88 Make Connections

p. 99 Make Connections
p. 139 Language: What Did
We Do Yesterday?
p. 140 Oral Language: One
Foot, Two Feet
p. 140 Language: Dilly and
Manny Played

English-Language Development		
Speaking		
1.0 Children use nonverbal and verbal strategies to communicate with others.		
Focus: Inquiry		
Beginning	Middle	Later
1.6 Ask a variety of types of	1.6 Begin to use "what" and	1.6 Begin to use "what," "why,"
questions (e.g., "what," "why,"	"why" questions in English,	"how," "when," and "where"
"how," "when," and "where") in	sometimes with errors.	questions in more
the home language (as reported		complete forms in English,
by parents, teachers, assistants,		sometimes with errors.
or others, with the assistance of		
an interpreter if necessary).		
For research and	Teacher's Guides	Teacher's Guides
implementation guidance in the	Just for Threes	Under Construction
InvestiGator Club components,	More Songs, Chants, Rhymes,	p. 79 Oral Language: Where Do
refer to the following sections of	and Games	We Live?
the Research and Professional	p. 29 It's in the Bag!	p. 132 Oral Language: Sharing
Guide:	p. 61 The Sun	Chair
nn 047 000 Language and	p. 70 Who's Got the Seed?	Haalthy Var
pp. 217–222 Language and	p. 71 Who Took the Cookie from the Cookie Jar?	Healthy You
Cultural Diversity in the Classroom	Marvelous Me! Investigation	p. 72 Oral Language: Quiz Show
pp. 223–224 English Language	p. 24 No More Germs!	p. 113 Dramatic Play: All Kinds
Learners	Folk Tale Classics	of Doctors
pp. 225–232 English Language	p. 9 Oral Language: Artist's	OI DOCIOIS
Learning for Spanish-Speaking	Chair	Finny, Feathery, Furry
Children	Gilaii	Friends
Ciliaren	Let's Investigate!	p. 79 Oral Language: Ask the
In the Professional Development	p. 71 Shared Writing: Make a	Farmer
program on the InvestiGator	List	p. 107 Social and Emotional:
Club Digital Platform, see:	p. 104 Back to School: Getting to	Read the Story
Sidd Digital Flatforni, 500.	Know the Teacher	p. 118 Oral Language:
"The PreKindergarten Years for	pp. 198–199 Science	Grasshoppers
Emerging Bilinguals," Dr. Sandra		
Mercuri		Building Social and
		Emotional Skills
		p. 21 You Can Ask Me
		p. 25 What Do You Want?

English-Language Development		
Speaking		
2.0 Children begin to understand and use social conventions in English.		
2.0 Omaren begin t	Focus: Social conventions	intions in English.
Beginning	Middle	Later
2.1 Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary).	2.1 Demonstrate a beginning understanding of English social conventions.	2.1 Appropriately use words and tone of voice associated with social conventions in English.
Teacher Guides	Teacher Guides	Teacher Guides
Finny, Feathery, Furry Friends p. 46 ELL p. 124 ELL Weather Watchers p. 124 ELL	Just for Threes Extension Activities p. 5 Dilly and Manny Share p. 14 The InvestiGator Clubhouse Investigation p. 44 Clubhouse Construction More Songs, Chants, Rhymes, and Games p. 2 Add One More p. 6 Boom Bang! p. 31 Jump or Jiggle p. 42 Name the Animals p. 60 The Storm p. 67 What Is It? p. 72 The Wind Marvelous Me! Investigation p. 10 We Can Use Sign Language p. 25 Movin' and Groovin'	Under Construction p. 55 Investigation Station: Think About It, Make Meaning p. 72 Oral Language: Sharing Chair Healthy You p. 30 Bee Mail p. 99 Oral Language: Dressing Up Finny, Feathery, Furry Friends p. 28 Birthdays Splash and Dig p. 118 Oral Language: Follow the River
	Let's Investigate! pp. 54–55: Oral Language p. 56 Back to School: Getting to Know Each Other pp. 76–77 Investigation Launch p. 199 Science: Investigate Ants and Food p. 201 Social Studies: What's My Job? Building Social and Emotional Skills p. 15 Use Your Indoor Voice p. 18 Talk About It p. 19 Let's Be Friends p. 34 Play by the Rules	p. 43 What We Get from Plants Weather Watchers pp. 76–77 Oral Language

English-Language Development		
Speaking .		
3.0 Children use language to create oral narratives about their personal experiences.		
	Focus: Narrative development	
Beginning	Middle	Later
3.1 Create a narrative in the	3.1 Begin to use English to talk	3.1 Produce simple narratives
home language (as reported by	about personal experiences; may	in English that are real or
parents,	complete a narrative in the home	fictional.
teachers, assistants, or others,	language while using some	
with the assistance of an	English (i.e., code-switching).	
interpreter if necessary).		
Teacher Guides	Teacher Guides	Teacher Guides
Let's Investigate!	Just for Threes	Under Construction
p. 162 ELL	Extension Activities	pp. 66–67 Literacy
	p. 1 Nightlight Jungle Safari	
Healthy You	p. 27 Mold Clay	Healthy You
p. 88 ELL	Marvelous Me! Investigation	pp. 66–67 Literacy
	p. 19 ls lt Me?	p. 125 Literacy: Reread a
Weather Watchers	Folk Tale Classics	Senses Story
p. 130 ELL	p. 9 Oral Language: Artist's Chair	
		Finny, Feathery, Furry
	Let's Investigate!	Friends
	p. 65 Social Studies: Family Roles	pp. 52–53 Investigation
	and Traditions	Launch
	p. 72 Oral Language: Sharing	
	Chair	Splash and Dig
	p. 105 Literacy: The Storyteller in	pp. 66–67 Literacy
	You	pp. 90–91 Shared Writing
	p. 121 Oral Language: Tell Us a	
	Story	Watch It Grow
	p. 171 Oral Language: The Handy	pp. 126–127 Storytelling
	Person in You	Classics
		Weather Watchers
		p. 40 Read and Talk
		p. 59 Oral Language: Rainy-
		Day Walk
		Day wan

English-Language Development		
Reading		
1.0 Children demonstrate an appreciation and enjoyment of reading and literature.		
Foo	us: Participate in read-aloud activ	vity
Beginning	Middle	Later
1.1 Attend to an adult reading a	1.1 Begin to participate in	1.1 Participate in reading
short storybook written in the	reading activities, using books	activities, using a variety of
home language or a storybook	written in English when the	genres that are written in
written in English if the story has	language is predictable.	English (e.g., poetry, fairy tales,
been read in the home		concept books, and
language.		informational books).
Teacher Guides	Teacher Guides	Teacher Guides
Just for Threes	Just for Threes	Let's Investigate!
Folk Tale Classics	Folk Tale Classics	p. 33 Word of the Week
p. 11 ELL	p. 2 Literacy: Read The Three	p. 34 Letters
	Little Pigs	p. 42 Reading Practice
Under Construction	p. 4 Literacy: Read The Three	pp. 62–63 Literacy
p. 106 ELL	Billy Goats Gruff	pp. 152–153 Alphabet
		Knowledge
Healthy You	Let's Investigate!	pp. 212–213 Oral Language
p. 106 ELL	p. 33 Word of the Week	
	p. 34 Letters	Under Construction
Finny, Feathery, Furry Friends	p. 42 Reading Practice	pp. 66–67 Literacy
p. 40 ELL	pp. 54–55 Oral Language	pp. 82–83 Literacy
Splash and Dig		Healthy You
p. 46 ELL		pp. 126–127 Storytelling
		Classics
		STEAM and Literacy
		Challenge
		p. 5 Leveled Readers
		p. 64 Leveled Readers
		p. 85 Leveled Readers

English-Language Development			
Reading			
1.0 Children demonstrate an appreciation and enjoyment of reading and literature.			
	Focus: Interest in books and reading		
Beginning	Middle	Later	
1.2 "Read" familiar books written	1.2 Choose to "read" familiar	1.2 Choose to "read" familiar	
in the home language or in	books written in the home	books written in English with	
English when encouraged by	language or in English with	increasing independence and	
others and, in the home	increasing independence and, in	talk about the books in	
language, talk about the books.	the home language or in English,	English.	
	talk about the books.		
For research and	Teacher Guides	Teacher Guides	
implementation guidance in the	Just for Threes	Under Construction	
InvestiGator Club components, refer to the following sections of	Extension Activities p. 32 Favorite Book	p. 40 Let's Read!	
the Research and Professional	p. 33 Revisit the Lapbook: JT's	p. 40 Act Out a Story	
Guide:	Spooky Creepy Room	Healthy You	
Guide.	p. 34 Revisit the Lapbook:	p. 41 Me Books	
pp. 217–222 Language and	Trouble at Triangle Beach	p. 41 We Books	
Cultural Diversity in the	p. 36 Revisit the Lapbook: The	Finny, Feathery, Furry	
Classroom	Silly Dilly Dance	Friends	
pp. 223–224 English Language	p. 38 Revisit the Lapbook: It's My	p. 40 Storytelling Time	
Learners	Turn	. , ,	
pp. 225–232 English Language		Splash and Dig	
Learning for Spanish-Speaking	Let's Investigate!	p. 40 Let's Read Books!	
Children	p. 42 Reading Practice		
	p. 112 Literacy: Favorite Books	Watch It Grow	
In the Professional Development	p. 134 Literacy: Books Have Parts	p. 40 Books About Plants	
program on the InvestiGator	p. 139 Literacy: Have a Book		
Club Digital Platform, see:	Parade!	Weather Watchers	
(T) 5 16 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	p. 161 Literacy: Teach Manny to	p. 40 Read and Talk	
"The PreKindergarten Years for	Read		
Emerging Bilinguals," Dr. Sandra			
Mercuri			

English-Language Development			
Reading			
2.0 Children sh	<u> </u>	f book roading	
	2.0 Children show an increasing understanding of book reading. Focus: Personal connections to the story		
Beginning	Middle	Later	
2.1 Begin to identify and relate	2.1 Describe their own	2.1 Begin to engage in	
to a story from their own life	experiences related to the topic of	extended conversations in	
experiences in the home	the story, using telegraphic and/or	English about stories.	
language (as reported by	formulaic speech in English.		
parents, teachers, assistants, or			
others, with the assistance of			
an interpreter if necessary).			
Teacher Guides	Teacher Guides	Teacher Guides	
Watch It Grow	Just for Threes	Under Construction	
p. 37 ELL	Extension Activities	p. 40 Literacy: Act Out the Story	
	p. 4 Rosalita's Word of the Week	p. 109 Literacy: Chuck, Chuck,	
Weather Watchers	p. 38 Revisit the Lapbook:	and Away	
p. 36 ELL	Superhero to the Rescue		
p. 130 ELL	p. 39 Revisit the Lapbook:	Healthy You	
	Mystery in the Garden	p. 67 Literacy: Read the Story	
	p. 42 Weather Watchers	p. 105 Literacy: Act Out a Story	
	Investigation	p. 126 Storytelling Classics: Get	
	Marvelous Me! Investigation	Started, Tell the Story	
	p. 9 My Five Senses		
	Folk Tale Classics	Finny, Feathery, Furry	
	p. 2 Literacy: Read The Three	Friends	
	Little Pigs	p. 89 Literacy: Reread a Duck	
	p. 4 Literacy: Read The Three Billy Goats Gruff	Splach and Dig	
	p. 6 Literacy: Read Little Red	Splash and Dig p. 82 Literacy: Set the Stage,	
	Riding Hood	Get Started	
	p. 10 Dramatic Play: Retell The	p. 107 Social and Emotional:	
	Three Bears	Make Connections	
	Three Bears	p. 126 Storytelling Classics: Tell	
	Let's Investigate!	the Story, Make Connections	
	p. 32 Weather	,,	
	p. 32 Bee Mail	Watch It Grow	
	p. 95 Literacy: Reading	p. 83 Literacy: Tell the Story,	
	Everywhere	Make Connections	
	p. 147 Oral Language: Read the	p. 126 Make Connections	
	Story		
	p. 169 Oral Language: Read the	Weather Watchers	
	Story	p. 69 Literacy: Reread a Snowy	
	p. 193 Oral Language: The Facts in You	Story	
	p. 223 Literacy: Sequence of	STEAM and Literacy	
	Events p. 227 Literacy: Sequence of	Challenge p. 5 Literacy: Leveled Readers	
	Events	p. 39 Literacy: Act Out the Story	
	Lvonio	p. 79 Literacy: Your Turn, Your	
		Words	

English-Language Development		
Reading		
2.0 Children show an increasing understanding of book reading.		
	Focus: Story structure	
Beginning	Middle	Later
2.2 Retell a story in the in the	2.2 Retell a story using the home	2.2 Retell in English the
home language when read or	language and some English when	majority of a story read or told
told a story in the home	read or told a story in English.	in English.
language (as reported by		
parents, teachers, assistants, or		
others, with the assistance of		
an interpreter if necessary). For research and	Teacher Guides	Teacher Guides
implementation guidance in the	Just for Threes	Under Construction
InvestiGator Club components,	Extension Activities	p. 40 Act Out a Story
refer to the following sections of	p. 38 Revisit the Lapbook:	p. 78 Oral Language: Draw a
the Research and	Superhero to the Rescue	Story
Professional Guide:	p. 39 Revisit the Lapbook:	p. 113 Oral Language:
	Mystery in the Garden	Character Puppets
pp. 217–222 Language and	Marvelous Me! Investigation	p. 126 Storytelling Classics: Tell
Cultural Diversity in the	p. 29 Yummy or Just OK?	the Story
Classroom	Folk Tale Classics	p. 129 Literacy: Retell a Classic
pp. 223–224 English Language	p. 12 Dramatic Play: Act Out	
Learners	Three Little Kittens	Splash and Dig
pp. 225–232 English Language	p. 14 Dramatic Play: The Little	p. 40 Flannel Board Stories
Learning for Spanish-Speaking	Red Hen Puppet Show	p. 46 Letters I Know
Children		p. 83 Literacy: Make
	Let's Investigate!	Connections
In the Professional	p. 105 Literacy: The Storyteller in	p. 87 Math: Make Connections
Development program on the	You	
InvestiGator Club Digital	p. 169 Oral Language: Read the	Weather Watchers
Platform, see:	Story	p. 99 Oral Language: A Windy-
"The PreKindergarten Years for	p. 191 Oral Language: Read the Story	Day Story p. 126 Storytelling Classics:
Emerging Bilinguals," Dr.	p. 223 Literacy: Sequence of	Make Connections
Sandra Mercuri	Events	p. 129 Literacy: Retell a Classic
Canara Microun	Lvonio	p. 120 Eliciacy. Notell a Olassic
		STEAM and Literacy
		Challenge
		p. 7 Literacy: Order at the
		Museum
		p. 39 Literacy: Act Out the Story

English-Language Development		
Reading		
3.0 Children demonstrate an understanding of print conventions.		
	Focus: Book handling	
Beginning	Middle	Later
3.1 Begin to understand that	3.1 Continue to develop an	3.1 Demonstrate an
books are read in a consistent	understanding of how to read a	understanding that print in
manner (e.g., in English, pages	book, sometimes applying	English is organized from left to
are turned from right to left and	knowledge of print conventions	right, top to bottom, and that
the print is read from top to	from the home language.	pages are turned from right to
bottom, left to right; this may		left when a book is read.
vary in other languages).		
Teacher Guides	Teacher Guides	Teacher Guides
Just for Threes	Let's Investigate!	Watch It Grow
Extension Activities	p. 87 Alphabet Knowledge: Read	p. 125 Science: Reread a
p. 12 Finny, Feathery, Furry	the Story	Shopping Story
Friends Investigation	p. 161 Literacy: Teach Manny to	
p. 33 Revisit the Lapbook: Dilly	Read	Weather Watchers
and JT Gator	p. 201 Literacy: Follow That Print	p. 69 Literacy: Reread a Snowy
p. 34 Revisit the Lapbook: Dilly	p. 205 Literacy: Tracking Print	Story
and Great Auntie Lu		p. 107 Social and Emotional:
p. 36 Revisit the Lapbook: Dilly	Healthy You	Read the Story
and Rosalita Sausalita	p. 125 Literacy: Reread a	
Marvelous Me!	Senses Story	STEAM and Literacy
pp. 6–7 Sounds All Around Me		Challenge
	Finny, Feathery, Furry Friends	p. 67 Literacy: Three Clues
Let's Investigate!	p. 40 Reading: Storytelling Time	p. 77 Literacy: Mud Pie Poem
p. 42 Reading Practice	p. 107 Social and Emotional:	
p. 112 Literacy: Favorite Books	Read the Story	
p. 134 Literacy: Books Have		
Parts	Splash and Dig	
p. 139 Literacy: Have a Book	p. 67 Literacy: Read the Poems	
Parade!	p. 97 Oral Language: Recite the	
	Poem	
	p. 125 Literacy: Concepts of	
	Print	

English-Language Development		
Reading		
4.0 Children demonstrate awareness that print carries meaning.		
	Focus: Environmental print	
Beginning	Middle	Later
4.1 Begin to recognize that	4.1 Recognize in the	4.1 Recognize in the
symbols in the environment	environment (classroom,	environment (classroom,
(classroom, community, or	community, or home) some	community, or home) an
home) carry a consistent	familiar symbols, words, and	increasing number of familiar
meaning in the home language	print labels in the home	symbols, words, and print labels
or in English.	language or in English.	or in English.
Teacher Guides	Teacher Guides	Teacher Guides
Just for Threes	Under Construction	Watch It Grow
Extension Activities	p. 36 Stop Signs	p. 30 Weather
p. 22 Looking for Letters	p. 57 Oral Language: Play a	
p. 29 Buried Letters	Game	Weather Watchers
		p. 30 Weather
Let's Investigate!	Healthy You	p. 31 Attendance
p. 62 Literacy: Get Started	p. 30 Weather	p. 39 Signs of the Seasons
p. 95 Literacy: Reading	p. 125 Literacy: Safety Signs	p. 41 Felt Board Names and
Everywhere		Stories
p. 114 Readiness: Names and	Finny, Feathery, Furry Friends	p. 119 Listening: Seasons Game
Addresses	p. 30 Weather	
p. 207 Shared Writing: Make		STEAM and Literacy
Connections	Splash and Dig	Challenge
	p. 29 Safety	p. 36 Art: Stop Sign Spatter Art
	p. 69 Literacy: Read Poetry	p. 99 Writing: Going Shopping

English-Language Development		
Reading		
5.0 Children demonstrate progress in their knowledge of the alphabet in English.		
Beginning	Focus: Letter awareness Middle	Later
5.1 Interact with material representing the letters of the English alphabet. Teacher Guides	5.1 Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English.) Teacher Guides Let's Investigate!	5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words. Teacher Guides Splash and Dig
Just for Threes Extension Activities p. 12 Dilly's Alphabet Cards p. 15 Alphabet Flapboard p. 20 Alphabet Bingo p. 20 Feely Bag Letters p. 21 Letter Swat p. 22 Letter Match p. 29 Buried Letters More Songs, Chants, Rhymes, and Games p. 1 A, B, C, Tumble Down D Let's Investigate! p. 34 Letters p. 47 Art: Initial Prints Components Center Cards Let's Investigate! Art Center: Initial Prints	Let's Investigate! pp. 60–61 Alphabet Knowledge: Sing the Song pp. 86–87 Alphabet Knowledge: Read the Story p. 109 Alphabet Knowledge: Play a Letter Game, Make Connections p. 131 Alphabet Knowledge: Use the Flapboard, Make Connections pp. 196–197 Alphabet Knowledge Under Construction p. 61 Alphabet Knowledge: The Letter Mm p. 81 Everyday Literacy: Dilly's Alphabet Book p. 101 Everyday Literacy: ABC Time Healthy You p. 61 Alphabet Knowledge: Alphabet Song Finny, Feathery, Furry Friends	Splash and Dig p. 31 Attendance p. 40 Reading: Let's Read p. 46 Letters I Know p. 61 Letter/Prop Match p. 65 Literacy: Digging the Alphabet p. 101 Alphabet Knowledge: The Letter Rr p. 121 Alphabet Match-Up Watch It Grow p. 32 Letters p. 61 Everyday Literacy: Alphabet Play, The Letters li and Tt p. 81 Everyday Literacy: Dilly's Alphabet Song Weather Watchers p. 32 Letters p. 81 Letter Time p. 133 Oral Language: Listen and Guess STEAM and Literacy Challenge
	p. 81 Alphabet Knowledge: Beginning Letter Word Sort p. 121 Alphabet Knowledge: The Letter Yy Components Center Cards Under Construction Writing Center: That's My Name	p. 2 Phonics: Final M p. 9 Writing: My Address p. 12 Phonics: Final S

English-Language Development		
Reading		
5.0 Children demonstrate progress in their knowledge of the alphabet in English.		
	Focus: Letter recognition	
Beginning	Middle	Later
5.2 Begin to recognize the first	5.2 Identify some letters of the	5.2 Identify ten or more letters of
letter in their own name or the	alphabet in English.	the alphabet in English.
character for their own name		
in their home language or		
English.		
Teacher Guides	Teacher Guides	Teacher Guides
Just for Threes	Just for Threes	Healthy You
Extension Activities	Extension Activities	p. 81 The Letter Aa
p. 22 Looking for Letters	p. 12 Dilly's Alphabet Cards	p. 93 Literacy: Matching Pairs
p. 23 Say My Name	p. 15 Alphabet Flapboard	p. 121 What Do I See?
p. 27 Name Tags	p. 20 Alphabet Bingo	p. 133 Literacy and Math:
Marvelous Me! Investigation	p. 20 Feely Bag Letters	Balloon Toss
p. 11 My Name	p. 21 Letter Swat	Outsch and Dia
Latin Invandant	p. 22 Letter Match	Splash and Dig
Let's Investigate	p. 29 Buried Letters	p. 40 Reading: Let's Read
p. 187 Social and Emotional:	More Songs, Chants, Rhymes,	p. 125 Literacy: Concepts of
The Superhero in You	and Games	Print
	p. 1 A, B, C, Tumble Down D	Watch It Grow
	Let's Investigate!	p. 40 The Hungry Bear
	p. 34 Letters	p. 61 Alphabet Play
	p. 47 Art: Initial Prints	p. 81 Dilly's Alphabet Song
	p. 61 Alphabet Knowledge: Sing	p. 101 Alphabet Garden
	the Song	p. 101 Alphabet Garden
	p. 87 Alphabet Knowledge: Read	Weather Watchers
	the Story	p. 31 Attendance
	p. 109 Alphabet Knowledge: Play	p. 81 Letter Time
	a Letter Game, Make	p. 101 ABC Time
	Connections	p. 121 Costume/Prop Match
	p. 131 Alphabet Knowledge: Use	F I Cootamo, Top Maton
	the Flapboard, Make Connections	
	pp. 196–197 Alphabet Knowledge	
	Componento	
	Components Center Cards	
	Let's Investigate! Art Center:	
	Initial Prints	
	IIIIIIIII PIIIIIS	

English-Language Development			
0.001111	Reading		
6.0 Child	ren demonstrate phonological awa Focus: Rhyming	areness.	
Beginning	Middle	Later	
6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	6.1 Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.	
Teacher Guides	Teacher Guides	Teacher Guides	
Just for Threes Extension Activities p. 26 Name Game More Songs, Chants, Rhymes, and Games p. 45 Open, Shut Them p. 46 Our Snowman p. 55 Seven Investigators p. 56 Sippity Sup p. 57 The Squirrel p. 64 Three Little Kittens p. 65 Wading in the Water Marvelous Me! Investigation p. 9 My Five Senses	Under Construction p. 35 Phonological Awareness p. 39 Open, Shut Them p. 46 Karaoke Kid p. 80 Skip to My Lou p. 98 Listening: Tool Talk Healthy You p. 32 Music p. 39 Where Is Thumbkin? p. 35 Phonological Awareness p. 40 The Body Song p. 60 Use the Clues p. 78 Oral Language: Nutritious	Splash and Dig p. 33 Numbers p. 35 Phonological Awareness p. 59 Oral Language: Changing Water p. 59 Oral Language: A Sailor Went to Sea p. 99 Oral Language: Seven Minnows p. 100 A Walk by the Lake p. 109 Literacy: Really Listen! p. 113 Music: Sing and Play p. 120 We Know a Word!	
Let's Investigate! p. 72 Back to School: My Space, Your Space p. 89 Social Studies: Say the Chant, Make Connections p. 110 Science: Get Started p. 127 Oral Language: Getting to Know Rosalita pp. 128–129 Phonological Awareness p. 148 Music: Songs with	Finny, Feathery, Furry Friends p. 35 Phonological Awareness p. 57 Oral Language: Act Out the Rhyme p. 59 Oral Language: Pet Talk p. 64 Math: The Number 5 p. 73 Oral Language: Jump or Jiggle Building Social and Emotional Skills	watch It Grow p. 39 To Market p. 39 Move Like Trees p. 72 Oral Language: Finish the Rhyme p. 97 Oral Language: Recite a Rhyme p. 99 Oral Language: Planting Rhyme p. 101 Alphabet Garden weather Watchers p. 65 Literacy: We Watch	
Rhymes p. 164 Oral Language: Sharing Chair p. 171 Oral Language: Getting to Know Chuck	p. 12 Dilly Hide and Seek p. 27 We Say Thank You Components Outdoor Creative Play and Learning Cards Card 13: 1, 2, Buckle My Shoe	Weather p. 73 Music: Walking in the Snow p. 78 Oral Language: Our Snowman p. 98 Oral Language: Boom, Bang! STEAM and Literacy Challenge p. 76 Phonemic Awareness: Rhyme and Reason	

English-Language Development		
Reading		
6.0 Children demonstrate phonological awareness. Focus: Onset (initial sound)		
Beginning	Middle	Later
6.2 Listen attentively and begin	6.2 Begin to recognize words that	6.2 Recognize and produce
to participate in simple songs,	have a similar onset (initial sound)	words that have a similar onset
poems, and finger plays in the	in the home language or in	(initial sound) in English.
home language or in English.	English, with support.	
Teacher Guides	Teacher Guides	Teacher Guides
Just for Threes	Let's Investigate	Splash and Dig
Extension Activities	pp. 128–129 Phonological	p. 60 Wading in the Water
p. 26 Name Game	Awareness	processing in the state.
More Songs, Chants,	p. 165 Literacy: The Rhyme in	Watch It Grow
Rhymes, and Games	You	p. 32 Letters
p. 45 Open, Shut Them	pp. 172–173 Phonological	p. 35 Phonological Awareness
p. 46 Our Snowman	Awareness	p. 120 Phonological
p. 55 Seven Investigators		Awareness: Finish the Word
p. 56 Sippity Sup	Healthy You	
p. 57 The Squirrel	p. 35 Phonological Awareness	Weather Watchers
p. 64 Three Little Kittens	p. 40 The Hungry Dinosaur	p. 65 Literacy: We Watch
p. 65 Wading in the Water	p. 65 Literacy: Where Does it Go?	Weather
Marvelous Me! Investigation	p. 100 What Doesn't Belong?	p. 80 Phonological Awareness:
p. 9 My Five Senses	p. 120 What's the Word?	How Many Sounds Do You
		Hear?
Let's Investigate!	Finny, Feathery, Furry Friends	p. 125 Literacy: Sippity Sup
p. 72 Back to School: My	p. 80 Phonological Awareness:	
Space, Your Space	Listen for Beginning Sounds	STEAM and Literacy
p. 89 Social Studies: Say the	pp. 82–83 Literacy	Challenge
Chant, Make Connections	p. 85 Literacy: Reread a Story	p. 21 Phonemic Awareness: Nose and Toes
p. 110 Science: Get Started p. 127 Oral Language: Getting	p. 88 Literacy: Cows and Calves p. 100 Listening for the Beginning	p. 27 Phonemic Awareness:
to Know Rosalita	Sound	Short A
pp. 128–129 Phonological	Sourid	p. 47 Phonemic Awareness:
Awareness		Phoneme Identity
p. 148 Music: Songs with		p. 61 Phonemic Awareness:
Rhymes		Onset and Rime
p. 164 Oral Language: Sharing		
Chair		
p. 171 Oral Language: Getting		
to Know Chuck		

English-Language Development		
Reading		
6.0 Chil	dren demonstrate phonological av	vareness.
Focus: Sour	nd differences in the home languag	ge and English
Beginning	Middle	Later
6.3 Attend to and manipulate	6.3 Begin to use words in English	6.3 Begin to orally manipulate
different sounds or tones in words in the home language	with phonemes (individual units of meaningful sound in a word or	sounds (onsets, rimes, and phonemes) in words in English,
(as reported by parents,	syllable) that are different from	with support.
teachers, assistants, or others,	the home language.	with Support.
with the assistance of an	and name language.	
interpreter if necessary.)		
For research and	Teacher Guides	Teacher Guides
implementation guidance in	Let's Investigate!	Let's Investigate!
the InvestiGator Club	p. 151 Phonological Awareness:	p. 173 Phonological Awareness:
components, refer to the	Match Sounds	Show Awareness of Beginning
following sections of the	p. 151 ELL	Sounds
Research and Professional	Hoolthy Vou	p. 195 Phonological Awareness:
Guide:	Healthy You p. 120 Phonological Awareness:	Show Awareness of Ending Sounds
pp. 217–222 Language and	Make a Match	p. 217 Phonological Awareness:
Cultural Diversity in the	p. 120 ELL	Hear and Discriminate Syllables
Classroom		, i
pp. 223–224 English	Finny, Feathery, Furry Friends	Healthy You
Language Learners	p. 80 Listen for Beginning Sounds	p. 100 Phonological Awareness:
pp. 225–232 English	p. 80 ELL	What Doesn't Belong?
Language Learning for		p. 120 Phonological Awareness:
Spanish-Speaking Children		What's the Word?
In the Professional		Finny, Feathery, Furry Friends
Development program on the		p. 60 Phonological Awareness:
InvestiGator Club Digital		Beginning Sounds, Clap Words
Platform, see:		p. 100 Phonological Awareness:
		One, Two, Three, or Four
"The PreKindergarten Years		p. 120 Phonological Awareness:
for Emerging Bilinguals," Dr.		Syllable Sing-Along
Sandra Mercuri		Watch It Grow
		p. 80 Phonological Awareness:
		Tap for Syllables
		p. 100 Phonological Awareness:
		Vanishing Syllables, Finish the
		Word
		Mosther Metabara
		Weather Watchers p. 89 Literacy: Reread a Number
		Story
		p. 120 Phonological Awareness:
		Leaf Game

STEAM and Literacy
Challenge
p. 1 Phonemic Awareness:
Sounds and Syllables
p. 6 Phonemic Awareness:
Foreman Foxtrot's Syllable Play
p. 91 Phonemic Awareness:
Word Puzzles
p. 104 Literacy: Snow +
p. 131 Phonemic Awareness:
Compound Word Riddles
p. 132 Phonological Awareness:
Help the Puppet
p. 137 Phonological Awareness:
Blend Syllables

English-Language Development		
Writing		
1.0 Children use writing to communicate their ideas.		
	Focus: Writing as communication	
Beginning	Middle	Later
1.1 Begin to understand that	1.1 Begin to understand that what	1.1 Develop an increasing
writing can be used to	is said in the home language or in	understanding that what is said
communicate.	English can be written down and	in English can be written down
	read by others.	and read by others.
Teacher Guides	Teacher Guides	Teacher Guides
Just for Threes	Let's Investigate!	Splash and Dig
Extension Activities	pp. 70–71 Shared Writing	p. 63 Early Writing: Write About
p. 44 Shared Writing: Create an	p. 163 Shared Writing: Make	Water Activities
Invitation	Connections	p. 71 Write a Water Book
Folk Tale Classics	p. 231 Early Writing: The	
p. 7 Literacy: Write About Little	InvestiGator Club	Watch It Grow
Red Riding Hood		p. 41 Greetings from the
p. 11 Literacy: Write About The	Under Construction	Garden
Three Bears	p. 41 Writing: That's My Name!	p. 88 Literacy: Write a Recipe
p. 13 Literacy: Write About	p. 63 Early Writing: Write About	
Three Little Kittens	Helping	Weather Watchers
	p. 71 Write an Experience Chart	p. 41 Weather Book
Let's Investigate!	p. 131 Create a Cartoon	pp. 62–63 Early Writing
p. 43 Writing Practice		p. 71 Write a Weather Poem
p. 43 Writing Role Play	Components	p. 105 Literacy: Write a Story
	Center Cards	
	Under Construction Writing	Components
	Center: That's My Name	Center Cards
	Healthy You Writing Center: Look	Splash and Dig Writing Center:
	at Me	Water Everywhere
		Weather Watchers Writing
		Center: Weather Book

English-Language Development		
Writing		
1.0 Children use writing to communicate their ideas.		
Foc	us: Writing to represent words or	ideas
Beginning	Middle	Later
1.2 Begin to demonstrate an	1.2 Begin to use marks or	1.2 Continue to develop writing
awareness that written	symbols to represent spoken	by using letters or letter-like
language can be in the home	language in the home language	marks to represent their ideas in
language or in English.	or in English.	English.
Teacher Guides	Teacher Guides	Teacher Guides
Just for Threes	Just for Threes	Let's Investigate!
Folk Tale Classics	Extension Activities	pp. 70–71 Shared Writing
p. 3 Literacy: Write About The	p. 44 Shared Writing: Create an	pp. 162–163 Shared Writing
Three Little Pigs	Invitation	p. 231 Early Writing: The
	Folk Tale Classics	InvestiGator Club
Let's Investigate!	p. 7 Literacy: Write About Little	
p. 43 Writing Role Play	Red Riding Hood	Under Construction
p. 179 Literacy: Find a Word	p. 11 Literacy: Write About The	p. 41 Writing: That's My Name!
p. 163 Shared Writing: Write	Three Bears	p. 63 Early Writing: Write About
About Strengths	p. 13 Literacy: Write About	Helping
p. 183 Literacy: Word Puzzles	Three Little Kittens	p. 71 Write an Experience Chart
		p. 131 Create a Cartoon
	Let's Investigate!	
	p. 43 Writing Practice	Components
	p. 73 Early Writing: Our New	Center Cards
	Friend Dilly	Under Construction Writing
		Center: That's My Name
		Healthy You Writing Center:
		Look at Me

English-Language Development		
	Writing	
1.0 Children use writing to communicate their ideas.		
	Focus: Writing their name	
Beginning	Middle	Later
1.3 Write marks to represent	1.3 Attempt to copy their own	1.3 Write their first name on their
their own name in a way that	name in English or in the writing	own in English nearly correctly,
may resemble how it is written	system of their home language.	using letters of the English
in the home language.		alphabet to accurately represent
		pronunciation in the home
		language.
For research and	Teacher Guides	Teacher Guides
implementation guidance in the	Just for Threes	Let's Investigate!
InvestiGator Club components,	Extension Activities	pp. 228–229 Shared Writing
refer to the following sections of	p. 26 Name Tags	
the Research and	More Songs, Chants, Rhymes,	Under Construction
Professional Guide:	and Games	p. 41 That's My Name!
047 000	p. 34 Little Miss Muffet	p. 71 What We Made
pp. 217–222 Language and	Marvelous Me! Investigation	Experience Chart
Cultural Diversity in the	p. 11 My Name	p. 111 Write a Letter
Classroom	Let's Investigate	Hoolthy Vou
pp. 223–224 English Language Learners	Let's Investigate! pp. 228–229 Shared Writing	Healthy You p. 41 Look at Me!
pp. 225–232 English Language	pp. 226–229 Shared Willing	p. 41 Look at Me!
Learning for Spanish-Speaking		Finny, Feathery, Furry Friends
Children		p. 111 Write About Fears
Children		p. 111 Write About 1 ears
In the Professional		Splash and Dig
Development program on the		p. 91 Make a List
InvestiGator Club Digital		
Platform, see:		Weather Watchers
		p. 41 Felt Board Names and
"The PreKindergarten Years for		Stories
Emerging Bilinguals," Dr.		pp. 62–63 Early Writing
Sandra Mercuri		
		Components
		Center Cards
		Under Construction Writing
		Center: That's My Name!

Mathematics		
Number Sense		
At around 48 months of age At around 60 months of age		
1.0 Children begin to understand numbers and	1.0 Children expand their understanding of	
quantities in their everyday environment.	numbers and quantities in their everyday	
	environment.	
1.1 Recite numbers in order to ten with increasing	1.1 Recite numbers in order to twenty with	
accuracy.	increasing accuracy.	
Teacher Guides	Teacher Guides	
Let's Investigate!	Let's Investigate!	
p. 33 Attendance	p. 69 Math: All Sorts of Colors	
p. 35 Math p. 69 Math: All Sorts of Colors	pp. 136–137 Readiness: Time p. 227 Math: Knock Again	
pp. 136–137 Readiness: Time	p. 227 Math. Khock Again	
p. 221 Math: Tell the Story	Healthy You	
p. 227 Math: Knock Again	p. 33 Numbers	
Pr ==	F. 66 1.4	
Investigate Math	Finny, Feathery, Furry Friends	
p. 27 Estimation Station	p. 105 Math: Reread a Math Story	
p. 30 Countdown to Clean Hands		
p. 37 Balloon Toss	Splash and Dig	
	p. 103 Math: Tell the Story	
	p. 133 Listening: River Statues	
	Watch It Grow	
	p. 33 Numbers	
	p. 00 Numbers	
	Weather Watchers	
	p. 33 Numbers	
	p. 84 Math: We Know 10	
	Investigate Math	
	p. 27 Estimation Station	
	p. 30 Countdown to Clean Hands	
	p. 37 Balloon Toss	
	STEAM and Literacy Challenge	
	p. 132 Math: Frozen for Thirty	
1.2 Begin to recognize and name a few written	1.2 Recognize and know the name of some	
numerals.	written numerals.	
Teacher Guides	Teacher Guides	
Let's Investigate!	Let's Investigate!	
p. 33 Attendance	p. 221 Make Connections	
p. 35 Numbers	p. 227 Math: Knock Again	
pp. 220–221 Math	p. 256–259 Flapboard: Knock for Numbers	
p. 227 Math: Knock Again	Under Construction	
Investigate Math	p. 64 Math: The Number 1	
p. 29 Fishing for Numbers	p. 128 Math: How Many?	
p. 42 Number Maze	p. 120 Mail. How Maily.	
p. 44 Number Line	Healthy You	
	p. 128 Math: Stories for 1, 2, 3, 4	
	Finny, Feathery, Furry Friends	
	p. 64 Math: The Number 5	

	p. 105 Math: Reread a Math Story
	Splash and Dig
	p. 64 Math: The Number 6
	p. 124 Math: The Number 7
	Watch It Grow
	p. 64 Math: The Number 8
	p. 124 Math; The Number 9
	Weather Watchers
	p. 33 Numbers
	p. 124 Math: The Numbers 0 to 10
	Investigate Math
	p. 29 Fishing for Numbers
	p. 42 Number Maze
4011	p. 44 Number Line
1.3 Identify, without counting, the number of	1.3 Identify, without counting, the number of
objects in a collection of up to three objects (i.e., subitize).	objects in a collection of up to four objects (i.e., subitize).
Teacher Guides	Teacher Guides
Just for Threes	Let's Investigate!
Marvelous Me! Investigation	p. 44 Math Match
p. 3 Make a Texture Book	p. 91 Math: One to One
p. 5 Sniff and Tell	
p. 23 Build a Snack	Under Construction
p. 33 People Match-Up	p. 69 Math: One Truck
	p. 128 Math: How Many?
Let's Investigate!	Healthy Vou
p. 44 Math Match p. 91 Math: One to One	Healthy You pp. 86-87 Math
p. or main. One to one	ρρ. 00 07 Mau1
Investigate Math	Finny, Feathery, Furry Friends
p. 14 Make a Snake	p. 84 Math: The Number 5
p. 25 Dandy Dice Game	
p. 26 Roll a Monster	Weather Watchers
p. 32 Dominoes	p. 42 How Much Do They Cost?
	p. 64 Math: The Number 10
	p. 84 Math: We Know 10
	pp. 102–103 Math p. 105 Literacy: Reread Count with Me
	p. 100 Elleracy. Nereau Court With Me
	Investigate Math
	p. 14 Make a Snake
	p. 25 Dandy Dice Game
	p. 26 Roll a Monster
	p. 32 Dominoes
	OTT
	STEAM and Literacy Challenge
4.4 Count up to five chiests using one to see	p. 135 Math: Dot, Dot, Do It
1.4 Count up to five objects, using one-to-one correspondence (one object for each number	1.4 Count up to ten objects, using one-to-one correspondence (one object for each number
word) with increasing accuracy.	word) with increasing accuracy.
Teacher Guides	Teacher Guides
Just for Threes	Let's Investigate!

Extension Activities

- p. 14 Math Board
- p. 33 One-to-One Correspondence

More Songs, Chants, Rhymes, and Games

- p. 13 Daisies
- p. 18 Five Little Fingers
- p. 21 Here Is a Beehive
- p. 51 Relaxing Flowers

Marvelous Me!

p. 30 My Family Tree

Let's Investigate!

- p.44 Math Match
- p. 221 Math: Tell the Story
- p. 227 Math: Knock Again

Investigate Math

- p. 12 Match the Counters
- p. 15 The Number or Not?
- p. 24 Train Game
- p. 27 Estimation Station
- p. 30 Bowling
- 1.5 Use the number name of the last that object counted to answer the question, "How many . . .

1.5 Understand, when counting, the number name

p. 256-259 Flapboard: Knock for Numbers

Teacher Guides Just for Threes **Extension Activities**

p. 14 Math Board

Marvelous Me! Investigation

- p. 17 Happy Birthday!
- p. 18 All Sorts of Clothing
- p. 30 My Family Tree

Folk Tale Classics

- p. 2 Literacy: Read The Three Little Pigs
- p. 12 Literacy: Read Three Little Kittens

Let's Investigate!

- p. 44 Math Match
- p. 91 Math: One to One
- p. 161 Math: A Living Graph

of the last object counted represents the total number of objects in the group (i.e., cardinality).

Teacher Guides Let's Investigate!

Healthy You

p. 33 Numbers

Splash and Dig

p. 124 Math: The Number 4

p. 42 How Much Do They Cost?

p. 42 Math: Fish Ponds

Weather Watchers

Investigate Math

p. 24 Train Game p. 27 Estimation Station

p. 30 Bowling

- p. 44 Math Match
- p. 91 Math: One to One
- p. 161 Math: A Living Graph

Healthy You

- p. 33 Numbers
- p. 64 Math: The Number 3
- p. 69 Math: Hide and Seek
- p. 108 Math: Manny, May I?
- p. 124 Math: The Number 4

Finny, Feathery, Furry Friends

- p. 42 Math: How Many Dogs?
- p. 84 Math: The Number 5

Splash and Dig

- p. 42 Math: Fish Ponds
- pp. 86-87 Math
- p. 89 Math: Reread One-Dog Canoe

Watch It Grow

- p. 64 Math: The Number 8 p. 124 Math: The Number 9
- **Weather Watchers**
- p. 84 Math: We Know 10
- pp. 86–87 Math
- p. 124 Math: The Numbers 0 to 10

STEAM and Literacy Challenge
p. 133 Math: The Last Leaping Frog

Mathematics		
Mathematics Number Sense		
At around 48 months of age	At around 60 months of age	
2.0 Children begin to understand number	2.0 Children expand their understanding of	
relationships and operations in their everyday	number relationships and operations in their	
environment.	everyday environment.	
2.1 Compare visually (with or without counting)	2.1 Compare, by counting or matching, two	
two groups of objects that are obviously equal or	groups of up to five objects and communicate,	
nonequal and communicate, "more" or "same."	"more," "same as," or "fewer" (or "less").	
Teacher Guides	Teacher Guides	
Let's Investigate!	Let's Investigate!	
p. 156 Math: More or Less	p. 156 Math: More or Less	
p. 161 Math: A Living Graph	p. 161 Math: A Living Graph	
p. 178 Math: From Small to Large		
p. 183 Math: Cut to Size	Healthy You	
	p. 69 Math: Hide and Seek	
Investigate Math	pp. 86–87 Math	
p. 9 Count and Combine	p. 89 Reread a Math Story	
p. 12 Color Sorting	p. 89 Art: More or Fewer?	
p. 13 Five Speckled Frogs	p. 133 Math: More or Less?	
p. 14 Make a Snake	Investigate Math	
p. 19 One Elephant	Investigate Math p. 9 Count and Combine	
p. 43 Roll the Dice!	p. 3 Count and Combine p. 13 Five Speckled Frogs	
	p. 13 Five Speckied Flogs p. 14 Make a Snake	
	p. 19 One Elephant	
	p. 43 Roll the Dice!	
2.2 Understand that adding to (or taking away)	2.2 Understand that adding one or taking away	
one or more objects from a group will increase (or	one changes the number in a small group of	
decrease) the number of objects in the group.	objects by exactly one.	
Teacher Guides	Teacher Guides	
Just for Threes	Let's Investigate!	
More Songs, Chants, Rhymes, and Games	p. 44 Math Match	
p. 18 Five Little Fingers	p. 156 Math: More or Less	
p. 21 Here Is a Beehive	p. 200 Readiness: Alike and Different	
p. 51 Relaxing Flowers	pp. 202–203 Readiness: Alike and Different	
Let's Investigated	Investigate Math	
Let's Investigate! p. 44 Math Match	Investigate Math p. 16 Hop Along Frog	
p. 156 Math: More or Less	p. 19 One Elephant	
p. 200 Readiness: Alike and Different	p. 31 Hardware Store	
pp. 202–203 Readiness: Alike and Different	p. 31 Haidwale Stole	
pp. 202 200 Readiness. Alike and Billerent		
Investigate Math		
p. 9 Count and Combine		
p. 16 Hop Along Frog		
p. 19 One Elephant		
p. 21 Old MacDonald's Math		
p. 29 The Add On Song		
p. 31 Hardware Store		
2.3 Understand that putting two groups of objects	2.3 Understand that putting two groups of objects	
together will make a bigger group.	together will make a bigger group and that a	
	group of objects can be taken apart into smaller	
Tanahan Quidas	groups.	
Teacher Guides	Teacher Guides	

Just for Threes

More Songs, Chants, Rhymes, and Games

- p. 18 Five Little Fingers
- p. 21 Here Is a Beehive
- p. 51 Relaxing Flowers

Let's Investigate!

- p. 44 Math Match
- p. 156 Math: More or Less
- p. 200 Readiness: Alike and Different

pp. 202-203 Readiness: Alike and Different

Investigate Math

- p. 3 Counting Strips
- p. 5 Elephant Play
- p. 9 Count and Combine
- **2.4** Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).

Teacher Guides Just for Threes

More Songs, Chants, Rhymes, and Games

- p. 18 Five Little Fingers
- p. 21 Here Is a Beehive
- p. 51 Relaxing Flowers

Investigate Math

- p. 3 Counting Strips
- p. 5 Elephant Play
- p. 9 Count and Combine

Let's Investigate!

- p. 44 Math Match
- p. 156 Math: More or Less
- p. 200 Readiness: Alike and Different
- pp. 202-203 Readiness: Alike and Different

Investigate Math

- p. 9 Tangram Animals
- p. 9 Count and Combine
- p. 12 Match the Counters
- p. 14 How Many Crackers?
- p. 16 Hop Along Frog

2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.

Teacher Guides

Let's Investigate!

- p. 44 Math Match
- p. 156 Math: More or Less
- p. 200 Readiness: Alike and Different
- pp. 202-203 Readiness: Alike and Different

Healthy You

p. 69 Math: Hide and Seek

Finny, Feathery, Furry Friends

pp. 86-87 Math

Watch It Grow

pp. 86-87 Math

Weather Watchers

p. 64 Math: The Number 10

Investigate Math

- p. 9 Tangram Animals
- p. 9 Count and Combine
- p. 12 Match the Counters
- p. 14 How Many Crackers?
- p. 16 Hop Along Frog

Mathematics		
Algebra and Functions		
(Classification and Patterning)		
At around 48 months of age	At around 60 months of age	
1.0 Children begin to sort and classify objects	1.0 Children expand their understanding of	
in their everyday environment.	sorting and classifying objects in their	
	everyday environment.	
1.1 Sort and classify objects by <i>one</i> attribute into	1.1 Sort and classify objects by one or more	
two or more groups, with increasing accuracy.	attributes, into two or more groups, with	
	increasing accuracy (e.g., may sort first by one	
	attribute and then by another attribute).	
Teacher Guides	Teacher Guides	
Let's Investigate!	Let's Investigate!	
p. 65 Math: Color Sorting Sacks	p. 65 Math: Color Sorting Sacks	
p. 178 Math: From Small to Large	p. 178 Math: From Small to Large	
p. 183 Math: Cut to Size	p. 200 Readiness: Alike and Different	
p. 200 Readiness: Alike and Different		
p. 200 Math: Long and Short	Under Construction	
	p. 42 Math: Sorting	
Investigate Math		
p. 6 Sort It Out	Finny, Feathery, Furry Friends	
p. 11 How High?	p. 69 Math: Color, Size, Shape	
p. 12 Color Sorting		
p. 41 Sandbox Math	Watch It Grow	
	p. 87 Math: Read the Story	
	p. 91 Shared Writing: Write a Story	
	p. 103 Math: Tell the Story	
	p. 124 Math: The Number 9	

Mathematics		
Algebra and Functions		
(Classification and Patterning)		
At around 48 months of age	At around 60 months of age	
2.0 Children begin to recognize simple,	2.0 Children expand their understanding of	
repeating patterns.	simple, repeating patterns.	
2.1 Begin to identify or recognize a simple	2.1 Recognize and duplicate simple repeating	
repeating pattern.	pattern.	
Teacher Guides	Teacher Guides	
Let's Investigate!	Let's Investigate!	
p. 113 Math: People Patterns	p. 113 Math: People Patterns	
p. 117 Math: Clap, Pat, Clap, Pat		
	Under Construction	
Investigate Math	p. 89 Literacy: Reread a Shape Story	
p. 8 Pattern Practice	p. 99 Oral Language: Let's Talk About Patterns	
p. 18 Match and Munch	pp. 102–103 Math: Set the Stage, Tell the Story	
p. 24 Musical Patterns	p. 108 Math: Make and Extend Patterns	
p. 38 Pattern Relay	pp. 158–161 Flapboard: Laundry Day	
	Investigate Math	
	p. 18 Match and Munch	
	p. 24 Musical Patterns	
	p. 38 Pattern Relay	
2.2 Attempt to create a simple repeating pattern or	2.2 Begin to extend and create simple repeating	
participate in making one.	patterns.	
Teacher Guides	Teacher Guides	
Just for Threes	Let's Investigate!	
Extension Activities	p. 113 Math: People Patterns	
p. 34 Pantomime Patterns	p. 117 Math: Clap, Pat, Clap, Pat	
Let's Investigate!	Under Construction	
p. 113 Math: People Patterns	p. 42 Math: Build a Pattern	
p. 117 Math: People Fatterns p. 117 Math: Clap, Pat, Clap, Pat	p. 89 Literacy: Reread a Shape Story	
p. 117 Math. Olap, 1 at, Olap, 1 at	p. 103 Math: Make Connections	
Investigate Math	p. 105 Math. Make Confidences	
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p. 24 Musical Patterns	p. 109 Art: Sponge Print Patterns	
p. 38 Pattern Relay	pp. 158–161 Flapboard: Laundry Day	
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	Investigate Math	
	p. 8 Pattern Practice	
	p. 18 Match and Munch	
	p. 24 Musical Patterns	
	p. 38 Pattern Relay	

Mathematics		
Measurement		
At around 48 months of age	At around 60 months of age	
1.0 Children begin to compare and order objects.	1.0 Children expand their understanding of comparing, ordering, and measuring objects.	
1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as <i>bigger</i> , <i>longer</i> , <i>heavier</i> , or <i>taller</i> , or by placing objects side by side to compare length.	1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).	
Teacher Guides Just for Threes More Songs, Chants, Rhymes, and Games p. 15 Did You Ever See a Gator? Marvelous Me! Investigation p. 37 Heavy and Light Folk Tale Classics p. 5 Math: Little, Bigger, Much Bigger p. 10 Dramatic Play: Retell The Three Bears Let's Investigate! p.133 Math: Find a Perfect Match p. 183 Math: Cut to Size	Teacher Guides Let's Investigate! p.133 Math: Find a Perfect Match p. 178 Math: From Large to Small p. 183 Math: Cut to Size p. 205 Math: Long and Short Worms Under Construction p. 54 Investigation Station: Try It and Try Again Finny, Feathery, Furry Friends p. 69 Math: Color, Size, Shape	
p. 200 Math: Long and Short Investigate Math p. 6 Sort It Out p. 7 Duck Pond p. 8 Fill the Space p. 10 Apple Baskets p. 19 Caterpillar Math p. 23 Measuring Height	Splash and Dig p. 33 Science Watch It Grow p. 42 Math: Sorting Seeds p. 87 Math: Read the Story p. 89 Math: Bigger Than a Tree? Investigate Math p. 10 Apple Baskets p. 19 Caterpillar Math p. 20 Measuring Cardboard Tubes p. 23 Measuring Height STEAM and Literacy Challenge p. 135 Math: Watching Weight p. 136 Math: Heavy and Light Components Center Cards Watch It Grow Dramatic Play Center: Produce Stand	
1.2 Order three objects by size.	Watch It Grow Math Center: Sorting Seeds 1.2 Order four or more objects by size.	
Teacher Guides Just for Threes More Songs, Chants, Rhymes, and Games p. 15 Did You Ever See a Gator? Marvelous Me! Investigation	Teacher Guides Let's Investigate! p. 178 Math: From Small to Large p. 182 Science: Listening to Sounds	
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p. 10 Dramatic Play: Retell The Three Bears	
	Finny, Feathery, Furry Friends
Let's Investigate!	p. 69 Math: Color, Size, Shape
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Investigate Math	p. 105 Literacy: Reread a Sorting Story
p. 6 Sort It Out	p. 124 Math: The Number 9
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p. 8 Fill the Space	Investigate Math
p. 10 Apple Baskets	p. 11 How High?
p. 19 Caterpillar Math	p. 20 Measuring Cardboard Tubes
p. 23 Measuring Height	p. 23 Measuring Height
	p. 183 Cut to Fit
	p. 200 Long and Short
	p. 205 Long and Short Worms
	1.3 Measure length using multiple duplicates of
	the same-size concrete units laid end to end.
	Teacher Guides
	Under Construction
	p. 43 Go! Go! Go!
	p. 135 Investigation Celebration: Build Tall Towers
	Watch It Grow
	p. 108 Math: Measuring Sunflowers
	p. 133 Math: How Far Is It?
	Investigate Math
	p. 120 Paper Clip Measurements

Mathen Geom At around 48 months of age	
	1etrV
ALBIQUIU 40 HIUHHS ULBUE	At around 60 months of age
1.0 Children begin to identify and use common	1.0 Children identify and use a variety of
shapes in their everyday environment.	shapes in their everyday environment.
1.1 Identify simple two-dimensional shapes, such	1.1 Identify, describe, and construct a variety of
as a circle and square.	different shapes, including variations of a circle,
ao a on oro an a o quan or	triangle, rectangle, square, and other shapes.
Teacher Guides	Teacher Guides
Just for Threes	Let's Investigate!
Extension Activities	p. 122 Readiness: Basic Shapes
p. 13 Shape Hunt	pp. 224–225 Readiness: Investigating Shapes
p. 19 All Sorts of Shapes	
p. 24 Introduce Triangles	Under Construction
p. 24 Introduce Squares	pp. 86–87 Math
p. 25 Introduce Circles	p. 89 Art: Shapely Homes
More Songs, Chants, Rhymes, and Games	
p. 2 Add One More	Healthy You
p. 27 I Spy	p. 42 Math: Geoboards
	pp. 102–103 Set the Stage, Make Connections
Let's Investigate!	p. 105 Math: Rubber Band Shapes
p. 139 Math: Match a Snack	p. 112 Math: Shape Walk
p. 178 Math: From Small to Large	pp. 158–161 Flapboard: The Shape Game
p. 222 Readiness: Basic Shapes	
pp. 224–225 Readiness: Investigating Shapes	Finny, Feathery, Furry Friends
	p. 68 Fine Art: Los Pescados Peña
Investigate Math	
p. 28 Map the Room	Splash and Dig
	p. 69 Math: Seaworthy Shapes
	p. 108 Math: Connecting Blocks
	Weather Watchers
	p. 69 Math: Snowy Shapes
	Investigate Math
	Investigate Math p. 5 Marshmallow Math
	•
	p. 5 Bubble Shapes
	STEAM and Literacy Challenge
	p. 74 Math: Making Shapes
1.2 Use individual shapes to represent different	1.2 Combine different shapes to create a picture
elements of a picture or design.	or design.
Teacher Guides	Teacher Guides
Just for Threes	Let's Investigate!
Extension Activities	p. 87 Math: Read the Story
p. 16 Watch IT Grow Leaf Collection	p. 89 Art: Shapely Homes
Investigation	p. 55 / ii.i. Oliapoly Hollios
p. 19 All Sorts of Shapes	Healthy You
p. 32 Shapes in Art	p. 48 Blocks: We Are So Different!
p. 35 Art Colors	p. 10 District 1.0 10 00 Billionia
p. 39 Lines and Colors in Art	Splash and Dig
p. 43 Sponge Paint	p. 48 Blocks: Boat Builders
Marvelous Me! Investigation	p. 108 Math: Connecting Blocks
p. 34 All Around the House	p. 111 Man. Commonly Blooms
Folk Tale Classics	Weather Watchers

p. 3 Social Studies: The Three Little Pigs Build

Houses

p. 5 Math: Little, Bigger, Much Bigger

Let's Investigate!

p. 50 Exploring Blocks

p. 50 Build a Tree House

Investigate Math

p. 5 Marshmallow Math

p. 5 Bubble Shapes

p. 10 3-D Roll

p. 22 3-D Art Prints

p. 23 The 3-D Song

p. 41 Musical Shapes

p. 42 Math: Can You Make This?

p. 69 Math: Snowy Shapes

Investigate Math

p. 5 Marshmallow Math

p. 5 Bubble Shapes

p. 10 3-D Roll

p. 22 3-D Art Prints

p. 23 The 3-D Song

p. 41 Musical Shapes

Mathematics		
Geometry		
At around 48 months of age	At around 60 months of age	
2.0 Children begin to understand positions in	2.0 Children expand their understanding of	
space.	positions in space.	
2.1 Identify positions of objects and people in	2.1 Identify positions of objects and people in	
space, such as in/on/under, up/down, and	space, including in/on/ under, up/down,	
inside/outside.	inside/outside, beside/between, and in	
	front/behind.	
Teacher Guides	Teacher Guides	
Just for Threes	Let's Investigate!	
Extension Activities	p. 44 Guess My Direction	
p. 33 Do the Color Pokey	p. 90 Readiness: JT's Near and Far	
More Songs, Chants, Rhymes, and Games	p. 156 Readiness: Left and Right	
p. 15 Did You Ever See a Gator?	p. 178 Readiness: Opposites	
Marvelous Me! Investigation	pp. 180–181 Readiness: Direction and Position	
p. 14 Me and My Shadow	p. 187 Listening: Chuck Says	
Latin Inventiontal	pp. 192–193 Readiness: Near and Far	
Let's Investigate!	pp. 234–235 Family Investigation: Scavenger	
p. 44 Math: Guess My Direction p. 90 Readiness: JT's Near or Far	Hunt	
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p. 178 Readiness: Opposites	Healthy Vou	
pp. 180–181 Readiness: Direction and Position	Healthy You p. 34 Gross Motor Skills	
p. 187 Listening: Chuck Says	p. 108 Math: Manny, May I?	
p. 15. Listamig. Shash Says	p. 121 What Do I See?	
	p. 121 What DO 1 066 !	
	Investigate Math	
	p. 38 Obstacle Course	

Mathematics		
Mathematical Reasoning		
At around 48 months of age	At around 60 months of age	
1.0 Children use mathematical thinking to	1.0 Children expand the use of mathematical	
solve problems that arise in their everyday	thinking to solve problems that arise in their	
environment.	everyday environment.	
1.1 Begin to apply simple strategies to solve	1.1 Identify and apply a variety of mathematical	
mathematical problems in their in their	strategies to solve problems environment.	
environment.		
Teacher Guides	Teacher Guides	
Let's Investigate!	Let's Investigate!	
p. 139 Math: Match a Snack	p. 118 Oral Language: Push and Pull	
p. 156 Math: More or Less	p. 119 Oral Language: Wheels	
pp. 158–159 Readiness: Left and Right	p. 139 Math: Match a Snack	
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Investigate Math	Splash and Dig	
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p. 9 Count and Combine		
p. 14 How Many Crackers?	Watch It Grow	
p. 21 Sandbox Sets	p. 48 Blocks: Building with Plants	
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	Investigate Math	
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