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		
At around 48 months of age	At around 60 months of age	
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.	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.	
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History Co.	sial Caiamaa	
History-Social Science		
Self and Society 2.0 Relationships		
At around 48 months of age	At around 60 months of age	
2.1 Interact comfortably with many peers and	2.1 Understand the mutual responsibilities of	
adults; actively contribute to creating and	relationships; take initiative in developing	
maintaining relationships with a few significant adults and peers.	relationships that are mutual, cooperative, and exclusive.	
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	Components Outdoor Creative Play and Learning Cards	
	Outdoor Creative Play and Learning Cards	
	Card 1: Marching Band Card 14: Hen, Chicks, and Fox	
	Card 14. Herr, Chicks, and Fox Card 15: Imagine New Places	
	Card 13. imagine New Flaces Card 20: Follow the Footsteps	
	Odia 20. i Ollow the i Ootsteps	

History-Social Science			
Self and Society			
	3.0 Social Roles and Occupations		
At around 48 months of age	At around 60 months of age		
3.1 Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.	3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.		
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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. in group activities, the importance of of group decision makes and the views disagree with the magnetic structure.	
At around 48 months of age 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. At around 60 month 1.1 Become involve in group activities, we the importance of control group decision makes rules and the views disagree with the month.	
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. 1.1 Become involve in group activities, the importance of continuous group decision makes rules and the views disagree with the months.	
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understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others. the importance of c group decision make rules and the views disagree with the meaning and the importance of control of the importance of control o	ed as responsible participants
members, although assistance is required in coordinating personal interests with those of others. group decision make rules and the views disagree with the make rules are considered.	with growing understanding of
coordinating personal interests with those of others. rules and the views disagree with the many control of the state of	considering others' opinions,
others. disagree with the m	king, and respect for majority
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	nd and Water Center:
Mountains	

History-Social Science	
Becoming a Preschool Community Member (Civics)	
2.0 Responsible Conduct	
At around 48 months of age	At around 60 months of age
2.1 Strive to cooperate with group expectations to	2.1 Exhibit responsible conduct more reliably as
maintain adult approval and get along with others.	children develop self-esteem (and adult approval)
Self-control is inconsistent, however, especially	from being responsible group members. May also
when children are frustrated or upset.	manage others' behavior to ensure that others
	also fit in with group expectations.
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History-Social Science		
•	ommunity Member (Civics)	
3.0 Fairness and Respect for Other People		
At around 48 months of age	At around 60 months of age	
3.1 Respond to the feelings and needs of others	3.1 Pay attention to others' feelings, more likely to	
with simple forms of assistance, sharing, and turn-	provide assistance, and try to coordinate personal	
taking. Understand the importance of rules that	desires with those of other children in mutually	
protect fairness and maintain order.	satisfactory ways. Actively support rules that	
	protect fairness to others.	
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p. 25 What Do You Want?	p. 30 I'm Sorry!	
p. 30 I'm Sorry!		

History-Social Science		
	Becoming a Preschool Community Member (Civics)	
4.0 Conflict	Resolution	
At around 48 months of age	At around 60 months of age	
4.1 Can use simple bargaining strategies and	4.1 More capable of negotiating, compromising,	
seek adult assistance when in conflict with other	and finding cooperative means of resolving	
children or adults, although frustration, distress, or	conflict with peers or adults, although verbal	
aggression also occurs.	aggression may also result.	
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	p. 18 Talk About It	
	p. 30 We Can Compromise	

History-Social Science	
Sense of Time (History)	
1.0 Understanding Past Events	
At around 48 months of age	At around 60 months of age
1.1 Recall past experiences easily and enjoy	1.1 Show improving ability to relate past events to
hearing stories about the past, but require adult	other past events and current experiences,
help to determine when past events occurred in	although adult assistance continues to be
relation to each other and to connect them with	important.
current experience.	
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History-Social Science	
Sense of Time (History)	
2.0 Anticipating and Planning Future Events	
At around 48 months of age	At around 60 months of age
2.1 Anticipate events in familiar situations in the	2.1 Distinguish when future events will happen,
near future, with adult assistance.	plan for them, and make choices (with adult
	assistance) that anticipate future needs.
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	Healthy You
	p. 28 Days in Review

History-Social Science	
Sense of Time (History)	
3.0 Personal History	
At around 48 months of age	At around 60 months of age
3.1 Proudly display developing skills to attract	3.1 Compare current abilities with skills at a
adult attention and share simple accounts about	younger age and share more detailed
recent experiences.	autobiographical stories about recent
	experiences.
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History-Social Science	
Sense of Time (History)	
4.0 Historical Changes in People and the World	
At around 48 months of age	At around 60 months of age
4.1 Easily distinguish older family members from	4.1 Develop an interest in family history (e.g.,
younger ones (and other people) and events in	when family members were children) as well as
the recent past from those that happened "long	events of "long ago," and begin to understand
ago," although do not readily sequence historical	when these events occurred in relation to each
events on a timeline.	other.
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History-So	cial Science	
Sense of Place (Geography and Ecology)		
	1.0 Navigating Familiar Locations	
At around 48 months of age	At around 60 months of age	
1.1 Identify the characteristics of familiar locations	1.1 Comprehend larger familiar locations, such as	
such as home and school, describe objects and	the characteristics of their community and region	
activities associated with each, recognize the	(including hills and streams, weather, common	
routes between them, and begin using simple	activities) and the distances between familiar	
directional language (with various degrees of	locations (such as between home and school),	
accuracy).	and compare their home community with those of others.	
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History Co.	oial Caianaa
	cial Science graphy and Ecology)
	ne Natural World
At around 48 months of age	At around 60 months of age
2.1 Show an interest in nature (including animals,	2.1 Show an interest in a wider range of natural
plants, and weather) especially as children	phenomena, including those outside direct
experience it directly. Begin to understand human	experience (such as snow for a child living in
interactions with the environment (such as	Southern California), and are more concerned
pollution in a lake or stream) and the importance	about caring for the natural world and the positive
of taking care of plants and animals.	and negative impacts of people on the natural
or taking care or plants and animals.	world (e.g., recycling, putting trash in trash cans).
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History-Soc	cial Science
	graphy and Ecology)
3.0 Understanding the Physical W	orld Through Drawings and Maps
At around 48 months of age	At around 60 months of age
3.1 Can use drawings, globes, and maps to refer	3.1 Create their own drawings, maps, and models;
to the physical world, although often unclear on	are more skilled at using globes, maps, and map
the use of map symbols.	symbols; and use maps for basic problem solving
	(such as locating objects) with adult guidance.
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cial Science	
Marketplace (Economics) 1.0 Exchange	
At around 60 months of age	
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).	
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Science	
Science Scientific Inquiry	
ระเอกเทิ่ะ inquiry 1.0 Observation and Investigation	
At around 48 months of age	At around 60 months of age
1.1 Demonstrate curiosity and raise simple	1.1 Demonstrate curiosity and an increased ability
questions about objects and events in their	to raise questions about objects and events in
environment.	their environment.
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4 0 Observes abitata and construit in the	p. 107 Science: Compass Rose
1.2 Observe objects and events in the	1.2 Observe objects and events in the
environment and describe them. Teacher Guides	environment and describe them in greater detail.
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based on evidence.	to make inferences and form
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p. 93 Science: Fruit Salad Survey Weather Watchers pp. 54–55 Investigation Station 2.2 Share findings and explanations, which may be correct or incorrect with or without adult prompting. Teacher Guides Just for Threes Extension Activities p. 7 Watch It Grow Flowers Investigation p. 10 Healthy You Investigation p. 12 Finny, Feathery, Furry Friends Investigation p. 14 The InvestiGator Clubhouse Investigation p. 15 Watch It Grow Flowers Investigation: Part 2 P. 93 Science: Fruit Salad Survey Weather Watchers pp. 54–55 Investigation 2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail. Let's Investigate! p. 64 Science: Gathering Reading Data pp. 158–159 Readiness: Left and Right pp. 234–235 Scavenger Hunt Under Construction pp. 54–55 Investigation Station Pp. 54–55 Investigation Station Healthy You pp. 54–55 Investigation Station		W (1 % 0	
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2.2 Share findings and explanations, which may be correct or incorrect with or without adult prompting. Teacher Guides Just for Threes Extension Activities p. 7 Watch It Grow Flowers Investigation p. 10 Healthy You Investigation p. 12 Finny, Feathery, Furry Friends Investigation p. 13 Splash and Dig Sand Castle Investigation p. 15 Watch It Grow Flowers Investigation: Part 2 p. 15 Watch It Grow Flowers Investigation p. 15 Watch It Grow Flowers Investigation: Part 2 p. 54–55 Investigation Station 2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail. Let's Investigate! p. 64 Science: Gathering Reading Data pp. 158–159 Readiness: Left and Right pp. 234–235 Scavenger Hunt Under Construction p. 85 Science: Gather Water Data Healthy You pp. 54–55 Investigation Station		Woother Watchers	
2.2 Share findings and explanations, which may be correct or incorrect with or without adult prompting. Teacher Guides Just for Threes Extension Activities p. 7 Watch It Grow Flowers Investigation p. 10 Healthy You Investigation p. 12 Finny, Feathery, Furry Friends Investigation p. 13 Splash and Dig Sand Castle Investigation p. 15 Watch It Grow Flowers Investigation: Part 2 Part 2 2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail. Let's Investigate! p. 64 Science: Gathering Reading Data pp. 158–159 Readiness: Left and Right pp. 234–235 Scavenger Hunt Under Construction pp. 54–55 Investigation Station pp. 85 Science: Gather Water Data Healthy You pp. 54–55 Investigation Station			
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pp. 158–159 Readiness: Left and Right pp. 234–235 Scavenger Hunt p. 8 Let's Investigate! 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 pp. 158–159 Readiness: Left and Right pp. 234–235 Scavenger Hunt Under Construction pp. 54–55 Investigation pp. 85 Science: Gather Water Data Healthy You pp. 54–55 Investigation Station			
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. 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. 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 Under Construction pp. 54–55 Investigation Station pp. 85 Science: Gather Water Data Healthy You pp. 54–55 Investigation Station			
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 p. 12 Finny, Feathery, Furry Friends Investigation p. 13 Splash and Dig Sand Castle Investigation p. 14 The InvestiGator Clubhouse Investigation p. 85 Science: Gather Water Data Healthy You pp. 54–55 Investigation Station 	, ,		
 p. 13 Splash and Dig Sand Castle Investigation p. 14 The InvestiGator Clubhouse Investigation p. 15 Watch It Grow Flowers Investigation: Part 2 p. 15 Watch It Grow Flowers Investigation: Part 2 			
p. 14 The InvestiGator Clubhouse Investigation p. 15 Watch It Grow Flowers Investigation: Part 2 pp. 54–55 Investigation Station			
p. 15 Watch It Grow Flowers Investigation: Part 2 pp. 54–55 Investigation Station		Healthy You	
		pp. 54–55 Investigation Station	
p. 10 Water it Grow Lear Concentrative Sugarior p. 04 Colence. What similar in the:	p. 16 Watch It Grow Leaf Collection Investigation	p. 64 Science: What's Inside Me?	

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

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!

Finny, Feathery, Furry Friends

p. 64 Science: Gathering Pet Data

Splash and Dig

p. 64 Science: Gathering Water Data

Watch It Grow

p. 93 Science: Fruit Salad Survey

Weather Watchers

pp. 54-55 Investigation Station

Investigate Math

p. 13 Let's Graph It

Science	
	Sciences
	of Nonliving Objects and Materials
At around 48 months of age	At around 60 months of age
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).	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).
Teacher Guides	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	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 Under Construction p. 42 Sorting
p. 11 Math: From Small to Large Bears Let's Investigate!	Healthy You p. 122 Science: Set the Stage
p. 50 Exploring Blocks p. 181 Readiness: Direction and Position: Follow the Obstacle Course p. 183 Literacy: Word Puzzles Investigate Math p. 33 Time for Tangrams p. 33 Tangram Puzzles	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. 43 Peek at a Pocket p. 98 Oral Language: Guess My Category p. 104 Science: Where Does It Go?
	p. 8 Science: The Water Cycle p. 13 Writing Describing Words

Science		
Physical Sciences		
	g Objects and Materials	
At around 48 months of age	At around 60 months of age	
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).	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).	
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	Teacher Guides Let's Investigate! pp. 66–67 Readiness: Colors pp. 110–111 Science: Experiment with Magnets p. 222 Science: Mixing Colors	
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	healthy You p. 43 Science: Your Sense of Touch Splash and Dig p. 47 Sand and Water: Water Play p. 59 Oral Language: Changing Water p. 122–123 Science: Read the Story	
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.	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.	
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	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	
Building Social and Emotional Skills p. 38 Ramp It Up	Under Construction p. 43 Go! Go! Go! p. 118 Oral Language: Push and Pull p. 119 Oral Language: Wheels	
	Finny, Feathery, Furry Friends p. 119 Oral Language: In the Garden	
	Watch It Grow p. 64 Science: Seeds on the Move!	
	Weather Watchers p. 85 Science: Sun and Shadows p. 98 Oral Language: Tornado in a Jar p. 113 Science: Will It Move?	
	Investigate Math p. 27 Leap Frog	

p. 31 Shadow Play
STEAM and Literacy Challenge p. 3 Science: Move It!

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

pp. 158–159 Readiness: Left and Right	p. 43 Science: Living and Nonliving p. 123 Science: Read the Story p. 125 Science: Reread a Story
	p. 104 Science: Where Does It Go? p. 105: Literacy: Plant Anatomy
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.	1.3 Recognize that living things have habitats in different environments suited to their unique needs.
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?	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 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. 41 Writing: Riddles Components
	Center Cards Finny, Feathery, Furry Friends Sand and Water Center: Animal Habitats
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.	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.
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	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. 13 Rhyme: Daisies p. 51 Finger Play: Relaxing Flowers Let's Investigate! p. 157 Social Studies: We Have Needs p. 160 Social Studies: We Know What We Need	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

Coli		
	ence	
Life Sciences 2.0 Changes in Living Things		
At around 48 months of age	At around 60 months of age	
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.	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).	
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! Let's Investigate! p. 199 Science: Investigate Ants and Food	Teacher Guides Let's Investigate! p. 199 Science: Investigate Ants and Food Healthy You p. 85 Science: Animal Exercises 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	
2.2 Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants. Teacher Guides Just for Threes	Watch It Grow pp. 54–55 Investigation Station p. 65 Literacy: Uses for Trees p. 105: Literacy: Plant Anatomy STEAM and Literacy Challenge p. 49 Writing: Sentence Punctuation p. 83 Writing: Tree Life Cycle 2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter). Teacher Guides Let's Investigate!	
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 Let's Investigate! p. 157 Social Studies: We Have Needs pp. 190–191 Oral Language	p. 157 Social Studies: We Have Needs p. 160 Social Studies: We Know What We Need Healthy You pp. 66–67 Literacy 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 Watch It Grow p. 104 Science: Where Does It Go?	

p. 105: Literacy: Plant Anatomy p. 135–137 Planting Party
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?

Scie	nce	
Earth Sciences		
1.0 Properties and Characteristics of Earth Materials and Objects		
At around 48 months of age	At around 60 months of age	
1.1 Investigate characteristics (size, weight,	1.1 Demonstrate increased ability to investigate	
shape, color, texture) of earth materials such as	and compare characteristics (size, weight, shape,	
sand, rocks, soil, water, and air.	color, texture) of earth materials such as sand,	
	rocks, soil, water, and air.	
Teacher Guides	Teacher Guides	
Just for Threes	Let's Investigate!	
Extension Activities	pp. 78–79 Investigation Station	
p. 13 Splash and Dig Sand Castle Investigation	Haday Osystosatian	
p. 39 Revisit the Lapbook: Mystery in the Garden	Under Construction	
More Songs, Chants, Rhymes, and Games	p. 47 Sand and Water: Sand Construction p. 85 Science: Gather Water Data	
p. 46 Rhyme: Our Snowman Marvelous Me! Investigation	p. 104 Science: Rocks Rock!	
p. 8 Take a Closer Look	p. 104 Science. Nocks Nock:	
p. 37 Heavy and Light	Splash and Dig	
p. or ribary and Light	p. 47 Sand and Water Play	
Let's Investigate!	p. 48 Water Maze	
p. 49 Sand and Water: Exploring Water	p. 123 Science: Read the Story, Make	
pp. 78–79 Investigation Station	Connections	
p. 137 Readiness: Time: Make a Sand Clock	p. 125 Science: Reread a Muddy Story	
p. 182 Science: Listening to Sounds		
	Watch It Grow	
Investigate Math	p. 43 Peek at a Pocket	
p. 7 Duck Pond	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	
	STEAM and Literacy Challenge	
	p. 13 Writing: Describing Words	
	p. 89 Science: What's So Cool About Drinking	
	Water?	

Cair	nnaa
	ence
Earth Sciences 2.0 Changes in the Earth	
At around 48 months of age	At around 60 months of age
2.1 Observe and describe natural objects in the	2.1 Demonstrate an increased ability to observe
sky (sun, moon, stars, clouds) and how they	and describe natural objects in the sky and to
appear to move and change.	notice patterns of movement and apparent
Teacher Guides	changes in the sun and the moon. Teacher Guides
Just for Threes	Let's Investigate!
Extension Activities	
p. 5 Manny's Weather	p. 135 Science: Investigators Try and Record
More Songs, Chants, Rhymes, and Games	Weather Watchers
p. 60 Poem: The Storm	p. 59 Oral Language: Make A Cloud
p. 60 Foem. The Storm	p. 64 Science: Make a Rainbow
p. 72 The Wind	p. 78 Oral Language: Cloud Watching
Marvelous Me! Investigation	p. 76 Oral Language: Cloud Watching p. 78 Oral Language: Our Snowman
pp. 20–21 I Can Take Care of Myself	p. 79 Oral Language: Our Showman
PP. 20 211 Gail Take Gale of Mysell	p. 79 Oral Language: What is the Sun?
Let's Investigate!	p. 85 Science: Sun and Shadows
p. 136 Science: Investigators Try and Record	p. 89 Art: Sun Prints
p. 100 colonics. invocagators Try and record	p. 104 Science: Make Lightning
	p. 123 Science: Make Connections
	p. 120 Colonico. Marko Colinicollorio
	STEAM and Literacy Challenge
	p. 108 Music: The Man in the Moon
2.2 Notice and describe changes in weather.	2.2 Demonstrate an increased ability to observe,
3	describe, and discuss changes in weather.
Teacher Guides	Teacher Guides
Just for Threes	Healthy You
Extension Activities	p. 30 Weather
p. 5 Manny's Weather	'
p. 16 Weather Watchers Investigation: Part 1	Splash and Dig
p. 17 Weather Watchers Sidewalk Investigation	p. 30 Weather
p. 42 Weather Watchers Investigation: Part 2	p. 119 Oral Language: Wet and Dry
More Songs, Chants, Rhymes, and Games	
p. 6 Boom, Bang!	Watch It Grow
p. 60 The Storm	p. 30 Weather
Let's Investigate!	Weather Watchers
p. 32 Weather	p. 43 Science: Sequence Game
p. 36 Outdoor Play	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
	0
	Components
	Center Cards

	Weather Watchers Science Center: Sequence
	Game
	Weather Watchers Social Studies Center:
	Weather Watching
	Weather Watchers Blocks Center: Strong Winds
2.3 Begin to notice the effects of weather and	2.3 Demonstrate an increased ability to notice and
seasonal changes on their own lives and on	describe the effects of weather and seasonal
plants and animals.	changes on their own lives and on plants and
piants and animals.	animals.
Teacher Guides	Teacher Guides
Just for Threes	
	Let's Investigate!
Extension Activities	p. 32 Weather
p. 5 Manny's Weather	
p. 16 Weather Watchers Investigation: Part 1	Finny, Feathery, Furry Friends
p. 17 Weather Watchers Sidewalk Investigation	p. 30 Weather
Let's Investigate!	Watch It Grow
p. 32 Weather	p. 30 Weather
	p. 59 Oral Language: Tell About Pictures
	Weather Watchers
	p. 43 Season Sort
	p. 116 Oral Language
	p. 110 Oral Language
	STEAM and Literacy Challenge
	p. 102 Writing: Different Seasons
	p. 105 Literacy: Leveled Readers
2.4 Develop awareness of the importance of	2.4 Demonstrate an increased awareness and the
caring for and respecting the environment, and	ability to discuss in simple terms how to care for
participate in activities related to its care.	the environment, and participate in activities
	related to its care.
Teacher Guides	Teacher Guides
Just for Threes	Let's Investigate!
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