

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-Emotional Development	
Self	
1.0 Self-Awareness	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Describe their physical characteristics, behavior, and abilities positively.	1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.
Children view their characteristics and abilities positively, enjoy demonstrating them, and assert their own preferences and desires. Children also want to be viewed positively by adults who matter to them.	Children are confident in their abilities and characteristics, sometimes (depending on cultural values) comparing them favorably with those of others. Children also regard themselves in terms of their past abilities and remain sensitive to how they are viewed by adults, peers, and other people whose opinions matter to them.
<p>Teacher Guides Just for Threes Extension Activities p. 6 Birthday Celebration p. 26 Self Portrait More Songs, Chants, Rhymes, and Games p. 23 How Am I Feeling? p. 25 I Can Do It Myself p. 26 The I Can Song Marvelous Me! Investigation p. 13 My Own Bag p. 15 Mirror, Mirror p. 16 Fingerprint Critters p. 19 Is It Me? p. 32 How Do I Feel?</p> <p>Let's Investigate! p. 113 Social Studies: Special Me, Special You p. 116 Social Studies: The One and Only You p. 138 Social Studies: We Grow and Change pp. 162–163 Shared Writing p. 209 Oral Language: The Big Kid in You</p> <p>Building Social and Emotional Skills p. 12 It's Okay to Be Me p. 13 If I Could Do Anything p. 13 You're Fabulous p. 14 Tell Us How You Feel p. 17 Show How You Feel p. 22 Same and Different</p>	<p>Teacher Guides Let's Investigate! p. 116 Social Studies: The One and Only You! p. 138 Social Studies: We Grow and Change pp. 162–163 Shared Writing p. 209 Oral Language: The Big Kid in You</p> <p>Healthy You p. 35 Social and Emotional Development pp. 96–97 Oral Language p. 98 Oral Language: How Am I Feeling? p. 113 Oral Language: I Can Do It!</p> <p>Splash and Dig p. 112: Oral Language: I'm a Good Listener</p> <p>Weather Watchers p. 65 Social and Emotional: Feel It, Show It, Say It pp. 110–111 Shared Writing</p> <p>Building Social and Emotional Skills p. 12 It's Okay to Be Me p. 14 Tell Us How You Feel p. 17 Show How You Feel p. 22 Same and Different</p> <p>Components Center Cards Healthy You Writing Center: Look at Me!</p>

Social-Emotional Development	
Self	
2.0 Self-Regulation	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.	2.1 Regulate their attention, thought feelings, and impulses more consistently, although adult guidance is sometimes necessary.
Children follow simple rules and routines, seek to cooperate, manage classroom transitions, and make efforts at self-control (such as self-soothing and waiting) with adult guidance. Children also easily lose control of their attention, feelings, and behavior.	Children anticipate routines, cooperate with fewer reminders, can focus attention on the task at hand, and manage transitions. They are more capable of emotional and behavioral self-regulation but sometimes require adult guidance.
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Social-Emotional Development	
Self	
3.0 Social and Emotional Understanding	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>3.1 Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.</p> <p>Children are interested in people's feelings and the reasons they feel that way. They can describe familiar routines, inquire about the causes and consequences of behavior, and notice how people are similar and different, although their understanding is limited.</p>	<p>3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.</p> <p>Children have a better understanding of people's thoughts and feelings as well as their own. They comprehend that another's ideas can be mistaken. They are also beginning to understand differences in personality, temperament, and background (e.g., culture) and their importance.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 31 Feelings p. 41 Action Words More Songs, Chants, Rhymes, and Games p. 23 How Am I Feeling? p. 28 Songs, Chants, Rhymes, and Games: If You're Happy and You Know It Marvelous Me! Investigation p. 32 How Do I Feel? Folk Tale Classics p. 7 Social and Emotional: Helping and Sharing</p> <p>Building Social and Emotional Skills p. 9 Dilly and JT Gator p. 10 Dilly and Rosalita Sausalita p. 14 Tell Us How You Feel p. 17 Show How You Feel p. 21 I Know How You Feel p. 25 What Do You Want? p. 27 We Say Thank You p. 30 I'm Sorry!</p>	<p>Teacher Guides Healthy You p. 84 Social Studies: Food Around the World</p> <p>Finny, Feathery, Furry Friends p. 65 Social and Emotional: Show You Care</p> <p>Weather Watchers p. 63 Early Writing: Write About the Seasons, Make Connections p. 104 Social Studies: It's a Matter of Opinion</p> <p>Building Social and Emotional Skills p. 17 Show How You Feel p. 28 A Different Perspective p. 30 We Can Compromise p. 30 I'm Sorry!</p>

Social-Emotional Development	
Self	
4.0 Empathy and Caring	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
4.1 Demonstrate concern for the needs of others and people in distress.	4.1 Respond to another's distress and needs with sympathetic caring and are more likely to assist.
Children respond with concern when a child or adult is distressed, strive to understand why, and may display simple efforts to assist the other person.	Children respond sympathetically to a distressed person and are more competent at responding helpfully.
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Social-Emotional Development	
Self	
5.0 Initiative in Learning	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.	5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.
Children become engaged in learning opportunities, approach learning with enthusiasm, and have confidence in their capacities to learn more. But they may give up when facing difficult problem-solving challenges.	Children are self-confident learners who become actively involved in formal and informal learning opportunities by asking questions, proposing new ways of doing things, and offering their own ideas and theories.
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Social-Emotional Development	
Social Interaction	
1.0 Interactions with Familiar Adults	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.	1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.
Children comfortably interact with familiar adults in play or problem solving, ask questions or communicate about their experiences, cooperate with instructions, or demonstrate skills to the familiar adult, especially in familiar settings.	Children take increasing initiative in interacting with familiar adults through conversation, suggesting a shared activity or asking for the adult's assistance, and cooperate readily.
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Social-Emotional Development	
Social Interaction	
2.0 Interactions with Peers	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.	2.1 More actively and intentionally cooperate with each other.
Children interact comfortably with one or two playmates, although sociability is still basic. Children sometimes share materials and communicate together, occasionally working cooperatively on a mutual goal or project, especially with adult support.	Children initiate and participate in more complex, cooperative activity with peers. This may involve working together in groups to achieve a shared goal or communicating about how to share materials so all can use them.
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2.2 Participate in simple sequences of pretend play.	2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.
Children play imaginative, complementary roles (such as parent and child) in pretend play but without much planning or a well-developed story line.	Children develop longer, more complex pretend play narratives involving a shared script, coordination of child-selected roles, and mutual correction within those roles as they play.
Teacher Guides Just for Threes Extension Activities p. 1 Dramatic Play with Dilly and Friends	Teacher Guides Let's Investigate! p. 51 Dramatic Play: Props and Costumes p. 143 Dramatic Play: Rosalita's Fancy Footwork

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<p>2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>Teacher Guides</p> <p>Building Social and Emotional Skills</p> <p>p. 10 Dilly and Manny Salamander</p> <p>p. 18 Talk About It</p> <p>p. 21 You Can Ask Me</p> <p>p. 30 We Can Compromise</p>	<p>Teacher Guides</p> <p>Under Construction</p> <p>p. 35 Social and Emotional Development</p> <p>p. 65 Social and Emotional: Play a Sharing Game</p> <p>p. 112 Oral Language: Medallion Day</p> <p>Splash and Dig</p> <p>p. 35 Social and Emotional Development</p> <p>p. 65 Social and Emotional: Puppet Play</p> <p>Building Social and Emotional Skills</p> <p>p. 10 Dilly and Manny Salamander</p> <p>p. 18 Talk About It</p> <p>p. 30 We Can Compromise</p>

Social-Emotional Development	
Social Interaction	
3.0 Group Participation	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.	3.1 Participate positively and cooperatively as group members.
Children enjoy participating in group activities and are beginning to understand social expectations and group rules and their application. Children may have difficulty, however, coordinating their interests with those of the group.	Children participate in group activities with the ability to anticipate familiar routines and contribute to shared projects more competently as group members.
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Social-Emotional Development	
Social Interaction	
4.0 Cooperation and Responsibility	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.	4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.
Children strive to follow adult instructions to maintain a good relationship with the parent or teacher and because of incentives and rules. Children often become dismayed or distressed when corrected. Children have more difficulty complying with instructions when without adult support or when distressed or frustrated.	Children's cooperation with adult instructions is more reliable because of better capacities for self-control. Children are motivated by adult approval and by a desire to view themselves approvingly for their good conduct, reflecting their acceptance of adult standards for themselves.
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Social-Emotional Development	
Relationships	
1.0 Attachment to Parents	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Seek security and support from their primary family attachment figures.	1.1 Take greater initiative in seeking support from their primary family attachment figures.
Children use their family caregivers (e.g., mother, father, grandparent, other adult raising the child) as sources of security and support, especially in challenging circumstances, by obtaining comfort, requesting help, and communicating about feelings.	Children seek the support of their family caregivers, especially in difficult situations, by requesting help in resolving conflicts with others, initiating cooperative problem solving, or seeking comfort when distressed.
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1.2 Contribute to maintaining positive relationships with their primary family attachment figures.	1.2 Contribute to positive mutual cooperation with their primary family attachment figures.
Children prefer interacting with their family caregivers, choosing them for sharing activities, providing 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 family caregiver's feelings, preferences, or well-being and sharing activities.
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<p>1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
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Social-Emotional Development	
Relationships	
2.0 Close Relationships with Teachers and Caregivers	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
2.1 Seek security and support from their primary teachers and caregivers.	2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.
Children use their primary teachers and caregivers as sources of security and support especially in challenging circumstances, by obtaining comfort, requesting help, and communicating about feelings.	Children seek the support of their primary, 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.
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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

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

Language and Literacy	
Listening and Speaking	
1.0 Language Use and Conventions	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
Children understand and use language to communicate with others effectively.	Children extend their understanding and usage of language to communicate with others effectively.
<p>1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.</p> <p>Teacher Guides Just for Threes Extension Activities p. 19 We Like to Eat and Drink p. 42 Storytelling p. 42 End-of-Week Sharing Chair More Songs, Chants, Rhymes, and Games p. 6 Boom, Bang! p. 29 It's in the Bag! Marvelous Me! Investigation p. 23 Build a Snack</p> <p>Let's Investigate! p. 72 Oral Language: Sharing Chair p. 83 Oral Language: Getting to Know Dilly and JT p. 98 Oral Language: Sharing Chair p. 113 Social Studies: Special Me, Special You p. 116 Social Studies: The One and Only You p. 187 Social and Emotional: The Superhero in You p. 209 Oral Language: The Big Kid in You</p> <p>Building Social and Emotional Skills p. 12 It's Okay to Be Me p. 17 Show How You Feel p. 25 What Do You Want? p. 39 Imagine New Places</p> <p>Components Outdoor Creative Play and Learning Cards Card 15: Imagine New Places</p>	<p>1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.</p> <p>Teacher Guides Let's Investigate! p. 30 Days in Review p. 54 Oral Language: Set the Stage p. 72 Oral Language: Sharing Chair p. 80 Oral Language: Set the Stage p. 105 Oral Language: Getting to Know Auntie Lu p. 209 Oral Language: Bee Mail Delivery</p> <p>Under Construction p. 72 Oral Language: Sharing Chair p. 55 Investigation Station: Make Meaning</p> <p>Healthy You p. 112 Oral Language: Sharing Chair</p> <p>Finny, Feathery, Furry Friends p. 59 Oral Language: Pet Talk</p> <p>Splash and Dig p. 58 Oral Language: Splish, Splash p. 98 Oral Language: Off to the Lake</p> <p>Watch It Grow p. 58 Oral Language: Explore a Rain Forest p. 112 Oral Language: Sharing Chair</p>
1.2 Speak clearly enough to be understood by familiar adults and children.	1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.
<p>Teacher Guides Just for Threes More Songs, Chants, Rhymes, and Games p. 44 Ocean Shell</p> <p>Let's Investigate! p. 65 Social Studies: Family Roles and Traditions</p>	<p>Teacher Guides Let's Investigate! p. 104 Back to School: Getting to Know the Teacher p. 127 Oral Language: Getting to Know Rosalita p. 164 Oral Language: Sharing Chair</p>

<p>p. 72 Oral Language: Sharing Chair</p> <p>p. 104 Back to School: Getting to Know the Teacher</p> <p>pp. 114–115 Readiness: Names and Addresses</p> <p>p. 126 Back to School: School Helpers</p> <p>p. 127 Oral Language: Getting to Know Rosalita</p> <p>p. 135 Social Studies: How We Change Over Time</p> <p>p. 171 Oral Language: The Handy Person in You</p> <p>p. 193 Oral Language: Getting to Know Bruno</p> <p>pp. 234–235 Scavenger Hunt</p>	<p>Under Construction</p> <p>p. 72 Oral Language: Pass a Hardhat</p> <p>p. 92 Oral Language: House Talk</p> <p>Finny, Feathery, Furry Friends</p> <p>p. 67 Literacy: Read the Story</p> <p>p. 119 Oral Language: Classroom Nature Walk</p> <p>Splash and Dig</p> <p>p. 29 Oral Language: Questions, Please!</p> <p>Watch It Grow</p> <p>p. 78 Oral Language: In the Garden</p> <p>p. 118 Oral Language: Time for a Hay Ride</p> <p>STEAM and Literacy Challenge</p> <p>p. 68 Social and Emotional: Mix and Match</p> <p>p. 88 Writing: Be is for . . .</p> <p>p. 131 Science: Electricity Blockers</p> <p>p. 136 Science: Balloon Energy</p> <p>p. 138 Phonological Awareness: What's the Difference?</p>
<p>1.3 Use accepted language and style during communication with familiar adults and children.</p>	<p>1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.</p>
<p>Teacher Guides</p> <p>Just for Threes</p> <p>Extension Activities</p> <p>p. 5 Dilly and Manny Share</p> <p>p. 14 The InvestiGator Clubhouse Investigation</p> <p>p. 44 Clubhouse Construction</p> <p>More Songs, Chants, Rhymes, and Games</p> <p>p. 2 Add One More</p> <p>p. 6 Boom Bang!</p> <p>p. 31 Jump or Jiggle</p> <p>p. 42 Name the Animals</p> <p>p. 60 The Storm</p> <p>p. 67 What Is It?</p> <p>p. 72 The Wind</p> <p>Marvelous Me! Investigation</p> <p>p. 10 We Can Use Sign Language</p> <p>p. 25 Movin' and Groovin'</p> <p>Let's Investigate!</p> <p>pp. 54–55 Oral Language</p> <p>p. 56 Back to School: Getting to Know Each Other</p> <p>pp. 76–77 Investigation Launch</p> <p>p. 199 Science: Investigate Ants and Food</p> <p>p. 201 Social Studies: What's My Job?</p> <p>Building Social and Emotional Skills</p> <p>p. 15 Use Your Indoor Voice</p> <p>p. 18 Talk About It</p> <p>p. 19 Let's Be Friends</p> <p>p. 34 Play by the Rules</p>	<p>Teacher Guides</p> <p>Let's Investigate!</p> <p>p. 30 Days in Review</p> <p>p. 54 Oral Language: Set the Stage</p> <p>p. 105 Oral Language: Getting to Know Auntie Lu</p> <p>p. 154 Literacy: Set the Stage</p> <p>p. 209 Oral Language: Bee Mail Delivery</p> <p>Under Construction</p> <p>p. 55 Investigation Station: Think About It, Make Meaning</p> <p>p. 72 Oral Language: Sharing Chair</p> <p>Healthy You</p> <p>p. 30 Bee Mail</p> <p>p. 99 Oral Language: Dressing Up</p> <p>Finny, Feathery, Furry Friends</p> <p>p. 28 Birthdays</p> <p>Splash and Dig</p> <p>p. 118 Oral Language: Follow the River</p> <p>Watch It Grow</p> <p>p. 43 What We Get from Plants</p> <p>Weather Watchers</p> <p>pp. 76–77 Oral Language</p> <p>Building Social and Emotional Skills</p> <p>p. 12 It's Okay to Be Me</p>

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

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

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

	<p>p. 29 Safety</p> <p>pp. 52–53 Investigation Launch</p> <p>p. 75 Oral Language: Add One More</p>
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Language and Literacy	
Listening and Speaking	
3.0 Grammar	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
Children develop age-appropriate grammar.	Children develop age-appropriate grammar.
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.	3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.
Teacher Guides Just for Threes Extension Activities p. 8 Let's Investigate! Investigation p. 12 Finny, Feathery, Furry Friends Investigation p. 14 Watch It Grow Flowers 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, and Games 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 p. 13 My Own Bag p. 30 My Family Tree Folk Tale Classics p. 9 Oral Language: Artist's Chair p. 15 Technology: Record a New Story Let's Investigate! p. 98 Oral Language: Sharing Chair p. 105 Oral Language: Getting to Know Auntie Lu p. 121 Art: The Artist in You Building Social and Emotional Skills p. 21 I Know How You Feel	Teacher Guides Let's Investigate! p. 30 Days in Review p. 105 Oral Language: Getting to Know Auntie Lu p. 121 Art: The Artist in You pp. 102–103 Oral Language pp. 124–125 Oral Language Under Construction pp. 56–57 Oral Language: Play a Game pp. 66–67 Literacy p. 102 Math: Tell the Story p. 125 Literacy: Reread a Senses Story Healthy You p. 112 Oral Language: Sharing Chair Finny, Feathery, Furry Friends pp. 54–55 Investigation Station p. 59 Oral Language: Pet Talk p. 93 Math: If You Were an Animal p. 118 Oral Language: Grasshoppers Splash and Dig p. 79 Oral Language: Questions, Please! Watch It Grow 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 p. 77 Literacy: Mud Pie Poem
3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.	3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.
Teacher Guides Just for Threes Extension Activities p. 2 Birthday Celebration p. 2 JT's Days in Review	Teacher Guides Let's Investigate! p. 57 Oral Language: I Belong p. 79 Investigation Station: Think About It p. 121 Art: The Artist in You

<p>More Songs, Chants, Rhymes, and Games p. 46 Our Snowman</p> <p>Let's Investigate! pp. 92–93 Readiness: Near and Far p. 178 Readiness: Opposites p. 187 Listening: Chuck Says</p>	<p>Healthy You p. 125 Literacy: Reread a Senses Story</p> <p>Finny, Feathery, Furry Friends p. 57 Oral Language: Act Out the Rhyme, Make Connections p. 71 Shared Writing: Make Connections p. 118 Oral Language: Grasshoppers</p> <p>Splash and Dig p. 28 Days in Review</p> <p>Watch It Grow p. 56 Oral Language: Get Started p. 57 Oral Language: Make Connections p. 76–77 Oral Language</p> <p>Weather Watchers p. 111 Shared Writing: Write About Feelings</p> <p>Building Social and Emotional Skills p. 19 Let's Be Friends</p> <p>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</p>
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Language and Literacy	
Reading	
1.0 Concepts about Print	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
Children begin to recognize print conventions and understand that print carries meaning.	Children recognize print conventions and understand that print carries specific meaning.
1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.	1.1 Display appropriate book-handling behaviors and knowledge of print conventions.
Teacher Guides Just for Threes Extension Activities p. 12 Finny, Feathery, Furry Friends Investigation p. 18 Is It Red, Yellow, or Blue? p. 33 Revisit the Lapbook: Dilly and JT Gator p. 34 Revisit the Lapbook: Dilly and Great Auntie Lu p. 36 Revisit the Lapbook: Dilly and Rosalita Sausalita p. 36 Revisit the Lapbook: The Silly Dilly Dance p. 38 Revisit the Lapbook: It's My Turn p. 38 Revisit the Lapbook: Dilly and Manny Salamander p. 38 Revisit the Lapbook: Dilly and Chuck Wood p. 42 Weather Watchers Investigation: Part 2 Marvelous Me! pp. 6–7 Sounds All Around Me Let's Investigate! p. 42 Reading Practice and Picture Dictionary p. 112 Literacy: Favorite Books p. 134 Literacy: Books Have Parts p. 139 Literacy: Have a Book Parade! p. 161 Literacy: Teach Manny to Read p. 201 Literacy: Follow That Print	Teacher Guides Let's Investigate! p. 87 Alphabet Knowledge: Read the Story p. 161 Literacy: Teach Manny to Read p. 205 Literacy: Tracking Print Healthy You p. 125 Literacy: Reread a Senses Story Finny, Feathery, Furry Friends p. 40 Reading: Storytelling Time p. 107 Social and Emotional: Read the Story Splash and Dig p. 67 Literacy: Read the Poems p. 97 Oral Language: Recite the Poem p. 125 Literacy: Concepts of Print Watch It Grow p. 125 Science: Reread a Shopping Story Weather Watchers p. 69 Literacy: Reread a Snowy Story p. 107 Social and Emotional: Read the Story STEAM and Literacy Challenge p. 67 Literacy: Three Clues p. 77 Literacy: Mud Pie Poem
1.2 Recognize print as something that can be read.	1.2 Understand that print is something that is read and has specific meaning.
Teacher Guides Just for Threes Marvelous Me! Investigation p. 11 My Name Let's Investigate! p. 63 Literacy: Say the Chant p. 124 Oral Language: Get Started p. 147 Oral Language: Read the Story p. 179 Literacy: Find a Word p. 183 Literacy: Word Puzzles p. 201 Literacy: Follow That Print	Teacher Guides Let's Investigate! p. 32 Weather p. 40 Arrival Transitions p. 42 Picture Dictionary pp. 62–63 Literacy p. 157 Literacy: The Reader in You p. 162 Literacy: Get Started p. 163 Literacy: Make Connections p. 201 Literacy: Follow That Print p. 205 Literacy: Tracking Print Under Construction p. 28 Birthdays p. 29 Safety p. 41 That's My Name

	<p>p. 88 Literacy: My Home Address</p> <p>Healthy You</p> <p>p. 29 Safety</p> <p>p. 41 Me Books</p> <p>p. 88 Literacy: Make a Menu</p> <p>p. 125 Literacy: Safety Signs</p>
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Language and Literacy	
Reading	
2.0 Phonological Awareness	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
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.
	2.1 Orally blend and delete words and syllables without the support of pictures or objects.
	<p>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</p> <p>Healthy You p. 100 Phonological Awareness: What Doesn't Belong? p. 120 Phonological Awareness: What's the Word?</p> <p>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</p> <p>Watch It Grow p. 80 Phonological Awareness: Tap for Syllables p. 100 Phonological Awareness: Vanishing Syllables, Finish the Word</p> <p>Weather Watchers p. 89 Literacy: Reread a Number Story p. 120 Phonological Awareness: Leaf Game</p> <p>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</p>

	<p>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.</p>
	<p>Teacher Guides</p> <p>Let's Investigate pp. 128–129 Phonological Awareness p. 165 Literacy: The Rhyme in You</p> <p>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?</p> <p>Finny, Feathery, Furry Friends p. 80 Phonological Awareness: Listen for Beginning Sounds</p> <p>Watch It Grow p. 120 Phonological Awareness: Finish the Word</p> <p>Weather Watchers p. 80 Phonological Awareness: How Many Sounds Do You Hear? p. 120 Phonological Awareness: Sound Bounce</p> <p>STEAM and Literacy Challenge p. 21 Phonemic Awareness: Nose and Toes p. 27 Phonemic Awareness: Short A p. 47 Phonemic Awareness: Phoneme Identity p. 61 Phonemic Awareness: Onset and Rime</p>

Language and Literacy	
Reading	
3.0 Alphabetics and Word/Print Recognition	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
Children begin to recognize letters of the alphabet	Children extend their recognition 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 Just for Threes Extension Activities p. 22 Looking for Letters p. 23 Say My Name p. 27 Name Tags Marvelous Me! Investigation p. 11 My Name	Teacher Guides Let's Investigate p. 71 Shared Writing: Make a List pp. 147 Oral Language: Read the Story p. 187 Social and Emotional: The Superhero in You p. 201 Literacy: Follow That Print Under Construction p. 41 That's My Name! p. 65 Literacy: Name Cards STEAM and Literacy Challenge p. 17 Literacy: Vocabulary Game p. 104 Literacy: Snow + ____ Components Center Cards Under Construction Writing Center: That's My Name
3.2 Match some letter names to their printed form.	3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.
Teacher Guides Just for Threes Extension Activities p. 12 Dilly's Alphabet Cards p. 15 Alphabet Flapboard p. 20 Alphabet Bingo, 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 p. 61 Alphabet Knowledge: Sing the Song p. 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 p. 109 Alphabet Knowledge: Make Connections pp. 196–197 Alphabet Knowledge	Teacher Guides Let's Investigate! p. 34 Letters p. 47 Art: Initial Prints p. 61 Alphabet Knowledge: Sing the Song p. 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 p. 109 Alphabet Knowledge: Make Connections p. 196–197 Alphabet Knowledge Under Construction p. 61 The Letter Mm p. 81 Dilly's Alphabet Book p. 101 ABC Time Healthy You p. 61 Alphabet Song Finny, Feathery, Furry Friends p. 81 Beginning Letter Word Sort p. 121 The Letter Yy

<p>Components Center Cards Let's Investigate! Art Center: Initial Prints</p>	<p>Splash and Dig p. 40 Reading: Let's Read p. 65 Literacy: Digging the Alphabet p. 101 The Letter Rr</p> <p>Watch It Grow p. 32 Letters p. 61 Alphabet Play p. 61 The Letters li and Tt p. 81 Dilly's Alphabet Song</p> <p>Weather Watchers p. 81 Letter Time</p> <p>Components Center Cards Let's Investigate! Art Center: Initial Prints Under Construction Writing Center: That's My Name</p>
	<p>3.3 Begin to recognize that letters have sounds.</p>
	<p>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</p> <p>Under Construction p. 101 The Letter Ss</p> <p>Healthy You p. 61 Alphabet Song pp. 70–71 Writing p. 81 The Letter Aa</p> <p>Finny, Feathery, Furry Friends p. 61 The Letter Ee p. 101 The Letter Hh p. 121 That's a Match!</p> <p>Splash and Dig p. 88 Literacy: Ocean Word Match</p> <p>Watch It Grow p. 32 Letters p. 61 Alphabet Play p. 61 The Letters li and Tt p. 81 Dilly's Alphabet Song p. 81 The Letter Bb</p> <p>Weather Watchers p. 82 Literacy: Set the Stage</p> <p>STEAM and Literacy Challenge</p>

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

<p>Extension Activities p. 32 Favorite Book</p> <p>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</p> <p>Let's Investigate! p. 71 Shared Writing: Make a List p. 97 Shared Writing: List Favorite Things, Make Connections</p>	<p>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</p> <p>Under Construction pp. 52–53 Investigation Launch p. 129 Literacy: Retell a Classic</p> <p>Healthy You p. 67 Literacy: Make Connections p. 87 Literacy: Reread a Math Story</p> <p>Finny, Feathery, Furry Friends p. 67 Literacy: Make Connections</p> <p>Splash and Dig p. 67 Literacy: Make Connections</p> <p>Watch It Grow p. 69 Literacy: Reread a Soup Story p. 123 Science: Make Connections</p> <p>Weather Watchers p. 107 Social and Emotional: Make Connections</p> <p>STEAM and Literacy Challenge p. 59 Literacy: Bug Books p. 99 Literacy: Folk Tales p. 118 Literacy: Animals Sleep</p>
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Language and Literacy	
Reading	
5.0 Literacy Interest and Response	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
Children demonstrate motivation for literacy activities.	Children demonstrate motivation for a broad range of literacy activities.
5.1 Demonstrate enjoyment of literacy and literacy-related activities.	5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.
Teacher Guides Just for Threes Extension Activities p. 32 Favorite Book p. 33 Revisit the Lapbook: JT's Spooky Creepy Room p. 34 Revisit the Lapbook: Trouble at Triangle Beach p. 36 Revisit the Lapbook: The Silly Dilly Dance p. 33 Revisit the Lapbook: It's My Turn Let's Investigate! p. 42 Reading Practice p. 42 Picture Dictionary p. 112 Literacy: Favorite Books p. 134 Literacy: Books Have Parts p. 139 Literacy: Have a Book Parade! p. 161 Literacy: Teach Manny to Read	Teacher Guides Let's Investigate! p. 42 Reading Practice p. 112 Literacy: Favorite Books p. 134 Literacy: Books Have Parts p. 139 Literacy: Have a Book Parade! p. 161 Literacy: Teach Manny to Read Under Construction p. 40 Let's Read! p. 40 Act Out a Story Healthy You p. 41 Me Books Finny, Feathery, Furry Friends p. 40 Storytelling Time Splash and Dig p. 40 Let's Read Books! Watch It Grow p. 40 Books About Plants Weather Watchers p. 40 Read and Talk
5.2 Engage in routines associated with literacy activities.	5.2 Engage in more complex routines associated with literacy activities.
Teacher Guides Just for Threes Folk Tale Classics p. 2 Literacy: Read The Three Little Pigs p. 4 Literacy: Read The Three Billy Goats Gruff Let's Investigate! p. 33 Word of the Week p. 34 Letters p. 42 Reading Practice pp. 54–55 Oral Language	Teacher Guides Let's Investigate! p. 33 Word of the Week p. 34 Letters p. 42 Reading Practice pp. 62–63 Literacy pp. 152–153 Alphabet Knowledge pp. 212–213 Oral Language Under Construction pp. 66–67 Literacy pp. 82–83 Literacy Healthy You pp. 126–127 Storytelling Classics STEAM and Literacy Challenge p. 5 Leveled Readers

	p. 64 Leveled Readers p. 85 Leveled Readers
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Language and Literacy	
Writing	
1.0 Writing Strategies	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
Children demonstrate emergent writing skills.	Children demonstrate increasing emergent writing skills.
1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	1.1 Adjust grasp and body position for increased control in drawing and writing.
Teacher Guides Just for Threes Extension Activities p. 44 Shared Writing: Create an Invitation Let's Investigate! p. 43 Writing Practice p. 43 Writing Role Play p. 71 Shared Writing: Make a List p. 73 Early Writing: Our New Friend Dilly p. 97 Shared Writing: Make Connections	Teacher Guides Let's Investigate! p. 43 Writing: Writing Practice p. 43 Writing Role Play Under Construction p. 63 Early Writing: Write About Helping Healthy You p. 63 Early Writing: Make Connections 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 pictures.	1.2 Write letters or letter-like shapes to represent words or ideas.
Teacher Guides Just for Threes Extension Activities p. 44 Shared Writing: Create an Invitation Folk Tale Classics p. 7 Literacy: Write About Little Red Riding Hood p. 11 Literacy: Write About The Three Bears p. 13 Literacy: Write About Three Little Kittens Let's Investigate! p. 43 Writing Practice p. 43 Writing Role Play pp. 70–71 Shared Writing p. 163 Shared Writing: Make Connections p. 231 Early Writing: The InvestiGator Club	Teacher Guides Let's Investigate! p. 43 Writing Role Play pp. 70–71 Shared Writing p. 73 Early Writing: Our New Friend Dilly p. 163 Shared Writing: Write About Strengths p. 207 Shared Writing: Make Connections Under Construction p. 41 That's My Name! p. 63 Early Writing: Write About Helping p. 71 Shared Writing: Write an Experience Chart p. 131 Shared Writing: Create a Cartoon 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.

	<p>Teacher Guides</p> <p>Let's Investigate! pp. 228–229 Shared Writing</p> <p>Under Construction p. 41 That's My Name! p. 71 What We Made Experience Chart p. 111 Write a Letter</p> <p>Healthy You p. 41 Look at Me!</p> <p>Finny, Feathery, Furry Friends p. 111 Write About Fears</p> <p>Splash and Dig p. 91 Make a List</p> <p>Weather Watchers p. 41 Felt Board Names and Stories pp. 62–63 Early Writing</p> <p>Components</p> <p>Center Cards Under Construction Writing Center: That's My Name!</p>
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English-Language Development		
Listening		
1.0 Children listen with understanding. <i>Focus: Beginning words</i>		
<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.	1.1 Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.	1.1 Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.
Teacher Guides Just for Threes Extension Activities p. 7 Bruno's Bee Mail p. 10 Healthy You Investigation p. 31 Feelings More Songs, Chants, Rhymes, and Games p. 3 Animals p. 12 Chuck Says (Version 2) p. 17 The Farmyard p. 23 How Am I Feeling? p. 28 If You're Happy and You Know It p. 54 Say and Touch p. 58 Statues Marvelous Me! Investigation p. 4 Taste Buddies p. 32 How Do I Feel? Let's Investigate! pp. 114–115 Readiness: Names and Addresses pp. 136–137 Readiness: Time pp. 176–177 Readiness: Build a Neighborhood	Teacher Guides Under Construction p. 31 Word of the Week pp. 56–57 Oral Language p. 69 Literacy: Reread a Story p. 92 Oral Language: House Talk p. 93 Oral Language: Moving Day p. 98 Listening: Tool Talk Healthy You p. 31 Word of the Week p. 52 Investigation Launch: Set the Stage pp. 56–57 Oral Language p. 78 Oral Language: Room Riddles p. 78 Oral Language: Nutritious Food p. 79 Oral Language: Let's Go Shopping!, Play Time p. 99 Oral Language: Scrub and Rub p. 113 Oral Language: I Can Do It!	Teacher Guides Finny, Feathery, Furry Friends pp. 56–57 Oral Language pp. 96–97 Oral Language Splash and Dig p. 77 Oral Language: Over the Meadow, Act Out the Song pp. 96–97 Oral Language Weather Watchers p. 98 Oral Language: Boom, Bang! p. 99 Oral Language: Windy Words

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

English-Language Development		
Listening		
1.0 Children listen with understanding. <i>Focus: Basic and advanced concepts</i>		
<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
1.3 Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	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.
Teacher Guides Just for Threes Folk Tale Classics p. 6 ELL p. 7 ELL p. 14 ELL Let's Investigate! p. 56 ELL p. 84 ELL p. 162 ELL Healthy You p. 123 ELL	Teacher Guides Just for Threes Extension Activities p. 4 Rosalita's Word of the Week p. 18 Is It Red, Yellow, or Blue? p. 33 Do the Color Pokey p. 35 Art Colors p. 39 Lines and Colors in Art p. 43 Sponge Paint More Songs, Chants, Rhymes, and Games p. 2 Add One More p. 12 Chuck Says (Version 2) p. 16 Dilly Builds with One Hammer p. 27 I Spy p. 67 What Is It? Marvelous Me! Investigation pp. 11–12 My Name Let's Investigate! p. 201 Social Studies: What's My Job? p. 200 Art: Art Tools pp. 202–203 Readiness: Alike and Different	Teacher Guides Let's Investigate! p. 90 Readiness: JT's Near or Far pp. 92–93 Readiness: Near and Far p. 178 Readiness: Opposites p. 187 Listening: Chuck Says Under Construction p. 29 Safety p. 42 Build a Pattern p. 43 Go! Go! Go! pp. 82–83 Literacy p. 118 Oral Language: Push and Pull 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>p. 47 Mountains</p> <p>Watch It Grow pp. 86–87 Math</p> <p>Weather Watchers p. 29 Safety pp. 52–53 Investigation Launch p. 75 Oral Language: Add One More</p>
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English-Language Development		
Speaking		
1.0 Children use nonverbal and verbal strategies to communicate with others. <i>Focus: Communication of needs</i>		
<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
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 Just for Threes Extension Activities p. 31 Feelings More Songs, Chants, Rhymes, and Games p. 23 How Am I Feeling? 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	Teacher Guides Just for Threes More Songs, Chants, Rhymes, and Games p. 44 Ocean Shell Let's Investigate! 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 p. 171 Oral Language: The Handy Person in You p. 193 Oral Language: Getting to Know Bruno pp. 234–235 Scavenger Hunt	Teacher Guides Under Construction p. 72 Oral Language: Pass a Hardhat p. 92 Oral Language: House Talk 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. 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. <i>Focus: Vocabulary production</i>		
<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
<p>1.2 Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).</p>	<p>1.2 Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).</p>	<p>1.2 Use new English vocabulary to share knowledge of concepts.</p>
<p>Teacher Guides Just for Threes Folk Tale Classics p. 6 ELL p. 7 ELL p. 14 ELL</p> <p>Let's Investigate! p. 56 ELL p. 84 ELL p. 162 ELL</p> <p>Under Construction p. 90 ELL p. 118 ELL</p>	<p>Teacher Guides Just for Threes Extension Activities p. 4 Rosalita's Word of the Week p. 18 Is It Red, Yellow, or Blue? p. 33 Do the Color Pokey p. 35 Art Colors p. 39 Lines and Colors in Art p. 43 Sponge Paint More Songs, Chants, Rhymes, and Games p. 2 Add One More p. 27 I Spy p. 36 Little Turtle p. 58 Statues p. 66 What Am I? p. 72 The Wind Marvelous Me! Investigation p. 4 ELL pp. 11–12 My Name Folk Tale Classics p. 2 ELL p. 3 ELL</p> <p>Let's Investigate! p. 201 Social Studies: What's My Job? p. 200 Art: Art Tools pp. 202–203 Readiness: Alike and Different</p>	<p>Teacher Guides Let's Investigate! p. 64 Readiness: Dilly Discovers Primary Colors pp. 66–67 Readiness: Colors pp. 114–115 Readiness: Names and Addresses pp. 136–137 Readiness: Time pp. 176–177 Readiness: Build a Neighborhood</p> <p>Under Construction pp. 52–53 Investigation Launch pp. 86–87 Math</p> <p>Healthy You p. 31 Word of the Week pp. 56–57 Oral Language pp. 122–123 Science</p> <p>Finny, Feathery, Furry Friends pp. 56–57 Oral Language p. 68 Fine Art: Los Pescados Peña</p> <p>Watch It Grow p. 105 Literacy: Plant Anatomy</p> <p>Weather Watchers pp. 52–53 Investigation Launch</p>

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

English-Language Development		
Speaking		
1.0 Children use nonverbal and verbal strategies to communicate with others. <i>Focus: Utterance length and complexity</i>		
<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
<p>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).</p>	<p>1.4 Use two- and three-word utterances in English to communicate.</p>	<p>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).</p>
<p>Teacher Guides Just for Threes Folk Tale Classics p. 6 ELL p. 7 ELL p. 14 ELL</p> <p>Let's Investigate! p. 50 ELL p. 56 ELL p. 84 ELL p. 162 ELL</p> <p>Healthy You p. 88 ELL</p> <p>Weather Watchers p. 130 ELL</p>	<p>Teacher Guides Just for Threes Extension Activities p. 8 Let's Investigate! Investigation p. 12 Finny, Feathery, Furry Friends Investigation p. 14 Watch It Grow Flowers 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, and Games 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 p. 13 My Own Bag p. 30 My Family Tree Folk Tale Classics p. 9 Oral Language: Artist's Chair p. 15 Technology: Record a New Story</p> <p>Let's Investigate! p. 98 Sharing Chair p. 105 Oral Language: Getting to Know Auntie Lu p. 121 Art: The Artist in You</p> <p>Building Social and Emotional Skills p. 21 I Know How You Feel</p>	<p>Teacher Guides Let's Investigate! 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</p> <p>Under Construction p. 57 Oral Language: Play a Game pp. 66–67 Literacy p. 102 Tell the Story p. 125 Literacy: Reread a Senses Story</p> <p>Healthy You p. 112 Oral Language: Sharing Chair</p> <p>Finny, Feathery, Furry Friends pp. 54–55 Investigation Station p. 59 Oral Language: Pet Talk p. 93 Math: If You Were an Animal p. 118 Oral Language: Grasshoppers</p> <p>Splash and Dig p. 79 Oral Language: Questions, Please!</p> <p>Watch It Grow p. 72 Sharing Chair p. 78 Oral Language: Who's Got the Seed?</p> <p>Weather Watchers</p>

		<p>p. 93 Oral Language: If I Could</p> <p>p. 99 Oral Language: A Windy-Day Story</p> <p>STEAM and Literacy Challenge</p> <p>p. 77 Literacy: Mud Pie Poem</p>
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English-Language Development		
Speaking		
1.0 Children use nonverbal and verbal strategies to communicate with others. <i>Focus: Grammar</i>		
<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
<p>1.5 Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>1.5 Begin to use some English grammatical markers (e.g., <i>-ing</i> or plural <i>-s</i>) and, at times, apply the rules of grammar of the home language to English.</p>	<p>1.5 Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors.</p>
<p>Teacher Guides Just for Threes Folk Tale Classics p. 6 ELL p. 7 ELL p. 14 ELL</p> <p>Let's Investigate! p. 50 ELL p. 56 ELL p. 84 ELL p. 162 ELL</p> <p>Healthy You p. 88 ELL</p> <p>Weather Watchers p. 130 ELL</p>	<p>Teacher Guides Just for Threes Extension Activities p. 2 Birthday Celebration p. 2 JT's Days in Review More Songs, Chants, Rhymes, and Games p. 46 Our Snowman</p> <p>Let's Investigate! pp. 92–93 Readiness: Near and Far p. 178 Readiness: Opposites p. 187 Listening: Chuck Says</p>	<p>Teacher Guides Let's Investigate! p. 57 Oral Language: I Belong p. 79 Investigation Station: Think About It p. 121 Art: The Artist in You</p> <p>Healthy You p. 125 Literacy: Reread a Senses Story</p> <p>Finny, Feathery, Furry Friends p. 57 Act Out the Rhyme, Make Connections p. 71 Make Connections p. 118 Oral Language: Grasshoppers</p> <p>Splash and Dig p. 28 Days in Review</p> <p>Watch It Grow p. 56 Get Started p. 57 Make Connections pp. 76–77 Oral Language</p> <p>Weather Watchers p. 111 Write About Feelings</p> <p>Building Social and Emotional Skills p. 19 Let's Be Friends</p> <p>STEAM and Literacy Challenge p. 88 Make Connections</p>

		<p>p. 99 Make Connections</p> <p>p. 139 Language: What Did We Do Yesterday?</p> <p>p. 140 Oral Language: One Foot, Two Feet</p> <p>p. 140 Language: Dilly and Manny Played</p>
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English-Language Development		
Speaking		
1.0 Children use nonverbal and verbal strategies to communicate with others. <i>Focus: Inquiry</i>		
<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
<p>1.6 Ask a variety of types of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>1.6 Begin to use “what” and “why” questions in English, sometimes with errors.</p>	<p>1.6 Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors.</p>
<p>For research and implementation guidance in the InvestiGator Club components, refer to the following sections of the Research and Professional Guide:</p> <p>pp. 217–222 Language and Cultural Diversity in the Classroom pp. 223–224 English Language Learners pp. 225–232 English Language Learning for Spanish-Speaking Children</p> <p>In the Professional Development program on the InvestiGator Club Digital Platform, see:</p> <p>“The PreKindergarten Years for Emerging Bilinguals,” Dr. Sandra Mercuri</p>	<p>Teacher’s Guides Just for Threes More Songs, Chants, Rhymes, and Games p. 29 It’s in the Bag! p. 61 The Sun p. 70 Who’s Got the Seed? p. 71 Who Took the Cookie from the Cookie Jar? Marvelous Me! Investigation p. 24 No More Germs! Folk Tale Classics p. 9 Oral Language: Artist’s Chair</p> <p>Let’s Investigate! p. 71 Shared Writing: Make a List p. 104 Back to School: Getting to Know the Teacher pp. 198–199 Science</p>	<p>Teacher’s Guides Under Construction p. 79 Oral Language: Where Do We Live? p. 132 Oral Language: Sharing Chair</p> <p>Healthy You p. 72 Oral Language: Quiz Show p. 113 Dramatic Play: All Kinds of Doctors</p> <p>Finny, Feathery, Furry Friends p. 79 Oral Language: Ask the Farmer p. 107 Social and Emotional: Read the Story p. 118 Oral Language: Grasshoppers</p> <p>Building Social and Emotional Skills p. 21 You Can Ask Me p. 25 What Do You Want?</p>

English-Language Development		
Speaking		
2.0 Children begin to understand and use social conventions in English. <i>Focus: Social conventions</i>		
<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
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 Finny, Feathery, Furry Friends p. 46 ELL p. 124 ELL Weather Watchers p. 124 ELL	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 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

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

English-Language Development		
Reading		
1.0 Children demonstrate an appreciation and enjoyment of reading and literature. <i>Focus: Participate in read-aloud activity</i>		
<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
1.1 Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.	1.1 Begin to participate in reading activities, using books written in English when the language is predictable.	1.1 Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).
Teacher Guides Just for Threes Folk Tale Classics p. 11 ELL Under Construction p. 106 ELL Healthy You p. 106 ELL Finny, Feathery, Furry Friends p. 40 ELL Splash and Dig p. 46 ELL	Teacher Guides Just for Threes Folk Tale Classics p. 2 Literacy: Read The Three Little Pigs p. 4 Literacy: Read The Three Billy Goats Gruff Let's Investigate! p. 33 Word of the Week p. 34 Letters p. 42 Reading Practice pp. 54–55 Oral Language	Teacher Guides Let's Investigate! p. 33 Word of the Week p. 34 Letters p. 42 Reading Practice pp. 62–63 Literacy pp. 152–153 Alphabet Knowledge pp. 212–213 Oral Language Under Construction pp. 66–67 Literacy pp. 82–83 Literacy Healthy You 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. <i>Focus: Interest in books and reading</i>		
<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
1.2 “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.	1.2 Choose to “read” familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books.	1.2 Choose to “read” familiar books written in English with increasing independence and talk about the books in English.
<p>For research and implementation guidance in the InvestiGator Club components, refer to the following sections of the Research and Professional Guide:</p> <p>pp. 217–222 Language and Cultural Diversity in the Classroom pp. 223–224 English Language Learners pp. 225–232 English Language Learning for Spanish-Speaking Children</p> <p>In the Professional Development program on the InvestiGator Club Digital Platform, see:</p> <p>“The PreKindergarten Years for Emerging Bilinguals,” Dr. Sandra Mercuri</p>	<p>Teacher Guides Just for Threes Extension Activities p. 32 Favorite Book p. 33 Revisit the Lapbook: JT’s Spooky Creepy Room p. 34 Revisit the Lapbook: Trouble at Triangle Beach p. 36 Revisit the Lapbook: The Silly Dilly Dance p. 38 Revisit the Lapbook: It’s My Turn</p> <p>Let’s Investigate! p. 42 Reading Practice p. 112 Literacy: Favorite Books p. 134 Literacy: Books Have Parts p. 139 Literacy: Have a Book Parade! p. 161 Literacy: Teach Manny to Read</p>	<p>Teacher Guides Under Construction p. 40 Let’s Read! p. 40 Act Out a Story</p> <p>Healthy You p. 41 Me Books</p> <p>Finny, Feathery, Furry Friends p. 40 Storytelling Time</p> <p>Splash and Dig p. 40 Let’s Read Books!</p> <p>Watch It Grow p. 40 Books About Plants</p> <p>Weather Watchers p. 40 Read and Talk</p>

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

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

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

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

English-Language Development		
Reading		
5.0 Children demonstrate progress in their knowledge of the alphabet in English. <i>Focus: Letter awareness</i>		
<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
5.1 Interact with material representing the letters of the English alphabet.	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.)	5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.
Teacher Guides 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	Teacher Guides 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 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	Teacher Guides 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 Ii 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. 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. <i>Focus: Letter recognition</i>		
<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
5.2 Begin to recognize the first letter in their own name or the character for their own name in their home language or English.	5.2 Identify some letters of the alphabet in English.	5.2 Identify ten or more letters of the alphabet in English.
Teacher Guides Just for Threes Extension Activities p. 22 Looking for Letters p. 23 Say My Name p. 27 Name Tags Marvelous Me! Investigation p. 11 My Name Let's Investigate p. 187 Social and Emotional: The Superhero in You	Teacher Guides 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 p. 61 Alphabet Knowledge: Sing the Song p. 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 Components Center Cards Let's Investigate! Art Center: Initial Prints	Teacher Guides Healthy You p. 81 The Letter Aa p. 93 Literacy: Matching Pairs p. 121 What Do I See? p. 133 Literacy and Math: Balloon Toss Splash and Dig p. 40 Reading: Let's Read p. 125 Literacy: Concepts of Print Watch It Grow p. 40 The Hungry Bear p. 61 Alphabet Play p. 81 Dilly's Alphabet Song p. 101 Alphabet Garden Weather Watchers p. 31 Attendance p. 81 Letter Time p. 101 ABC Time p. 121 Costume/Prop Match

English-Language Development		
Reading		
6.0 Children demonstrate phonological awareness.		
Focus: Rhyming		
Beginning	Middle	Later
<p>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.</p>	<p>6.1 Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.</p>	<p>6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.</p>
<p>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</p> <p>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 Rhymes p. 164 Oral Language: Sharing Chair p. 171 Oral Language: Getting to Know Chuck</p>	<p>Teacher Guides 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</p> <p>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 Food</p> <p>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</p> <p>Building Social and Emotional Skills p. 12 Dilly Hide and Seek p. 27 We Say Thank You</p> <p>Components Outdoor Creative Play and Learning Cards Card 13: 1, 2, Buckle My Shoe</p>	<p>Teacher Guides 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!</p> <p>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</p> <p>Weather Watchers p. 65 Literacy: We Watch Weather p. 73 Music: Walking in the Snow p. 78 Oral Language: Our Snowman p. 98 Oral Language: Boom, Bang!</p> <p>STEAM and Literacy Challenge p. 76 Phonemic Awareness: Rhyme and Reason</p>

English-Language Development		
Reading		
6.0 Children demonstrate phonological awareness. <i>Focus: Onset (initial sound)</i>		
<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
6.2 Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.	6.2 Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.	6.2 Recognize and produce words that have a similar onset (initial sound) in English.
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 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 Rhymes p. 164 Oral Language: Sharing Chair p. 171 Oral Language: Getting to Know Chuck	Teacher Guides Let's Investigate pp. 128–129 Phonological Awareness p. 165 Literacy: The Rhyme in You pp. 172–173 Phonological Awareness Healthy You p. 35 Phonological Awareness p. 40 The Hungry Dinosaur p. 65 Literacy: Where Does it Go? p. 100 What Doesn't Belong? p. 120 What's the Word? Finny, Feathery, Furry Friends p. 80 Phonological Awareness: Listen for Beginning Sounds pp. 82–83 Literacy p. 85 Literacy: Reread a Story p. 88 Literacy: Cows and Calves p. 100 Listening for the Beginning Sound	Teacher Guides Splash and Dig p. 60 Wading in the Water Watch It Grow p. 32 Letters p. 35 Phonological Awareness p. 120 Phonological Awareness: Finish the Word Weather Watchers p. 65 Literacy: We Watch Weather p. 80 Phonological Awareness: How Many Sounds Do You Hear? p. 125 Literacy: Sippity Sup STEAM and Literacy Challenge p. 21 Phonemic Awareness: Nose and Toes p. 27 Phonemic Awareness: Short A p. 47 Phonemic Awareness: Phoneme Identity p. 61 Phonemic Awareness: Onset and Rime

English-Language Development		
Reading		
6.0 Children demonstrate phonological awareness. <i>Focus: Sound differences in the home language and English</i>		
<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
<p>6.3 Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary.)</p>	<p>6.3 Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language.</p>	<p>6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.</p>
<p>For research and implementation guidance in the InvestiGator Club components, refer to the following sections of the Research and Professional Guide:</p> <p>pp. 217–222 Language and Cultural Diversity in the Classroom pp. 223–224 English Language Learners pp. 225–232 English Language Learning for Spanish-Speaking Children</p> <p>In the Professional Development program on the InvestiGator Club Digital Platform, see:</p> <p>“The PreKindergarten Years for Emerging Bilinguals,” Dr. Sandra Mercuri</p>	<p>Teacher Guides Let’s Investigate! p. 151 Phonological Awareness: Match Sounds p. 151 ELL</p> <p>Healthy You p. 120 Phonological Awareness: Make a Match p. 120 ELL</p> <p>Finny, Feathery, Furry Friends p. 80 Listen for Beginning Sounds p. 80 ELL</p>	<p>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</p> <p>Healthy You p. 100 Phonological Awareness: What Doesn’t Belong? p. 120 Phonological Awareness: What’s the Word?</p> <p>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</p> <p>Watch It Grow p. 80 Phonological Awareness: Tap for Syllables p. 100 Phonological Awareness: Vanishing Syllables, Finish the Word</p> <p>Weather Watchers p. 89 Literacy: Reread a Number Story p. 120 Phonological Awareness: Leaf Game</p>

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

English-Language Development		
Writing		
1.0 Children use writing to communicate their ideas. <i>Focus: Writing to represent words or ideas</i>		
<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
1.2 Begin to demonstrate an awareness that written language can be in the home language or in English.	1.2 Begin to use marks or symbols to represent spoken language in the home language or in English.	1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.
Teacher Guides Just for Threes Folk Tale Classics p. 3 Literacy: Write About The Three Little Pigs Let's Investigate! p. 43 Writing Role Play p. 179 Literacy: Find a Word p. 163 Shared Writing: Write About Strengths p. 183 Literacy: Word Puzzles	Teacher Guides Just for Threes Extension Activities p. 44 Shared Writing: Create an Invitation Folk Tale Classics p. 7 Literacy: Write About Little Red Riding Hood p. 11 Literacy: Write About The Three Bears p. 13 Literacy: Write About Three Little Kittens Let's Investigate! p. 43 Writing Practice p. 73 Early Writing: Our New Friend Dilly	Teacher Guides Let's Investigate! pp. 70–71 Shared Writing pp. 162–163 Shared Writing p. 231 Early Writing: The InvestiGator Club Under Construction p. 41 Writing: That's My Name! p. 63 Early Writing: Write About Helping p. 71 Write an Experience Chart p. 131 Create a Cartoon Components Center Cards 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. <i>Focus: Writing their name</i>		
<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
1.3 Write marks to represent their own name in a way that may resemble how it is written in the home language.	1.3 Attempt to copy their own name in English or in the writing system of their home language.	1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in the home language.
<p>For research and implementation guidance in the InvestiGator Club components, refer to the following sections of the Research and Professional Guide:</p> <p>pp. 217–222 Language and Cultural Diversity in the Classroom pp. 223–224 English Language Learners pp. 225–232 English Language Learning for Spanish-Speaking Children</p> <p>In the Professional Development program on the InvestiGator Club Digital Platform, see:</p> <p>“The PreKindergarten Years for Emerging Bilinguals,” Dr. Sandra Mercuri</p>	<p>Teacher Guides Just for Threes Extension Activities p. 26 Name Tags More Songs, Chants, Rhymes, and Games p. 34 Little Miss Muffet Marvelous Me! Investigation p. 11 My Name</p> <p>Let’s Investigate! pp. 228–229 Shared Writing</p>	<p>Teacher Guides Let’s Investigate! pp. 228–229 Shared Writing</p> <p>Under Construction p. 41 That’s My Name! p. 71 What We Made Experience Chart p. 111 Write a Letter</p> <p>Healthy You p. 41 Look at Me!</p> <p>Finny, Feathery, Furry Friends p. 111 Write About Fears</p> <p>Splash and Dig p. 91 Make a List</p> <p>Weather Watchers p. 41 Felt Board Names and Stories pp. 62–63 Early Writing</p> <p>Components Center Cards Under Construction Writing Center: That’s My Name!</p>

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

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

<p>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</p> <p>Let's Investigate! p. 44 Math Match p. 221 Math: Tell the Story p. 227 Math: Knock Again</p> <p>Investigate Math p. 12 Match the Counters p. 15 The Number or Not? p. 24 Train Game p. 27 Estimation Station p. 30 Bowling</p>	<p>p. 256–259 Flapboard: Knock for Numbers</p> <p>Healthy You p. 33 Numbers p. 124 Math: The Number 4</p> <p>Splash and Dig p. 42 Math: Fish Ponds</p> <p>Weather Watchers p. 42 How Much Do They Cost?</p> <p>Investigate Math p. 24 Train Game p. 27 Estimation Station p. 30 Bowling</p>
<p>1.5 Use the number name of the last that object counted to answer the question, “How many . . . ?”</p>	<p>1.5 Understand, when counting, the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).</p>
<p>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</p> <p>Let's Investigate! p. 44 Math Match p. 91 Math: One to One p. 161 Math: A Living Graph</p>	<p>Teacher Guides Let's Investigate! p. 44 Math Match p. 91 Math: One to One p. 161 Math: A Living Graph</p> <p>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</p> <p>Finny, Feathery, Furry Friends p. 42 Math: How Many Dogs? p. 84 Math: The Number 5</p> <p>Splash and Dig p. 42 Math: Fish Ponds pp. 86–87 Math p. 89 Math: Reread One-Dog Canoe</p> <p>Watch It Grow p. 64 Math: The Number 8 p. 124 Math: The Number 9</p> <p>Weather Watchers p. 84 Math: We Know 10 pp. 86–87 Math p. 124 Math: The Numbers 0 to 10</p>

Mathematics	
Number Sense	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
2.0 Children begin to understand number relationships and operations in their everyday environment.	2.0 Children expand their understanding of number relationships and operations in their everyday environment.
2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, “more” or “same.”	2.1 Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).
Teacher Guides Let’s Investigate! p. 156 Math: More or Less p. 161 Math: A Living Graph p. 178 Math: From Small to Large p. 183 Math: Cut to Size Investigate Math p. 9 Count and Combine p. 12 Color Sorting p. 13 Five Speckled Frogs p. 14 Make a Snake p. 19 One Elephant p. 43 Roll the Dice!	Teacher Guides Let’s Investigate! p. 156 Math: More or Less p. 161 Math: A Living Graph Healthy You p. 69 Math: Hide and Seek pp. 86–87 Math p. 89 Reread a Math Story p. 89 Art: More or Fewer? p. 133 Math: More or Less? Investigate Math p. 9 Count and Combine p. 13 Five Speckled Frogs p. 14 Make a Snake p. 19 One Elephant p. 43 Roll the Dice!
2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.	2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one.
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. 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	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 Investigate Math p. 16 Hop Along Frog p. 19 One Elephant p. 31 Hardware Store
2.3 Understand that putting two groups of objects together will make a bigger group.	2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.
Teacher Guides	Teacher Guides

<p>Just for Threes More Songs, Chants, Rhymes, and Games p. 18 Five Little Fingers p. 21 Here Is a Beehive p. 51 Relaxing Flowers</p> <p>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</p> <p>Investigate Math p. 3 Counting Strips p. 5 Elephant Play p. 9 Count and Combine</p>	<p>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</p> <p>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</p>
<p>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).</p>	<p>2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.</p>
<p>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</p> <p>Investigate Math p. 3 Counting Strips p. 5 Elephant Play p. 9 Count and Combine</p>	<p>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</p> <p>Healthy You p. 69 Math: Hide and Seek</p> <p>Finny, Feathery, Furry Friends pp. 86–87 Math</p> <p>Watch It Grow pp. 86–87 Math</p> <p>Weather Watchers p. 64 Math: The Number 10</p> <p>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</p>

Mathematics	
Algebra and Functions (Classification and Patterning)	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.0 Children begin to sort and classify objects in their everyday environment.	1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.
1.1 Sort and classify objects by <i>one</i> attribute into two or more groups, with increasing accuracy.	1.1 Sort and classify objects by <i>one or more</i> attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).
Teacher Guides Let's Investigate! p. 65 Math: Color Sorting Sacks p. 178 Math: From Small to Large p. 183 Math: Cut to Size p. 200 Readiness: Alike and Different p. 200 Math: Long and Short Investigate Math p. 6 Sort It Out p. 11 How High? p. 12 Color Sorting p. 41 Sandbox Math	Teacher Guides Let's Investigate! p. 65 Math: Color Sorting Sacks p. 178 Math: From Small to Large p. 200 Readiness: Alike and Different Under Construction p. 42 Math: Sorting Finny, Feathery, Furry Friends p. 69 Math: Color, Size, Shape 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)	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
2.0 Children begin to recognize simple, repeating patterns.	2.0 Children expand their understanding of simple, repeating patterns.
2.1 Begin to identify or recognize a simple repeating pattern.	2.1 Recognize and duplicate simple repeating pattern.
Teacher Guides Let's Investigate! p. 113 Math: People Patterns p. 117 Math: Clap, Pat, Clap, Pat Investigate Math p. 8 Pattern Practice p. 18 Match and Munch p. 24 Musical Patterns p. 38 Pattern Relay	Teacher Guides Let's Investigate! p. 113 Math: People Patterns Under Construction p. 89 Literacy: Reread a Shape Story p. 99 Oral Language: Let's Talk About Patterns pp. 102–103 Math: Set the Stage, Tell the Story p. 108 Math: Make and Extend Patterns 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 participate in making one.	2.2 Begin to extend and create simple repeating patterns.
Teacher Guides Just for Threes Extension Activities p. 34 Pantomime Patterns Let's Investigate! p. 113 Math: People Patterns p. 117 Math: Clap, Pat, Clap, Pat Investigate Math p. 18 Match and Munch p. 24 Musical Patterns p. 38 Pattern Relay	Teacher Guides Let's Investigate! p. 113 Math: People Patterns p. 117 Math: Clap, Pat, Clap, Pat Under Construction p. 42 Math: Build a Pattern p. 89 Literacy: Reread a Shape Story p. 103 Math: Make Connections p. 105 Literacy: Reread Laundry Day p. 108 Math: Make and Extend Patterns p. 109 Art: Sponge Print Patterns pp. 158–161 Flapboard: Laundry Day Investigate Math p. 8 Pattern Practice p. 18 Match and Munch p. 24 Musical Patterns p. 38 Pattern Relay

Mathematics	
Measurement	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
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, longer, heavier, or 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 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	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 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 Watch It Grow Math Center: Sorting Seeds
1.2 Order three objects by size.	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 p. 37 Heavy and Light Folk Tale Classics p. 5 Math: Little, Bigger, Much Bigger	Teacher Guides Let's Investigate! p. 178 Math: From Small to Large p. 182 Science: Listening to Sounds Under Construction p. 42 Math: Sorting p. 43 Go! Go! Go!

<p>p. 10 Dramatic Play: Retell The Three Bears</p> <p>Let's Investigate!</p> <p>p. 133 Math: Find a Perfect Match</p> <p>p. 183 Math: Cut to Size</p> <p>p. 200 Math: Long and Short</p> <p>Investigate Math</p> <p>p. 6 Sort It Out</p> <p>p. 7 Duck Pond</p> <p>p. 8 Fill the Space</p> <p>p. 10 Apple Baskets</p> <p>p. 19 Caterpillar Math</p> <p>p. 23 Measuring Height</p>	<p>Finny, Feathery, Furry Friends</p> <p>p. 69 Math: Color, Size, Shape</p> <p>Watch It Grow</p> <p>p. 87 Math: Read the Story</p> <p>p. 103 Math: Tell the Story</p> <p>p. 105 Literacy: Reread a Sorting Story</p> <p>p. 124 Math: The Number 9</p> <p>Investigate Math</p> <p>p. 11 How High?</p> <p>p. 20 Measuring Cardboard Tubes</p> <p>p. 23 Measuring Height</p> <p>p. 183 Cut to Fit</p> <p>p. 200 Long and Short</p> <p>p. 205 Long and Short Worms</p>
	<p>1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.</p>
	<p>Teacher Guides</p> <p>Under Construction</p> <p>p. 43 Go! Go! Go!</p> <p>p. 135 Investigation Celebration: Build Tall Towers</p> <p>Watch It Grow</p> <p>p. 108 Math: Measuring Sunflowers</p> <p>p. 133 Math: How Far Is It?</p> <p>Investigate Math</p> <p>p. 120 Paper Clip Measurements</p>

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

<p>p. 3 Social Studies: The Three Little Pigs Build Houses</p> <p>p. 5 Math: Little, Bigger, Much Bigger</p> <p>Let's Investigate!</p> <p>p. 50 Exploring Blocks</p> <p>p. 50 Build a Tree House</p> <p>Investigate Math</p> <p>p. 5 Marshmallow Math</p> <p>p. 5 Bubble Shapes</p> <p>p. 10 3-D Roll</p> <p>p. 22 3-D Art Prints</p> <p>p. 23 The 3-D Song</p> <p>p. 41 Musical Shapes</p>	<p>p. 42 Math: Can You Make This?</p> <p>p. 69 Math: Snowy Shapes</p> <p>Investigate Math</p> <p>p. 5 Marshmallow Math</p> <p>p. 5 Bubble Shapes</p> <p>p. 10 3-D Roll</p> <p>p. 22 3-D Art Prints</p> <p>p. 23 The 3-D Song</p> <p>p. 41 Musical Shapes</p>
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Mathematics	
Geometry	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
2.0 Children begin to understand positions in space.	2.0 Children expand their understanding of positions in space.
2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.	2.1 Identify positions of objects and people in space, including in/on/ under, up/down, inside/outside, beside/between, and in front/behind.
Teacher Guides Just for Threes Extension Activities p. 33 Do the Color Pokey More Songs, Chants, Rhymes, and Games p. 15 Did You Ever See a Gator? Marvelous Me! Investigation p. 14 Me and My Shadow Let's Investigate! p. 44 Math: Guess My Direction p. 90 Readiness: JT's Near or Far p. 156 Readiness: Left and Right pp. 158–159 Readiness: Left and Right p. 165 Gross Motor Skills: Exercise Like Manny p. 178 Readiness: Opposites pp. 180–181 Readiness: Direction and Position p. 187 Listening: Chuck Says	Teacher Guides Let's Investigate! p. 44 Guess My Direction p. 90 Readiness: JT's Near and Far p. 156 Readiness: Left and Right p. 178 Readiness: Opposites pp. 180–181 Readiness: Direction and Position p. 187 Listening: Chuck Says pp. 192–193 Readiness: Near and Far pp. 234–235 Family Investigation: Scavenger Hunt Under Construction p. 105 Literacy: Letter Hokey Pokey Healthy You p. 34 Gross Motor Skills p. 108 Math: Manny, May I? p. 121 What Do I See? Investigate Math p. 38 Obstacle Course

Mathematics	
Mathematical Reasoning	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.	1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.
1.1 Begin to apply simple strategies to solve mathematical problems in their in their environment.	1.1 Identify and apply a variety of mathematical strategies to solve problems environment.
Teacher Guides Let's Investigate! p. 139 Math: Match a Snack p. 156 Math: More or Less pp. 158–159 Readiness: Left and Right pp. 202–203 Readiness: Alike and Different Investigate Math p. 7 Can You Build It? p. 9 Count and Combine p. 14 How Many Crackers? p. 21 Sandbox Sets p. 31 Hardware Store p. 39 Math Ball	Teacher Guides Let's Investigate! p. 118 Oral Language: Push and Pull p. 119 Oral Language: Wheels p. 139 Math: Match a Snack p. 171 Oral Language: The Handy Person in You Splash and Dig pp.136–137 Build a Boat Watch It Grow p. 48 Blocks: Building with Plants Weather Watchers pp. 136–137 Kites Investigate Math p. 14 How Many Crackers? p. 21 Sandbox Sets p. 31 Hardware Store p. 39 Math Ball