

California
Preschool Learning Foundations
and
The InvestiGator Club[®]

Volume 3 Domains Included in This Document

History-Social Science

Science

History-Social Science	
Self and Society	
1.0 Culture and Diversity	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>1.1 Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.</p>	<p>1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 6 Birthday Celebration p. 26 Self Portrait p. 27 Name Tags 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 p. 18 All Sorts of Clothing p. 19 Is It Me? p. 32 How Do I Feel? Let's Investigate! p. 46 Social Studies: Families p. 65 Social Studies: Family Roles and Traditions p. 68 Social Studies: Family Matters pp. 80 Oral Language: Get Started pp. 88–89 Social Studies p. 94 Fine Art: Art Across Cultures p. 94 Social Studies: Hello, Around the World p. 99 Travel with JT p. 113 Social Studies: Special Me, Special You p. 116 Social Studies: The One and Only You 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. 22 Same and Different p. 28 A Different Perspective</p>	<p>Teacher Guides Let's Investigate! p. 46 Social Studies: Families p. 65 Social Studies: Family Roles and Traditions p. 68 Social Studies: Family Matters pp. 88–89 Social Studies p. 94 Fine Art: Art Across Cultures p. 113 Social Studies: Special Me, Special You p. 116 Social Studies: The One and Only You! Under Construction p. 59 Oral Language: Off to Work p. 68 Fine Art: Bridge Tower p. 84 Social Studies: Community Workers Healthy You p. 44 Social Studies: Same and Different Game p. 65 Social and Emotional: Alike and Different p. 84 Social Studies: Food Around the World Finny, Feathery, Furry Friends p. 65 Social and Emotional: Show You Care Watch It Grow p. 48 Local Crops p. 68 Fine Art: Sunflowers p. 124 Social and Emotional: Kabob Crew Weather Watchers pp. 126–127 Storytelling Classics Building Social and Emotional Skills p. 22 Same and Different p. 28 A Different Perspective</p>

History-Social Science	
Self and Society	
2.0 Relationships	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.</p>	<p>2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.</p>
<p>Teacher Guides Just for Threes Marvelous Me! Investigation p. 28 Musical Hoop-Dee-Dee p. 34 All Around the Block</p> <p>Let's Investigate! p. 36 Outdoor Play p. 91 Math: One to One p. 160 Social Studies: We Know What We Need p. 177 Social Studies: Build a Neighborhood pp. 202–203 Readiness: Alike and Different pp. 232–233 Investigation Celebration</p> <p>Building Social and Emotional Skills p. 26 Play an Animal Game p. 36 A Beach Ball Kind of Day</p> <p>Components Outdoor Creative Play and Learning Cards Card 1: Marching Band Card 14: Hen, Chicks, and Fox Card 15: Imagine New Places Card 20: Follow the Footsteps</p>	<p>Teacher Guides Let's Investigate! p. 51 Dramatic Play: Props and Costumes p. 65 Social Studies: Family Roles and Traditions p. 68 Social Studies: Family Matters p. 104 Back to School: Getting to Know the Teacher p. 208 Back to School: Busy Bees pp. 232–233 Investigation Celebration</p> <p>Under Construction p. 49 Dramatic Play: Hardware Store p. 65 Social and Emotional: Play a Sharing Game p. 107 Social and Emotional: Read the Story pp. 232–233 Investigation Celebration</p> <p>Healthy You pp. 134–135: Investigation Celebration</p> <p>Finny, Feathery, Furry Friends p. 48 Build a Farm p. 49 Dramatic Play: At the Vet's pp. 136–137 Feathery Feeders</p> <p>Splash and Dig p. 49 Dramatic Play: Beach Outing p. 49 Dramatic Play: Act Out Water Animals p. 133 Listening: River Statues</p> <p>Watch It Grow p. 49 Dramatic Play: Produce Stand</p> <p>Weather Watchers p. 37 Sunshine Spread</p> <p>Building Social and Emotional Skills p. 45 Art: Beach Mural p. 47 Sand and Water: Mountains</p> <p>Components Outdoor Creative Play and Learning Cards Card 1: Marching Band Card 14: Hen, Chicks, and Fox Card 15: Imagine New Places Card 20: Follow the Footsteps</p>

History-Social Science	
Self and Society	
3.0 Social Roles and Occupations	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>3.1 Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.</p>	<p>3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 17 People Placemats Marvelous Me! p. 30 My Family Tree p. 33 People Match-Up More Songs, Chants, Rhymes, and Games p. 50 Game: Red Light, Green Light</p> <p>Let's Investigate! p. 51 Dramatic Play: Props and Costumes p. 65 Social Studies: Family Roles and Traditions p. 103 Oral Language: Make Connections p. 126 Back to School: School Helpers p. 142 Back to School: Helper Chart p. 148 Back to School: School Tour p. 169 Oral Language: Make Connections p. 192 Back to School: Classroom Jobs p. 201 Social Studies: What's My Job?</p> <p>Building Social and Emotional Skills p. 21 You Can Ask Me p. 32 Don't Leave!</p>	<p>Teacher Guides Let's Investigate! p. 51 Dramatic Play: Props and Costumes p. 65 Social Studies: Family Roles and Traditions p. 103 Oral Language: Make Connections p. 126 Back to School: School Helpers p. 142 Back to School: Helper Chart p. 148 Back to School: School Tour p. 169 Oral Language: Make Connections p. 192 Back to School: Classroom Jobs p. 201 Social Studies: What's My Job?</p> <p>Under Construction p. 84 Social Studies: Community Workers p. 116 Oral Language</p> <p>Healthy You p. 44 Social Studies: Doctor's Office p. 113 Dramatic Play: All Kinds of Doctors</p> <p>Finny, Feathery, Furry Friends p. 44 Social Studies: Daily Pet Care p. 44 Social Studies: Tools of the Trade Sort p. 59 Oral Language: Pet Talk</p> <p>Building Social and Emotional Skills p. 21 You Can Ask Me p. 32 Don't Leave!</p> <p>STEAM and Literacy Challenge p. 75 Writing: Look Who's Talking! p. 142 Social Studies: Family Helpers</p>

History-Social Science	
Becoming a Preschool Community Member (Civics)	
1.0 Skills for Democratic Participation	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.</p>	<p>1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 14 The InvestiGator Clubhouse Investigation p. 16 Watch It Grow Leaf Collection Investigation More Songs, Chants, Rhymes, and Games p. 37 Manny, May I? p. 63 This Is the Way Marvelous Me! Investigation p. 28 Musical Hoop-Dee-Doo</p> <p>Let's Investigate! p. 39 Establish Set-Up/Cleanup Routines p. 186 Back to School: Classroom Rules p. 208 Back to School: Busy Bees</p> <p>Building Social and Emotional Skills p. 27 Do Your Own Thing p. 34 Play By the Rules p. 37 Chariot Races p. 39 Three Pigs on the Playground</p>	<p>Teacher Guides Under Construction p. 51 Dramatic Play: Props and Costumes p. 65 Social and Emotional: Play a Sharing Game p. 107 Social and Emotional: Read the Story p. 208 Back to School: Busy Bees</p> <p>Healthy You p. 44 Social Studies: Same and Different p. 48 Drive-Through Restaurant pp. 63 Early Writing: Role Play pp. 107 Social Emotional: Read the Story</p> <p>Finny, Feathery, Furry Friends pp. 134–135 Investigation Celebration pp. 136–137 Feathery Feeders</p> <p>Splash and Dig p. 47 Sand and Water: Mountains p. 133 Dramatic Play: What Comes Next?</p> <p>Building Social and Emotional Skills p. 45 Art: Beach Mural p. 47 Sand and Water: Mountains</p> <p>Components Center Cards Splash and Dig Sand and Water Center: Mountains</p>

History-Social Science	
Becoming a Preschool Community Member (Civics)	
2.0 Responsible Conduct	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.</p>	<p>2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 6 Chuck's Safety Tip p. 44 Clubhouse Construction p. 45 Clubhouse Painting More Songs, Chants, Rhymes, and Games p. 37 Manny, May I? p. 63 This Is the Way Marvelous Me! Investigation p. 24 No More Germs!</p> <p>Let's Investigate! p. 39 Establish Set-Up/Cleanup Routines p. 39 Establish Good Table Manners p. 47 Art: Painting Pals p. 170 Back to School: Fire Safety p. 186 Back to School: Classroom p. 186 Back to School: Classroom Rules p. 208 Back to School: Busy Bees p. 214 Back to School: A Community of Learners</p> <p>Building Social and Emotional Skills p. 14 Be a Good Listener p. 15 Use Your Indoor Voice</p>	<p>Teacher Guides Let's Investigate! p. 37 Social and Emotional Development p. 126 Back to School: School Helpers p. 142 Back to School: Helper Chart p. 192 Back to School: Classroom Jobs p. 214 Back to School: A Community of Learners</p> <p>Under Construction p. 35 Social and Emotional p. 107 Social and Emotional: Read the Story p. 124 Social and Emotional: May I Please?</p> <p>Healthy You p. 107 Social and Emotional: Read the Story</p> <p>Finny, Feathery, Furry Friends p. 65 Social and Emotional: Show You Care</p> <p>Watch It Grow p. 84 Social Studies: Robby's Job Chart</p> <p>Weather Watchers p. 44 Social Studies: What Should We Pack? p. 44 Social Studies: Weather Watching</p>

History-Social Science	
Becoming a Preschool Community Member (Civics)	
3.0 Fairness and Respect for Other People	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.</p>	<p>3.1 Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 31 Feelings</p> <p>Let's Investigate! pp. 80–81 Oral Language pp. 168–169 Oral Language</p> <p>Building Social and Emotional Skills p. 10 Dilly and Rosalita Sausalita p. 20 Superheroes p. 20 I Can Help! p. 21 I Know How You Feel p. 25 What Do You Want? p. 30 I'm Sorry!</p>	<p>Teacher Guides Finny, Feathery, Furry Friends p. 65 Social and Emotional: Show You Care pp. 106–107 Social and Emotional p. 124 Social and Emotional: Overcoming Fears p. 133 Literacy: Kindness Counts</p> <p>Splash and Dig p. 131 Shared Writing: Make Connections</p> <p>Building Social and Emotional Skills p. 10 Dilly and Rosalita Sausalita p. 20 Superheroes p. 21 I Know How You Feel p. 30 I'm Sorry!</p>

History-Social Science	
Becoming a Preschool Community Member (Civics)	
4.0 Conflict Resolution	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>4.1 Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.</p>	<p>4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.</p>
<p>Teacher Guides Just for Threes Marvelous Me! p. 37 Friendship Pops</p> <p>Let's Investigate! p. 214 Back to School: A Community of Learners</p> <p>Building Social and Emotional Skills p. 10 Dilly and Manny Salamander p. 14 We Can Compromise p. 18 Talk About It p. 18 Changes, Changes p. 21 You Can Ask Me p. 30 We Can Compromise p. 38 Ramp It Up</p>	<p>Teacher Guides Let's Investigate! p. 214 Back to School: A Community of Learners</p> <p>Under Construction p. 35 Social and Emotional Development p. 65 Social and Emotional: Play a Sharing Game p. 112 Oral Language: Medallion Day</p> <p>Healthy You p. 124 Social and Emotional: Be Prepared!</p> <p>Splash and Dig p. 35 Social and Emotional Development p. 65 Social and Emotional: Puppet Play</p> <p>Watch It Grow p. 84 Social Studies: Robby's Job Chart p. 104 Social Studies: Plan a Town</p> <p>Weather Watchers p. 104 Social Studies: It's a Matter of Opinion p. 124 Social and Emotional: The Picnic is Cancelled</p> <p>Building Social and Emotional Skills p. 10 Dilly and Manny Salamander p. 18 Talk About It p. 30 We Can Compromise</p>

History-Social Science	
Sense of Time (History)	
1.0 Understanding Past Events	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>1.1 Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.</p>	<p>1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.</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! p. 30 Days in Review p. 134 Readiness: Yesterday, Today, Tomorrow p. 135 Social Studies: How We Change Over Time p. 136 Readiness: Time: Set the Stage p. 138 Social Studies: We Grow and Change p. 223 Literacy: Sequence of Events</p>	<p>Teacher Guides Let's Investigate! p. 30 Days in Review p. 83 Social Studies: The Traveler in You p. 134 Readiness: Yesterday, Today, Tomorrow p. 135 Social Studies: How We Change Over Time pp. 136–137 Readiness: Time p. 138 Social Studies: We Grow and Change</p> <p>Healthy You p. 96 Oral Language: Get Started p. 116 Oral Language: Get Started</p> <p>Finny, Feathery, Furry Friends p. 28 Birthdays p. 28 Days in Review</p>

History-Social Science	
Sense of Time (History)	
2.0 Anticipating and Planning Future Events	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
2.1 Anticipate events in familiar situations in the near future, with adult assistance.	2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.
Teacher Guides Just for Threes Extension Activities p. 2 JT's Days in Review Let's Investigate! p. 134 Readiness: Yesterday, Today, Tomorrow	Teacher Guides Let's Investigate! p. 40 Arrival Transitions p. 83 Social Studies: The Traveler in You p. 134 Readiness: Yesterday, Today, Tomorrow Under Construction p. 28 Days in Review Healthy You p. 28 Days in Review

History-Social Science	
Sense of Time (History)	
3.0 Personal History	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>3.1 Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.</p>	<p>3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 2 Birthday Celebration p. 2 JT's Days in Review p. 3 Great Auntie Lu's Featured Artist</p> <p>Let's Investigate! p. 30 Days in Review p. 83 Social Studies: The Traveler in You p. 134 Readiness: Yesterday, Today, Tomorrow p. 135 Social Studies: How We Change Over Time pp. 136–137 Readiness: Time p. 138 Social Studies: We Grow and Change</p>	<p>Teacher Guides Let's Investigate! p. 30 Days in Review p. 83 Social Studies: The Traveler in You p. 134 Readiness: Yesterday, Today, Tomorrow p. 135 Social Studies: How We Change Over Time pp. 136–137 Readiness: Time p. 138 Social Studies: We Grow and Change</p> <p>Healthy You p. 96 Oral Language: Get Started</p>

History-Social Science	
Sense of Time (History)	
4.0 Historical Changes in People and the World	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>4.1 Easily distinguish older family members from younger ones (and other people) and events in the recent past from those that happened “long ago,” although do not readily sequence historical events on a timeline.</p>	<p>4.1 Develop an interest in family history (e.g., when family members were children) as well as events of “long ago,” and begin to understand when these events occurred in relation to each other.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 17 People Placemats Marvelous Me! Investigation p. 30 My Family Tree p. 33 People Match-Up</p> <p>Let’s Investigate! p. 46 Social Studies: Families p. 51 Dramatic Play: Props and Costumes p. 57 Oral Language: I Belong p. 65 Social Studies: Family Roles and Traditions p. 68 Social Studies: Family Matters</p>	<p>Teacher Guides Let’s Investigate! p. 65 Social Studies: Family Roles and Traditions p. 68 Social Studies: Family Matters p. 136 Readiness: Time: Get Started</p> <p>Under Construction p. 41 While You Were Out</p> <p>Watch It Grow p. 126 Storytelling Classics: Get Started</p> <p>Weather Watchers p. 105 Literacy: Write a Story</p>

History-Social Science	
Sense of Place (Geography and Ecology)	
1.0 Navigating Familiar Locations	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>1.1 Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).</p>	<p>1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.</p>
<p>Teacher Guides Just for Threes More Songs, Chants, Rhymes, and Games p. 52 Room Riddles Marvelous Me! Investigation p. 34 All Around the Block p. 35 H is for Home</p> <p>Let's Investigate! p. 46 Social Studies: Classroom Hunt p. 114 Readiness: Names and Addresses: Set the Stage pp. 176–177 Social Studies: Build a Neighborhood</p>	<p>Teacher Guides Let's Investigate! p. 72 Back to School: My Space, Your Space p. 82 Back to School: Name Song pp. 114–115 Readiness: Names and Addresses p. 148 Back to School: School Tour pp. 176–177 Social Studies p. 223 Social Studies: City and Country Graph p. 230 Back to School: Personal Space</p> <p>Under Construction p. 48 Block Town p. 59 Oral Language: What Do You See? p. 68 Fine Art: Bridge Tower p. 89 Art: Shapley Homes</p> <p>Splash and Dig pp. 96–97 Oral Language</p> <p>Watch It Grow pp. 56–57 Oral Language p. 58 Oral Language: Explore a Rain Forest</p> <p>Weather Watchers p. 45 Night Pictures pp. 116–117 Oral Language</p>

History-Social Science	
Sense of Place (Geography and Ecology)	
2.0 Caring for the Natural World	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>2.1 Show an interest in nature (including animals, plants, and weather) especially as children experience it directly. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals.</p>	<p>2.1 Show an interest in a wider range of natural phenomena, including those outside direct experience (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).</p>
<p>Teacher Guides Just for Threes Extension Activities p. 18 Is It Red, Yellow, or Blue? p. 18 Loudest to Softest p. 28 Loud and Soft More Songs, Chants, Rhymes, and Games p. 10 Chick, Chick, Peep, Peep p. 43 Ocean Clues Marvelous Me! Investigation p. 6 Sounds All Around</p> <p>Let's Investigate! p. 192 Back to School: Classroom Jobs p. 207 Shared Writing: Make a List p. 223 Social Studies: City and Country Graph</p>	<p>Teacher Guides Let's Investigate! pp. 176–177 Social Studies p. 223 Social Studies: City and Country Graph</p> <p>Under Construction p. 59 Oral Language: What Do You See? pp. 76–77 Oral Language p. 78 Oral Language: Room Riddles p. 78 Oral Language: Where Do We Live? p. 89 Art: Shapley Homes p. 93 Oral Language: Moving Day</p> <p>Healthy You p. 48 We Are So Different! pp. 116–117 Oral Language</p> <p>Splash and Dig p. 44 Social Studies: Let's Recycle p. 84 Social Studies: Ocean in a Bottle p. 104 Social Studies: Drinking Water pp. 116–117 Oral Language</p> <p>Watch It Grow p. 47 Sand and Water: Make a Garden p. 104 Social Studies: Plan a Town p. 119 Oral Language: Dirt Detectives pp. 126–127 Storytelling Classics</p> <p>Weather Watchers p. 44 Social Studies: Weather Watching p. 48 Build a Castle pp. 116–117 Oral Language</p>

History-Social Science	
Sense of Place (Geography and Ecology)	
3.0 Understanding the Physical World Through Drawings and Maps	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>3.1 Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.</p>	<p>3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 12 Finny, Feathery, Furry Friends Investigation Marvelous Me! Investigation p. 6 Sounds All Around p. 61 The Sun</p> <p>Let's Investigate! p. 90 Science: Investigators Look</p>	<p>Teacher Guides Let's Investigate! p. 90 Science: Investigators Look pp. 114–115 Readiness: Names and Address p. 148 Back to School: School Tour p. 177 Social Studies: Build a Neighborhood</p> <p>Under Construction p. 48 Block Town pp. 54–55 Investigation Station p. 57 Oral Language: Play a Game</p> <p>Splash and Dig pp. 96–97 Oral Language</p> <p>Watch It Grow p. 119 Oral Language: Dirt Detectives</p> <p>Weather Watchers p. 79 Oral Language: The Sun pp. 122–123 Science</p>

History-Social Science	
Marketplace (Economics)	
1.0 Exchange	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>1.1 Understand ownership, limited supply, what stores do, give-and-take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins.</p>	<p>1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).</p>
<p>Teacher Guides Just for Threes Extension Activities p. 8 Let's Investigate! Investigation More Songs, Chants, Rhymes, and Games p. 50 Game: Red Light, Green Light</p> <p>Let's Investigate! p. 51 Dramatic Play: Props and Costumes p. 126 Back to School: School Helpers p. 157 Social Studies: We Have Needs p. 160 Social Studies: We Know What We Need p. 192 Back to School: Classroom Jobs p. 201 Social Studies: What's My Job?</p>	<p>Teacher Guides Let's Investigate! p. 201 Social Studies: What's My Job?</p> <p>Under Construction p. 59 Oral Language: Off to Work</p> <p>Finny, Feathery, Furry Friends p. 44 Social Studies: Tool of the Trade Sort p. 49 Dramatic Play: At the Vet's</p> <p>Watch It Grow p. 49 Dramatic Play: Produce Stand pp. 116–117 Oral Language p. 132 Dramatic Play: Farm to Store Role Play</p> <p>Weather Watchers p. 42 Math: How Much Do They Cost?</p>

Science	
Scientific Inquiry	
1.0 Observation and Investigation	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>1.1 Demonstrate curiosity and raise simple questions about objects and events in their environment.</p> <p>Teacher Guides Just for Threes Extension Activities p. 16 Watch It Grow Leaf Collection Investigation p. 29 It's in the Bag! More Songs, Chants, Rhymes, and Games p. 61 The Sun Marvelous Me! Investigation p. 6 Sounds All Around Me p. 24 No More Germs!</p> <p>Let's Investigate! p. 45 Science Stuff pp. 78–79 Investigation Station pp. 198–199 Science</p>	<p>1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.</p> <p>Teacher Guides Let's Investigate! pp. 78–79 Investigation Station pp. 110–111 Science p. 135 Science: Investigators Try and Record pp. 198–199 Science</p> <p>Under Construction pp. 54–55 Investigation Station p. 85 Science: Gather Water Data p. 104 Science: Rocks Rock!</p> <p>Healthy You p. 43 Your Sense of Touch p. 104 Science: Clues to Healthy Habits</p> <p>Finny, Feathery, Furry Friends pp. 54–55 Investigation Station p. 104 Science: A Closer Look at Frogs</p> <p>Splash and Dig p. 42 Float or Sink? p. 47 Water Play p. 48 Water Maze pp. 122–123 Science</p> <p>Weather Watchers pp. 54–55 Investigation Station p. 104 Science: Make Lightning</p> <p>STEAM and Literacy Challenge p. 31 Science: Body Reminders p. 75 Science: Ears Hear p. 103 Science: Daily Chart p. 107 Science: Compass Rose</p>
<p>1.2 Observe objects and events in the environment and describe them.</p> <p>Teacher Guides Just for Threes Marvelous Me! Investigation pp. 1–2 I Can Bend and Move p. 3 Make a Texture Book p. 4 Taste Buddies p. 5 Sniff and Tell pp. 6–7 Sounds All Around Me p. 8 Take a Closer Look p. 9 My Five Senses</p>	<p>1.2 Observe objects and events in the environment and describe them in greater detail.</p> <p>Teacher Guides Let's Investigate! p. 78–79 Investigation Station p. 178 Math: From Small to Large p. 200 Readiness: Alike and Different p. 203 Readiness: Sorting Things</p> <p>Under Construction p. 42 Sorting p. 43 That's a Match pp. 54–55 Investigation Station</p>

<p>Let's Investigate! p. 78–79 Investigation Station p. 135 Science: Investigators Try and record pp. 202–203 Readiness: Alike and Different pp. 234–235 Scavenger Hunt</p>	<p>Healthy You p. 43 Your Sense of Touch</p> <p>Splash and Dig p. 37 Frozen Juice Treats p. 47 Water Play p. 104 Science: Fresh or Salt?</p> <p>Watch It Grow p. 37 Fruits and Seeds p. 43 Peek at a Pocket p. 98 Oral Language: Guess My Category p. 104 Where Does It Go? p. 129 Art: Apple Prints</p> <p>STEAM and Literacy Challenge p. 13 Writing: Describing Words</p>
<p>1.3 Begin to identify and use, with adult support, some observation and measurement tools.</p>	<p>1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 7 Watch It Grow Flowers Investigation: Part 1 Marvelous Me! Investigation p. 8 Take a Closer Look p. 15 Mirror, Mirror p. 16 Fingerprint Critters</p> <p>Let's Investigate! p. 45 Science: Science Stuff p. 45 Science: Safe Scientists p. 111 Science: Experiment with Magnets p. 231 Oral Language: The InvestiGator in You</p>	<p>Teacher Guides Let's Investigate! pp. 78–79 Investigation Station p. 111 Science: Experiment with Magnets p. 135 Science: Investigators Try and Record pp. 234–235: Scavenger Hunt</p> <p>Under Construction pp. 54–55 Investigation Station p. 123 Science: Read the Story</p> <p>Healthy You pp. 54–55 Investigation Station p. 116 Oral Language: Set the Stage, Get Started</p> <p>Splash and Dig p. 47 Sand and Water: Water Play p. 48 Water Maze</p> <p>Watch It Grow p. 55 Think About It, Make Meaning</p> <p>Weather Watchers pp. 54–55 Investigation Station p. 79 Oral Language: The Sun p. 79 Oral Language: What is the Sun? p. 85 Science: Sun and Shadows</p>
<p>1.4 Compare and contrast objects and events and begin to describe similarities and differences.</p>	<p>1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 18 Loudest to Softest</p>	<p>Teacher Guides Let's Investigate! p. 156 Math: More or Less p. 161 Math: A Living Graph</p>

<p>p. 31 Fun with Green More Songs, Chants, Rhymes, and Games p. 27 I Spy p. 67 What Is It? Marvelous Me! Investigation p. 3 Make a Texture Book p. 37 Heavy and Light Folk Tale Classics p. 5 Math: Little, Bigger, Much Bigger p. 11 Math: From Small to Large Bears</p> <p>Let's Investigate! p. 200 Readiness: Alike and Different p. 200 Math: Long and Short pp. 202–203 Readiness: Alike and Different p. 235 Scavenger Hunt: Think About It</p>	<p>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 pp. 202–203 Readiness: Alike and Different p. 235 Scavenger Hunt: Think About It</p> <p>Under Construction p. 43 That's a Match p. 64 Science: Observe and Compare</p> <p>Finny, Feathery, Furry Friends pp. 54–55 Investigation Station</p> <p>Splash and Dig p. 59 Oral Language: Changing Water p. 64 Science: Gathering Water Data p. 125 Science: Reread a Muddy Story</p> <p>Watch It Grow p. 99 Oral Language: All About Soil</p> <p>Weather Watchers p. 85 Science: Sun and Shadows</p>
<p>1.5 Make predictions and check them, with adult support, through concrete experiences.</p>	<p>1.5 Demonstrates an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect).</p>
<p>Teacher Guides Just for Threes More Songs, Chants, Rhymes, and Games p. 46 Our Snowman</p> <p>Let's Investigate! pp. 66–67 Readiness: Colors pp. 78–79 Investigation Station p. 111 Science: Experiment with Magnets p. 135 Science: Investigators Try and Record pp. 198–199 Science p. 179 Science: Loud and Quiet Sounds p. 199 Science: Investigate Ants and Food</p>	<p>Teacher Guides Let's Investigate! pp. 66–67 Readiness: Colors pp. 78–79 Investigation Station p. 135 Science: Investigators Try and Record p. 179 Science: Loud and Quiet Sounds pp. 198–199 Science</p> <p>Under Construction p. 43 Science: Go! Go! Go! pp. 54–55 Investigation Station pp. 136–137 Wagon Wash</p> <p>Healthy You pp. 54–55 Investigation Station</p> <p>Finny, Feathery, Furry Friends p. 64 Science: Gathering Pet Data</p> <p>Splash and Dig p. 43 Float or Sink? p. 47 Mountains p. 48 Water Maze p. 85 Science: Rubber Blubber Gloves</p> <p>Weather Watchers p. 47 Oceans and Weather</p>

	pp. 54–55 Investigation Station
1.6 Make inferences and form generalizations based on evidence.	1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence.
<p>Teacher Guides Just for Threes Extension Activities p. 8 Let’s Investigate! Investigation p. 12 Finny, Feathery, Furry Friends Investigation Marvelous Me! Investigation p. 4 Taste Buddies p. 5 Sniff and Tell p. 6 Sounds All Around Me p. 8 Take a Closer Look</p> <p>Let’s Investigate! pp. 66–67 Readiness: Colors pp. 78–79 Investigation Station p. 111 Science: Experiment with Magnets p. 179 Science: Loud and Quiet Sounds p. 199 Science: Investigate Ants and Food</p>	<p>Teacher Guides Let’s Investigate! p. 64 Science: Gathering Reading Data pp. 66–67 Readiness: Colors pp. 78–79 Investigation Station p. 135 Science: Investigators Try and Record p. 179 Science: Loud and Quiet Sounds p. 226 Science: Investigators Record</p> <p>Under Construction p. 43 Go! Go! Go! pp. 54–55 Investigation Station p. 118 Oral Language: Push and Pull</p> <p>Healthy You pp. 54–55 Investigation Station</p> <p>Finny, Feathery, Furry Friends pp. 54–55 Investigation Station</p> <p>Splash and Dig p. 43 Float or Sink? p. 48 Water Maze</p> <p>Weather Watchers p. 47 Oceans and Weather pp. 54–55 Investigation Station</p>

Science	
Scientific Inquiry	
2.0 Documentation and Communication	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>2.1 Record observations or findings in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, and photos.</p>	<p>2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 12 Finny, Feathery, Furry Friends Investigation p. 18 Is It Red, Yellow, or Blue? Marvelous Me! Investigation p. 4 Taste Buddies p. 6 Sounds All Around Me p. 29 Yummy or Just OK?</p> <p>Let's Investigate! pp. 78–79 Investigation Station p. 199 Science: Investigate Ants and Food p. 226 Science: Investigators Record</p>	<p>Teacher Guides Let's Investigate! p. 64 Science: Gathering Reading Data pp. 78–79 Investigation Station pp. 158–159 Readiness: Left and Right p. 199 Science: Investigate Ants and Food p. 226 Science: Investigators Record pp. 234–235 Scavenger Hunt</p> <p>Under Construction pp. 54–55 Investigation Station p. 85 Science: Gather Water Data p. 104 Science: Rocks Rock!</p> <p>Healthy You pp. 54–55 Investigation Station p. 64 Science: What's Inside Me?</p> <p>Finny, Feathery, Furry Friends pp. 54–55 Investigation Station p. 64 Science: Gathering Pet Data</p> <p>Splash and Dig p. 43 Science: Float or Sink? p. 64 Science: Gathering Water Data</p> <p>Watch It Grow p. 93 Science: Fruit Salad Survey</p> <p>Weather Watchers pp. 54–55 Investigation Station</p>
<p>2.2 Share findings and explanations, which may be correct or incorrect with or without adult prompting.</p>	<p>2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 7 Watch It Grow Flowers Investigation: Part 1 p. 8 Let's Investigate! Investigate p. 9 Under Construction Investigation p. 10 Healthy You Investigation p. 12 Finny, Feathery, Furry Friends Investigation p. 13 Splash and Dig Sand Castle Investigation p. 14 The InvestiGator Clubhouse Investigation p. 15 Watch It Grow Flowers Investigation: Part 2 p. 16 Watch It Grow Leaf Collection Investigation</p>	<p>Let's Investigate! p. 64 Science: Gathering Reading Data pp. 158–159 Readiness: Left and Right pp. 234–235 Scavenger Hunt</p> <p>Under Construction pp. 54–55 Investigation Station p. 85 Science: Gather Water Data</p> <p>Healthy You pp. 54–55 Investigation Station p. 64 Science: What's Inside Me?</p>

<p>p. 16 Weather Watchers Investigation: Part 1 p. 17 Weather Watchers Sidewalk Investigation Marvelous Me! Investigation p. 14 Me and My Shadow p. 15 Mirror, Mirror</p> <p>Let's Investigate! pp. 66–67 Readiness: Colors pp.78–79 Investigation Station pp. 110–111 Science pp. 158–159 Readiness: Left and Right p. 179 Science: Loud and Quiet Sounds pp. 198–199 Science p. 204 Science: Here Comes the Mail!</p>	<p>Finny, Feathery, Furry Friends p. 64 Science: Gathering Pet Data</p> <p>Splash and Dig p. 64 Science: Gathering Water Data</p> <p>Watch It Grow p. 93 Science: Fruit Salad Survey</p> <p>Weather Watchers pp. 54–55 Investigation Station</p> <p>Investigate Math p. 13 Let's Graph It</p>
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Science	
Physical Sciences	
1.0 Properties and Characteristics of Nonliving Objects and Materials	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>1.1 Observe, investigate, and identify the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).</p>	<p>1.1 Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties of objects, and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).</p>
<p>Teacher Guides Just for Threes Extension Activities p. 13 Shape Hunt p. 15 Watch It Grow Flowers Investigation: Part 2 p. 16 Weather Watchers Investigation: Part 1 Marvelous Me! Investigation p. 37 Heavy and Light Folk Tale Classics p. 5 Math: Little, Bigger, Much Bigger p. 11 Math: From Small to Large Bears</p> <p>Let’s Investigate! p. 50 Exploring Blocks p. 181 Readiness: Direction and Position: Follow the Obstacle Course p. 183 Literacy: Word Puzzles</p> <p>Investigate Math p. 33 Time for Tangrams p. 33 Tangram Puzzles</p>	<p>Teacher Guides Let’s Investigate! p. 45 Science Stuff pp. 78–79 Investigation Station p. 178 Math: From Small to Large p. 200 Readiness: Alike and Different p. 203 Readiness: Sorting Things</p> <p>Under Construction p. 42 Sorting</p> <p>Healthy You p. 122 Science: Set the Stage</p> <p>Splash and Dig p. 37 Frozen Juice Treats p. 43 Float or Sink? p. 47 Water Play p. 59 Oral Language: Changing Water p. 104 Science: Fresh or Salt?</p> <p>Watch It Grow p. 43 Peek at a Pocket p. 98 Oral Language: Guess My Category p. 104 Science: Where Does It Go?</p> <p>STEAM and Literacy Challenge p. 8 Science: The Water Cycle p. 13 Writing Describing Words</p>

Science	
Physical Sciences	
2.0 Changes in Nonliving Objects and Materials	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>2.1 Demonstrate awareness that objects and materials can change; explore and describe changes in objects and materials (rearrangement of parts; change in color, shape, texture, temperature).</p>	<p>2.1 Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).</p>
<p>Teacher Guides Just for Threes Extension Activities p. 8 Let’s Investigate! Investigation p. 13 Splash and Dig Sand Castle Investigation p. 37 Mixing Colors</p> <p>Let’s Investigate! p. 45 Science: Science Stuff p. 49 Exploring Water p. 67 Readiness: Colors: Dip Dilly’s Colors p. 69 Math: All Sorts of Colors p. 111 Science: Experiment with Magnets p. 222 Science: Mixing Colors</p>	<p>Teacher Guides Let’s Investigate! pp. 66–67 Readiness: Colors pp. 110–111 Science: Experiment with Magnets p. 222 Science: Mixing Colors</p> <p>Healthy You p. 43 Science: Your Sense of Touch</p> <p>Splash and Dig p. 47 Sand and Water: Water Play p. 59 Oral Language: Changing Water p. 122–123 Science: Read the Story</p>
<p>2.2 Observe and describe the motion of objects (in terms of speed, direction, the ways things move), and explore the effect of own actions (e.g., pushing pulling, rolling, dropping) on making objects move.</p>	<p>2.2 Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.</p>
<p>Teacher Guides Let’s Investigate! pp. 110–111 Science p. 137 Readiness: Time: Make a Sand Clock p. 170 Music: Clap and Step p. 226 Art: Tilt the Colors</p> <p>Building Social and Emotional Skills p. 38 Ramp It Up</p>	<p>Teacher Guides Let’s Investigate! p. 44 Guess My Direction pp. 92–93 Readiness: Near and Far p. 135 Science: Investigators Try and Record pp. 136–137 Readiness: Time</p> <p>Under Construction p. 43 Go! Go! Go! p. 118 Oral Language: Push and Pull p. 119 Oral Language: Wheels</p> <p>Finny, Feathery, Furry Friends p. 119 Oral Language: In the Garden</p> <p>Watch It Grow p. 64 Science: Seeds on the Move!</p> <p>Weather Watchers p. 85 Science: Sun and Shadows p. 98 Oral Language: Tornado in a Jar p. 113 Science: Will It Move?</p> <p>Investigate Math p. 27 Leap Frog</p>

	<p>p. 31 Shadow Play</p> <p>STEAM and Literacy Challenge</p> <p>p. 3 Science: Move It!</p>
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Science	
Life Sciences	
1.0 Properties and Characteristics of Living Things	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>1.1 Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them.</p>	<p>1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 7 Watch It Grow Flowers Investigation: Part 1 p. 12 Finny, Feathery, Furry Friends Investigation p. 15 Watch It Grow Flowers Investigation: Part 2 More Songs, Chants, Rhymes, and Games p. 9 The Caterpillar Marvelous Me! Investigation p. 42 Finger Play: Name the Animals p. 47 Song: Over in the Meadow p. 57 Finger Play: The Squirrel p. 67 Game: What Is It?</p> <p>Let's Investigate! pp. 85 Phonological Awareness: Listen for Animal Sounds p. 119 Shared Writing: Plan a Story p. 199 Science: Investigate Ants and Food p. 224 Math: Long and Short Worms p. 206 Shared Writing: Get Started</p>	<p>Teacher Guides Let's Investigate! p. 205 Math: Long and Short Worms</p> <p>Finny, Feathery, Furry Friends p. 43 Animal Homes p. 47 Water or Land? pp. 54–55 Investigation Station pp. 66–67 Literacy p. 99 Oral Language: For the Birds p. 118 Oral Language: Grasshoppers p. 118 Oral Language: Spiders p. 119 Oral Language: Classroom Nature Walk pp. 122–123 Science</p> <p>Watch It Grow p. 54 Investigation Station: Try It and Try Again pp. 56–57 Oral Language p. 58 Oral Language: From the Forest p. 59 Oral Language: Tell About Pictures p. 64 Science: Seeds on the Move! p. 65 Literacy: Uses for Trees p. 79 Oral Language: Fruit and Vegetable Puppets p. 85 Science in Living Color p. 104 Science: Where Does It Go? pp. 136–137 Planting Party</p> <p>STEAM and Literacy Challenge p. 52 Science: Visiting Frogs</p>
<p>1.2 Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in breathing, walking) in humans and other animals.</p>	<p>1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 10 Healthy You Investigation More Songs, Chants, Rhymes, and Games p. 12 Game: Chuck Says (Version 2) p. 58 Game: Statues p. 65 Song: Wading in the Water Marvelous Me! Investigation pp. 1–2 I Can Bend and Move p. 9 My Five Senses</p> <p>Let's Investigate!</p>	<p>Teacher Guides Let's Investigate! pp. 158–159 Readiness: Left and Right</p> <p>Healthy You p. 33 Science p. 43 Science: What Can My Muscles Do? p. 47 Sand and Water: What Your Hands Can Do p. 49 Dramatic Play: Your Heart Beats pp. 54–55 Investigation Station p. 64 Science: What's Inside Me?</p> <p>Finny, Feathery, Furry Friends</p>

<p>pp. 158–159 Readiness: Left and Right</p>	<p>p. 43 Science: Living and Nonliving p. 123 Science: Read the Story p. 125 Science: Reread a Story</p> <p>Watch It Grow p. 104 Science: Where Does It Go? p. 105: Literacy: Plant Anatomy</p>
<p>1.3 Identify the habitats of people and familiar animals and plants in the environment and begin to realize that living things have habitats in different environments.</p>	<p>1.3 Recognize that living things have habitats in different environments suited to their unique needs.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 12 Finny, Feathery, Furry Friends Investigation p. 41 Hippo Hunt More Songs, Chants, Rhymes, and Games p. 9 The Caterpillar p. 42 Name the Animals p. 43 Ocean Clues p. 67 What Is It?</p>	<p>Teacher Guides Finny, Feathery, Furry Friends p. 41 What Do Animals Need? p. 43 Animal Homes p. 47 Sand and Water: Animal Habitats p. 53 Investigation Launch: Tell the Story p. 113 Oral Language: If I Lived in a Forest pp. 122–123 Science p. 133 Oral Language: Making a Home</p> <p>Watch It Grow p. 38 Farm and Forest pp. 56–57 Oral Language p. 58 Oral Language: Explore a Rain Forest p. 108 Music and Movement: Water Music pp. 136–137 Planting Party</p> <p>STEAM and Literacy Challenge p. 41 Writing: Riddles</p> <p>Components Center Cards Finny, Feathery, Furry Friends Sand and Water Center: Animal Habitats</p>
<p>1.4 Indicate knowledge of the difference between animate objects (animals, people) and inanimate objects. For example, expect animate objects to initiate movement and to have different insides than inanimate objects.</p>	<p>1.4 Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that living things (humans, animals, and plants) undergo biological processes such as growth, illness, healing, and dying.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 7 Watch It Grow Flowers Investigation: Part 1 p. 15 Watch It Grow Flowers Investigation: Part 2 p. 16 Watch It Grow Leaf Collection Investigation More Songs, Chants, Rhymes, and Games p. 13 Rhyme: Daisies p. 51 Finger Play: Relaxing Flowers</p> <p>Let’s Investigate! p. 157 Social Studies: We Have Needs p. 160 Social Studies: We Know What We Need</p>	<p>Teacher Guides Finny, Feathery, Furry Friends p. 43 Science: Living and Nonliving p. 123 Science: Read the Story p. 125 Science: Reread a Story p. 132 Oral Language: Wiggleworms</p> <p>Watch It Grow pp. 56–57 Oral Language p. 59 Oral Language: Tell About Pictures p. 65 Literacy: Uses for Trees p. 79 Oral Language: Fruit and Vegetable Puppets p. 104 Science: Where Does It Go? p. 105: Literacy: Plant Anatomy p. 109 Fine Art: Living or Not</p>

Science	
Life Sciences	
2.0 Changes in Living Things	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>2.1 Observe and explore growth and changes in humans, animals, and plants and demonstrate an understanding that living things change over time in size and in other capacities as they grow.</p>	<p>2.1 Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).</p>
<p>Teacher Guides Just for Threes Extension Activities p. 7 Watch It Grow Flowers Investigation: Part 1 p. 15 Watch It Grow Flowers Investigation: Part 2 p. 39 Revisit the Lapbook: Mystery in the Garden More Songs, Chants, Rhymes, and Games p. 9 The Caterpillar Marvelous Me! Investigation p. 14 I Can Do It!</p> <p>Let's Investigate! p. 199 Science: Investigate Ants and Food</p>	<p>Teacher Guides Let's Investigate! p. 199 Science: Investigate Ants and Food</p> <p>Healthy You p. 85 Science: Animal Exercises</p> <p>Finny, Feathery, Furry Friends p. 33 Science p. 47 Sand and Water: Animal Habitats p. 47 Sand and Water: Water or Land? p. 85 Science: Chicken Egg p. 104 Science: A Closer Look at Frogs pp. 122–123 Science</p> <p>Watch It Grow pp. 54–55 Investigation Station p. 65 Literacy: Uses for Trees p. 105: Literacy: Plant Anatomy</p> <p>STEAM and Literacy Challenge p. 49 Writing: Sentence Punctuation p. 83 Writing: Tree Life Cycle</p>
<p>2.2 Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants.</p>	<p>2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).</p>
<p>Teacher Guides Just for Threes Extension Activities p. 7 Watch It Grow Flowers Investigation: Part 1 p. 15 Watch It Grow Flowers Investigation: Part 2 More Songs, Chants, Rhymes, and Games p. 13 Daisies p. 51 Relaxing Flowers</p> <p>Let's Investigate! p. 157 Social Studies: We Have Needs pp. 190–191 Oral Language</p>	<p>Teacher Guides Let's Investigate! p. 157 Social Studies: We Have Needs p. 160 Social Studies: We Know What We Need</p> <p>Healthy You pp. 66–67 Literacy</p> <p>Finny, Feathery, Furry Friends p. 41 What Do Animals Need? p. 43 Science: Living and Nonliving p. 48 Build a Farm p. 55 Investigation Station: Make Meaning p. 123 Science: Read the Story p. 125 Science: Reread a Story</p> <p>Watch It Grow p. 104 Science: Where Does It Go?</p>

	<p>p. 105: Literacy: Plant Anatomy p. 135–137 Planting Party</p> <p>STEAM and Literacy Challenge p. 31 Science: Body Reminders p. 41 Science: Our Spectacular Skin p. 52 Science: Visiting Frogs p. 72 Social Studies: Healthy Habits p. 89 Science: What’s So Cool About Drinking Water?</p>
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Science	
Earth Sciences	
1.0 Properties and Characteristics of Earth Materials and Objects	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>1.1 Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.</p>	<p>1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 13 Splash and Dig Sand Castle Investigation p. 39 Revisit the Lapbook: Mystery in the Garden More Songs, Chants, Rhymes, and Games p. 46 Rhyme: Our Snowman Marvelous Me! Investigation p. 8 Take a Closer Look p. 37 Heavy and Light</p> <p>Let's Investigate! p. 49 Sand and Water: Exploring Water pp. 78–79 Investigation Station p. 137 Readiness: Time: Make a Sand Clock p. 182 Science: Listening to Sounds</p> <p>Investigate Math p. 7 Duck Pond</p>	<p>Teacher Guides Let's Investigate! pp. 78–79 Investigation Station</p> <p>Under Construction p. 47 Sand and Water: Sand Construction p. 85 Science: Gather Water Data p. 104 Science: Rocks Rock!</p> <p>Splash and Dig p. 47 Sand and Water Play p. 48 Water Maze p. 123 Science: Read the Story, Make Connections p. 125 Science: Reread a Muddy Story</p> <p>Watch It Grow p. 43 Peek at a Pocket p. 56 Go on a Tree Hunt p. 58 Oral Language: From the Forest p. 65 Literacy: Uses for Trees p. 85 Science: In Living Color p. 98 Oral Language: Guess My Category p. 99 Oral Language: All About Soil p. 104 Science: Where Does It Go? p. 119 Oral Language: Dirt Detectives</p> <p>STEAM and Literacy Challenge p. 13 Writing: Describing Words p. 89 Science: What's So Cool About Drinking Water?</p>

Science	
Earth Sciences	
2.0 Changes in the Earth	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>2.1 Observe and describe natural objects in the sky (sun, moon, stars, clouds) and how they appear to move and change.</p>	<p>2.1 Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 5 Manny’s Weather More Songs, Chants, Rhymes, and Games p. 60 Poem: The Storm p. 61 Finger Play: The Sun p. 72 The Wind Marvelous Me! Investigation pp. 20–21 I Can Take Care of Myself</p> <p>Let’s Investigate! p. 136 Science: Investigators Try and Record</p>	<p>Teacher Guides Let’s Investigate! p. 135 Science: Investigators Try and Record</p> <p>Weather Watchers p. 59 Oral Language: Make A Cloud p. 64 Science: Make a Rainbow p. 78 Oral Language: Cloud Watching p. 78 Oral Language: Our Snowman p. 79 Oral Language: The Sun p. 79 Oral Language: What is the Sun? p. 85 Science: Sun and Shadows p. 89 Art: Sun Prints p. 104 Science: Make Lightning p. 123 Science: Make Connections</p> <p>STEAM and Literacy Challenge p. 108 Music: The Man in the Moon</p>
<p>2.2 Notice and describe changes in weather.</p>	<p>2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 5 Manny’s Weather p. 16 Weather Watchers Investigation: Part 1 p. 17 Weather Watchers Sidewalk Investigation p. 42 Weather Watchers Investigation: Part 2 More Songs, Chants, Rhymes, and Games p. 6 Boom, Bang! p. 60 The Storm</p> <p>Let’s Investigate! p. 32 Weather p. 36 Outdoor Play</p>	<p>Teacher Guides Healthy You p. 30 Weather</p> <p>Splash and Dig p. 30 Weather p. 119 Oral Language: Wet and Dry</p> <p>Watch It Grow p. 30 Weather</p> <p>Weather Watchers p. 43 Science: Sequence Game p. 43 Season Sort p. 44 Social Studies: Weather Watching p. 48 Strong Winds pp. 54–55 Investigation Station p. 59 Oral Language: Rainy-Day Walk p. 98 Oral Language: Tornado in a Jar p. 117 Oral Language: Perform the Chant p. 118 Oral Language: Summer Sounds p. 123 Science: Read the Story p. 125 Science: Reread a Weather Story</p> <p>Components Center Cards</p>

	<p>Weather Watchers Science Center: Sequence Game</p> <p>Weather Watchers Social Studies Center: Weather Watching</p> <p>Weather Watchers Blocks Center: Strong Winds</p>
<p>2.3 Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals.</p>	<p>2.3 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 5 Manny’s Weather p. 16 Weather Watchers Investigation: Part 1 p. 17 Weather Watchers Sidewalk Investigation</p> <p>Let’s Investigate! p. 32 Weather</p>	<p>Teacher Guides Let’s Investigate! p. 32 Weather</p> <p>Finny, Feathery, Furry Friends p. 30 Weather</p> <p>Watch It Grow p. 30 Weather p. 59 Oral Language: Tell About Pictures</p> <p>Weather Watchers p. 43 Season Sort p. 116 Oral Language</p> <p>STEAM and Literacy Challenge p. 102 Writing: Different Seasons p. 105 Literacy: Leveled Readers</p>
<p>2.4 Develop awareness of the importance of caring for and respecting the environment, and participate in activities related to its care.</p>	<p>2.4 Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.</p>
<p>Teacher Guides Just for Threes Extension Activities p. 7 Watch It Grow Flowers Investigation: Part 2</p> <p>Let’s Investigate! p. 39 Establish Set-Up/Cleanup Routines p. 192 Back to School: Classroom Jobs p. 207 Shared Writing: Make a List</p>	<p>Teacher Guides Let’s Investigate! p. 301 Safety p. 39 Establish Set-Up/Cleanup Routines</p> <p>Healthy You pp. 116–117 Oral Language</p> <p>Splash and Dig p. 33 Science p. 44 Social Studies: Let’s Recycle p. 58 Oral Language: Splish, Splash p. 64 Science: Gather Water Data p. 84 Social Studies: Ocean in a Bottle p. 126 Storytelling Classics: Tell the Story, Make Connections</p> <p>Watch It Grow p. 47 Sand and Water: Make a Garden p. 73 Social and Emotional: Plant a Tree p. 104 Social Studies: Plan a Town p. 119 Oral Language: Dirt Detectives p. 126 Storytelling Classics</p>