

Investi Gator™

CLUB

**2025
Just for
Threes**

Alignment to Florida Early Learning and Developmental Standards For Ages Three and Four

Approved by Florida Division of Early Learning



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Just for Threes

Alignment to the Florida Early Learning and Developmental Standards For Ages Three to Four

The following references are examples of components and teaching in The InvestiGator Club™ Just for Threes Program that align to the **Florida Early Learning and Developmental Standards** for children ages 3–4 years old. The correlation is intended to illustrate the system's approach to these standards, not the comprehensiveness of the program.

| Florida Early Learning and Developmental Standards 2017 | Evidence/ Teacher Guide Page Number(s) |
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| I. Physical Development Domain | |
| Age: 3-4 Years (36-48 Months) | |
| A. Health and Well Being | |
| a. Active Physical Play | |
| 1. Engages in physical activities with increasing balance, coordination, endurance and intensity. | |

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| Benchmark a. Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time) | <p>Each Investigation includes an Outdoor Play Daily Routine designed to provide physical activity ideas. Daily Routines TG p. 34 (Let's Investigate! TG p. 36).</p> <p>Also:</p> <p>Let's Investigate!</p> <p>TG p. 73 Dramatic Play: The Imagination in You</p> <p>TG p. 165 Gross Motor: Exercise Like Manny</p> <p>TG p. 34 Daily Routines: Gross Motor Skills</p> <p>Just for Threes: Extension Activities</p> <p>TG p. 9 Under Construction Investigation</p> <p>Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games</p> <p>TG p. 19 Frog, Frog, Gator</p> <p>TG p. 71 Who Took a Cookie from the Cookie Jar?</p> <p>TG p. 73 Zoned for Bees</p> <p>Just for Threes: Marvelous Me!</p> <p>TG p. 22 J is for Jump</p> |
| b. Safety | |
| 1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in a daily activity. | |
| Benchmark a: (CD) Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool) | <p>Each Investigation includes Daily Routines designed to focus activities on safety. Daily Routines TG p. 29 (Let's Investigate! TG p. 31). Also:</p> <p>Let's Investigate!</p> <p>TG p. 45 Learning Center: Science Stuff</p> <p>TG p. 45 Learning Center: Safe Scientist</p> <p>TG p. 170 Back to School: Fire Safety</p> <p>Just for Threes: Extension Activities</p> <p>TG p. 6 Chuck's Safety Tip</p> <p>Just for Threes: Marvelous Me!</p> <p>TG p. 26 Emergency!</p> |
| c. Personal Care Routines | |
| 1. Responds to and initiates care routines that support personal hygiene | |

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| Benchmark a: Carries out familiar hygiene routines with occasional reminders of how to do them | Let's Investigate! TG p. 38 Daily Routines: Establish Toilet Routines TG p. 38 Daily Routines: Establish Hand-Washing and Tooth Care Routines Just for Threes: Extension Activities TG p. 30 Toothbrushes TG p. 41 Action Words Just for Threes: Marvelous Me! TG pp. 21-22 I Can Take Care of Myself TG p. 24 No More Germs! |
| d. Feeding and Nutrition | |
| 1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices | |
| Benchmark a: Serves self or others by scooping or pouring from containers | Let's Investigate! TG p. 39 Daily Routines: Establish Set-Up/Cleanup Routines Just for Threes: Marvelous Me! TG p. 37 Friendship Pops TG pp. 20-21 I Can Take Care of Myself |
| Benchmark b: Begins to recognize nutritious food choices and healthy eating habits | Each Investigation includes a Snacks Daily Routine designed to provide ideas for nutritional snacks. Daily Routines TG p. 37. Also: Let's Investigate! TG p. 139 Math: Match a Snack Just for Threes: Extension Activities TG p. 10 Healthy You Investigation TG p. 15 Watch It Grow Flowers Investigation: Part 2 Just for Threes: Marvelous Me! TG pp. 20-21 I Can Take Care of Myself TG p. 23 Build a Snack Just for Threes: Folk Tale Classics TG p. 17 Health: Healthy Foods |
| B. Motor Development | |
| a. Gross Motor Development | |

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| 1. Demonstrates use of large muscles for movement, position, strength, and coordination | |
| Benchmark a: Begins to balance, such as on one leg or a beam, for short periods | <p>Each Investigation includes a Gross Motor Skills Daily Routine designed to promote improvement in gross motor skills. Daily Routines TG p. 32 (Let's Investigate! TG p. 36). Also:</p> <p>Let's Investigate! TG p. 143 Gross Motor Skills: Dancer in You TG p. 149 Gross Motor Skills: The Athlete in You TG p. 165 Gross Motor Skills: Exercise Like Manny</p> <p>Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 4 The Bear Went Over the Mountain</p> |
| Benchmark b: Begins to perform some skills, such as jumping for height and hopping | <p>Let's Investigate! TG p. 149 Gross Motor Skills: Athlete in You</p> <p>Just for Threes: Extension Activities TG p. 14 Math Board</p> <p>Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 3 Animals TG p. 31 Jump or Jiggle TG p. 33 Like an Animal</p> <p>Just for Threes: Marvelous Me! TG p. 15 I Can Do It! TG p. 22 J Is for Jump TG p. 25 Movin' and Groovin'</p> |
| Benchmark c: Engages in physical activity that requires strength and stamina for brief periods | <p>Building Social and Emotional Skills TG p. 35 Gross Motor: Bubble Shapes TG p. 35: Gross Motor: Let's Be Frogs TG p. 36: Gross Motor: Click Clack, Down the Track TG p. 38 Gross Motor: Hen, Chicks, and Fox TG p. 40 Gross Motor: Hot Potatoes! TG p. 40 Gross Motor: Follow the Footsteps</p> <p>Just for Threes: Extension Activities TG p. 10 Healthy You Investigation</p> |
| 2. Demonstrates use of large muscles to move in the environment | |

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| Benchmark a: Begins to combine and coordinate two or more motor movements (e.g., runs with long strides showing arm and leg opposition; uses wheelchair to move in classroom) | Building Social and Emotional Skills TG p. 34 Gross Motor: Marching Band TG p. 36 Gross Motor: A Beach Ball Kind of Day TG p. 37 Gross Motor: Hula Hoops in a Row TG p. 37 Gross Motor: Chariot Races TG p. 39 Gross Motor: Obstacle Course Let's Investigate! TG p. 143 Gross Motor Skills: The Dancer in You TG pp. 180–181 Readiness: Direction and Position |
| b. Gross Motor Perception | |
| 1. Uses perceptual information to guide motions and interactions with objects and other people | |
| Benchmark a: Begins to act and move with purpose and recognizes differences in direction, distance and location | Let's Investigate! TG p. 90 JT's Near or Far TG pp. 92-93 Readiness: Near and Far TG pp. 154-155 Literacy TG p. 178 Readiness: Opposites Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 12 Chuck Says (Version 2) TG p. 54 Say and Touch TG p. 58 Statues Just for Threes: Marvelous Me! TG p. 1 I Can Bend and Move |
| Benchmark b: Demonstrates awareness of own body in relation to others | Let's Investigate! TG p. 37 Daily Routines: Social and Emotional TG p. 72 Back to School: My Space, Your Space TG p. 82 Back to School: Name Song TG p. 143 Gross Motor Skills: The Dancer in You TG p. 192 Music: All Kinds of Music |
| c. Fine Motor Development | |
| 1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks | |

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| Benchmark a: Uses various drawing and art tools with developing coordination | Let's Investigate! TG p. 47 Art: Painting Pals TG p. 47 Learning Centers: Initial Prints TG p. 66–67 Readiness: Colors TG p. 183 Math: Cut to Size Just for Threes: Extension Activities TG p. 24 Introduce Triangles TG p. 24 Introduce Squares TG p. 25 Introduce Circles TG p. 28 Make Your Own Stick Puppets: Part 1 TG p. 29 Make Your Own Stick Puppets: Part 2 TG p. 32 Shapes in Art Just for Threes: Marvelous Me! TG p. 14 Me and My Shadow |
| 2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision | |
| Benchmark a: Uses hand-eye coordination to manipulate objects and materials (e.g., completing large-piece puzzles or threading beads with large holes, begins to use scissors) | Let's Investigate! TG p. 39 Daily Routines: Good Table Manners TG pp. 110–111 Science: Experiment with Magnets TG p. 183 Math: Cut to Size Just for Threes: Extension Activities TG p. 24 Introduce Triangles TG p. 24 Introduce Squares TG p. 25 Introduce Circles TG p. 28 Make Your Own Stick Puppets: Part 1 TG p. 29 Make Your Own Stick Puppets: Part 2 TG p. 32 Shapes in Art Just for Threes: Marvelous Me! TG p. 14 Me and My Shadow |
| Benchmark b: Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page) | Just for Threes: Folk Tale Classics TG pp. 1-13 Book Suggestions – each book has Shared Reading Questions that speak to hand-eye coordination in handling books. |
| Florida Early Learning and Developmental Standards 2017 | Submission Evidence and Page Number(s) |
| II. Approaches to Learning Domain | |

| Age: 3 – 4 Years (36-48 Months) | |
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| A. Eagerness and Curiosity | |
| 1. Shows curiosity and is eager to learn new things and have new experiences | Let's Investigate! TG p. 45 Learning Centers: Science Stuff TG pp. 78–79 Investigation: Investigation Station TG pp. 198–199 Small Group: Science |
| B. Persistence | |
| 1. (CD) Sustains attention for brief periods and finds help when needed | Let's Investigate! TG p. 40 Daily Routines: Departure Transitions TG pp. 132–133 Small Group: Math Building Social and Emotional Skills TG p. 37 Hula Hoops in a Row |
| C. Creativity and Inventiveness | |
| 1. Approaches daily activities with creativity and inventiveness | Let's Investigate! TG p. 139 Math: Match a Snack TG p. 171 Oral Language: The Handy Person in You TG pp. 202–203 Readiness: Alike and Different |
| D. Planning and Reflection | |
| 1. Shows initial signs of planning and learning from their experiences | Let's Investigate! TG p. 41 Daily Routines: Tidy-Up Time TG p. 64 Science: Gathering Reading Data TG p. 117 Literacy: Storytelling Necklace TG pp. 202–203 Readiness: Alike and Different |
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| Florida Early Learning and Developmental Standards 2017 | Submission Evidence and Page Number(s) |
| III. Social and Emotional Development Domain | |
| Age: 3-4 Years (36 - 48 Months) | |
| A. Emotional Functioning | |
| 1. Expresses, identifies and responds to a range of emotions | |

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| <p>Benchmark a: (CD) Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused)</p> | <p>Building Social and Emotional Skills TG p. 9 Social and Emotional: Dilly and JT Gator TG p. 10 Social and Emotional: Dilly and Rosalita Sausalita TG p. 14 Social and Emotional: Tell Us How You Feel TG p. 17 Social and Emotional: Show How You Feel TG p. 21: Social and Emotional: I Know How You Feel TG p. 25: Social and Emotional: What Do You Want? TG p. 27: Social and Emotional: We Say Thank You TG p. 30: Social and Emotional: I'm Sorry! Just for Threes: Extension Activities TG p. 41 Action Words Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 23 How Am I Feeling? Just for Threes: Folk Tale Classics TG p. 7 Social and Emotional: Helping and Sharing</p> |
| <p>2. Demonstrates appropriate affect (emotional response) between behavior and facial expression</p> | |
| <p>Benchmark a: (CD) Verbalizes own feelings and those of others</p> | <p>Building Social and Emotional Skills TG p. 10 Social and Emotional: Dilly and Rosalita Sausalita TG p. 17 Social and Emotional: Show How You Feel TG p. 20 Social and Emotional: I Can Help! TG p. 20 Social and Emotional: Superheroes TG p. 21: Social and Emotional: I Know How You Feel TG p. 30: Social and Emotional: I'm Sorry! TG p. 30: Social and Emotional: Helping Others Just for Threes: Extension Activities TG p. 41 Action Words Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 23 How Am I Feeling? Just for Threes: Folk Tale Classics TG p. 7 Social and Emotional: Helping and Sharing</p> |
| <p>B. Managing Emotions</p> | |

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| 1. Demonstrates ability to self-regulate | |
| Benchmark a: (CD) Begins to verbalize their emotions | Building Social and Emotional Skills TG p. 18 Social and Emotional: Changes, Changes TG p. 22 Social and Emotional: I Can Think for Myself TG p. 25 Social and Emotional: Stay Calm! TG p. 29 Social and Emotional: Hello and Goodbye TG p. 29 Social and Emotional: Turtle Talk TG p. 31 Social and Emotional: Tall Like a Tower TG p. 32 Social and Emotional: Don't Leave! TG p. 33 Social and Emotional: Move Your Muscles TG p. 33 Social and Emotional: Don't Stress TG p. 34 Social and Emotional: Marching Band Just for Threes: Extension Activities TG p. 41 Action Words Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 23 How Am I Feeling? Just for Threes: Folk Tale Classics TG p. 7 Social and Emotional: Helping and Sharing |
| 2. Attends to sights, sounds, objects, people and activities | |
| Benchmark a: (CD) Begins to sustain attention for brief period of time in group activities | Building Social and Emotional Skills TG p. 16 Social and Emotional: Clean-Up Time TG p. 23 Social and Emotional: Focus Glasses TG p. 36 Social and Emotional: Click Clack Down the Track TG p. 37 Social and Emotional: Hula Hoops in a Row Let's Investigate! TG p. 41 Daily Routines: Tidy-Up Time TG p. 126 Back to School: School Helpers TG p. 208 Back to School: Busy Bees TG p. 214 Back to School: A Community of Learners |
| C. Building and Maintaining Relationships with Adults and Peers | |

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| 1. Develops positive relationships with adults | |
| Benchmark a: (CD) Develops positive relationships and interacts comfortably with familiar adults | Building Social and Emotional Skills TG 21 Social and Emotional: You Can Ask Me TG p. 29 Social and Emotional: Hello and Goodbye TG p. 32 Social and Emotional: Don't Leave! Let's Investigate! TG p. 40 Daily Routines: Arrival Transitions TG p. 40 Daily Routines: Departure Transitions TG p. 104 Back to School: Getting to Know Teacher TG p. 126 Back to School: School Helpers Just for Threes: Marvelous Me! TG p. 1 I Can Bend and Move TG p. 31 Baby Talk |
| 2. Develops positive relationships with peers | |
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| Benchmark a: (CD) Builds social relationships and becomes more connected to other children | Building Social and Emotional Skills TG p. 19 Social and Emotional: Let's Be Friends TG p. 24 Social and Emotional: Friends Have a Lot in Common TG p. 32 Social and Emotional: Showing Respect TG p. 39 Social and Emotional: Three Pigs on the Playground TG p. 40 Social and Emotional: Follow the Footsteps Let's Investigate! TG pp. 80–81 Opening Circle: Oral Language TG p. 135 Social Studies: How We Change Over Time TG p. 208 Back to School: Busy Bees Just for Threes: Extension Activities TG p. 14 The InvestiGator Clubhouse Investigation Just for Threes: Marvelous Me! TG p. 34 All Around the Block TG p. 36 Share with Me Just for Threes: Folk Tale Classics TG p. 7 Social and Emotional: Helping and Sharing |

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| Benchmark b: (CD) Demonstrates strategies for entry into social play with peers | <p>Let's Investigate! TG p. 56 Back to School: Getting to Know Each Other</p> <p>Building Social and Emotional Skills TG p. 8 Social and Emotional: Dilly and the InvestiGator Club TG p. 10 Social and Emotional: Dilly and Manny Salamander TG p. 11 Social and Emotional: Dilly and Chuck Wood TG p. 17 Social and Emotional: Share-a-Toy TG p. 18 Social and Emotional: Talk About It TG p. 19 Social and Emotional: Take Turns TG p. 26 Social and Emotional: Play an Animal Game TG p. 28 Social and Emotional: A Different Perspective TG p. 30 Social and Emotional We Can Compromise TG p. 32 Social and Emotional: Showing Respect</p> <p>Just for Threes: Extension Activities TG p. 14 The InvestiGator Clubhouse Investigation</p> <p>Just for Threes: Marvelous Me! TG p. 34 All Around the Block TG p. 36 Share with Me</p> <p>Just for Threes: Folk Tale Classics TG p. 7 Social and Emotional: Helping and Sharing</p> |
| Benchmark c: (CD) Develops an initial understanding of bullying | <p>Building Social and Emotional Skills TG p. 12 Social and Emotional: Dilly Hide and Seek TG p. 14 Social and Emotional: Tell Us How You Feel TG p. 16 Social and Emotional: Make Things Right TG p. 18 Social and Emotional: Talk About It TG p. 19 Social and Emotional: Take Turns TG p. 20 Social and Emotional: I Can Help! TG p. 30 Social and Emotional: We Can Compromise TG p. 30 Social and Emotional: I'm Sorry! TG p. 31 Social and Emotional: Helping Others</p> |
| 3. Develops increasing ability to engage in social problem solving | |

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| Benchmark a: (CD) Able to suggest a potential solution to social problems and with adult support is able to follow through | Building Social and Emotional Skills TG p. 14 Social and Emotional: Tell Us How You Feel TG p. 18 Social and Emotional: Talk About It TG p. 18 Social and Emotional: Changes, Changes TG p. 30 Social and Emotional: We Can Compromise TG p. 38 Social and Emotional: Ramp It Up |
| 4. Exhibits empathy by demonstrating care and concern for others | |
| Benchmark a: (CD) Responds to the emotions of others with comforting words or actions | Building Social and Emotional Skills TG p. 25 Social and Emotional: What Do You Want? TG p.28 Social and Emotional: A Different Perspective Just for Threes: Extension Activities TG p. 31 Feelings |
| D. Sense of Identity and Belonging | |
| 1. Develops sense of identity and belonging through play | |
| Benchmark a: (CD) Continues to play with preferred playmates | Each Investigation includes Daily Routines for Outdoor Play (TG p. 34) and Learning Centers (TG pp. 40–49) that build a strong sense of identity and belonging through play. See also: Building Social and Emotional Skills TG p. 19 Social and Emotional: Let's Be Friends TG p. 34 Social and Emotional: Play by the Rules TG p. 34 Social and Emotional: Marching Band TG p. 35 Social and Emotional: Bubble Shapes TG p. 35 Social and Emotional: Jumping Like Frogs TG p. 36 Social and Emotional: Click Clack, Down the Track TG p. 36 Social and Emotional: Animal Charades TG p. 37 Social and Emotional: Dig for Buried Treasure TG p. 39 Social and Emotional: Obstacle Course TG p. 40 Social and Emotional: Hot Potatoes! |

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| 2. Develops sense of identity and belonging through exploration and persistence | |
| Benchmark a: (CD) Continues sustained independent play and participates in more planned group activities | Let's Investigate! TG p. 45 Learning Center: Science Stuff TG p. 47 Learning Center: Painting Pals TG p. 49 Learning Centers: Exploring Water TG p. 51 Learning Centers: Props and Costumes Building Social and Emotional Skills TG p. 27 Social and Emotional: Do Your Own Thing TG p. 39 Social and Emotional: Three Pigs on the Playground |
| 3. Develops sense of identity and belonging through routines, rituals, and interactions | |
| Benchmark a: (CD) Begins to show a willingness to be flexible if routines must change in minor ways | Building Social and Emotional Skills TG p. 18 Social and Emotional: Changes, Changes TG p. 34 Social and Emotional: Sidewalk Art TG p. 36 Social and Emotional: Animal Charades |
| 4. Develops sense of self awareness and independence | |
| Benchmark a: (CD) Increasingly uses words to communicate needs and wants | Building Social and Emotional Skills TG p. 12 Social and Emotional: It's Okay to Be Me TG p. 17 Social and Emotional: Show How You Feel TG p. 25 Social and Emotional: What Do You Want? Let's Investigate! TG p. 83 Oral Language: Getting to Know Dilly and JT TG p. 113 Social Studies: Special Me, Special You TG p. 116 Social Studies: The One and Only You |

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| Benchmark b: (CD) Begins to recognize preferences of others | Building Social and Emotional Skills TG p. 12 Social and Emotional: It's Okay to Be Me TG p. 23 Social and Emotional: Same and Different TG p. 25 Social and Emotional: What Do You Want? TG p.28 Social and Emotional: A Different Perspective Let's Investigate! TG pp. 96–97 Closing Circle: Shared Writing TG p. 215 Literacy: The Curiosity in You |
| Benchmark c: (CD) Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size) | Building Social and Emotional Skills TG p. 22 Social and Emotional: Same and Different Let's Investigate! TG p. 33 Daily Routines: Attendance TG p. 57 Oral Language: I Belong TG p. 113 Social Studies: Special Me, Special You TG p. 116 Social Studies: The One and Only You TG p. 161 Math: A Living Graph |
| Benchmark d: (CD) Begins to identify self as part of a group (e.g., class or family) | Let's Investigate! TG p. 46 Learning Centers: Families TG p. 57 Oral Language: I Belong TG pp. 64–65 Social Studies: Family Roles and Traditions TG p. 68 Social Studies: Family Matters TG p. 164 Back to School: School Song TG pp. 176–177 Small Group: Social Studies TG p. 192 Back to School: Classroom Jobs TG p. 201 Social Studies: What's My Job? TG p. 208 Back to School: Busy Bees TG pp. 212–213 Opening Circle: Oral Language TG p. 214 Back to School: A Community of Learners TG pp. 232–233 Culminating Activity: Investigation Celebration |
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| Florida Early Learning and Developmental Standards 2017 | Submission Evidence and Page Number(s) |
| IV. Language and Literacy Domain | |
| Age: 3-4 Years (36 - 48Months) | |
| A. Listening and Understanding | |

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| 1. Demonstrates understanding when listening | |
| Benchmark a: Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal | Let's Investigate! TG p. 105 Oral Language: Getting to Know Auntie Lu TG pp. 212–213 Opening Circle: Oral Language TG p. 215 Literacy: The Curiosity in You Just for Threes: Extension Activities TG p. 26 Welcome Book TG p. 44 Clubhouse Construction Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 2 Add One More Just for Threes: Marvelous Me! TG p. 6 Sounds All Around Me |
| Benchmark b: Shows understanding by answering factual questions and responding appropriately to what is said | Just for Threes: Extension Activities TG p. 7 Bruno's Bee Mail TG p. 16 Watch It Grow Leaf Collection Investigation TG p. 26 Self Portrait Just for Threes: Marvelous Me! TG p. 6 Sounds All Around Me TG p. 10 We Can Use Sign Language TG p. 18 All Sorts of Clothing TG p. 24 No More Germs Just for Threes: Folk Tale Classics TG p. 2 Literacy: Read <i>The Three Little Pigs</i> TG p. 4 Literacy: Read <i>The Three Billy Goats Gruff</i> TG p. 6 Literacy: Read <i>Little Red Riding Hood</i> TG p. 9 Oral Language: Artist's Chair |
| 2. Increase knowledge through listening | |

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| Benchmark a: Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection | Just for Threes: Extension Activities TG p. 5 Manny's Weather TG p. 8 Let's Investigate! Investigation TG p. 19 We Like to Eat and Drink TG p. 44 Clubhouse Construction |
| Benchmark b: Observes simple aspects of child's world and responds and reacts | Just for Threes: Extension Activities TG p. 23 Say My Name TG p. 31 Feelings Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 59 Stop, Drop, and Roll TG p. 70 Who's Got the Seed? TG p. 71 Who Took a Cookie from the Cookie Jar? Just for Threes: Marvelous Me! TG p. 1 I Can Bend and Move TG p. 11 My Name TG p. 29 Yummy or Just OK? |
| 3. Follows directions | |
| Benchmark a: Achieves mastery of one-step directions and usually follows two-step directions | Let's Investigate! TG pp. 154–155 Small Group: Literacy TG p. 156 Readiness: Left and Right TG p. 170 Back to School: Fire Safety TG p. 187 Listening: Chuck Says Just for Threes: Extension Activities TG p. 48 Project Display Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 19 Frog, Frog, Gator Just for Threes: Marvelous Me! TG p. 1 I Can Bend and Move TG pp. 20-21 I Can Take Care of Myself TG p. 25 Movin' and Groovin' TG p. 28 Musical Hoop-Dee-Do |
| B. Speaking | |
| 1. Speaks and is understood when speaking | |

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| Benchmark a: Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors | Let's Investigate! TG p. 65 Social Studies: Family Roles and Traditions TG p. 72 Oral Language: Sharing Chair TG p. 104 Back to School: Getting to Know the Teacher TG pp. 114–115 Readiness: Names and Addresses TG p. 126 Back to School: School Helpers TG p. 135 Social Studies: How We Change Over Time TG p. 171 Oral Language: The Handy Person in You TG pp. 234–235 Family Investigation Night: Scavenger Hunt |
| C. Vocabulary | |
| 1. Shows an understanding of words and their meanings (receptive) | |
| Benchmark a: Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings) | Let's Investigate! TG pp. 114–115 Readiness: Names and Addresses TG pp. 136–137 Readiness: Time TG pp. 176–177 Readiness: Build a Neighborhood Just for Threes: Extension Activities TG p. 10 Healthy You Investigation TG p. 31 Feelings Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 12 Chuck Says (Version 2) TG p. 23 How Am I Feeling? TG p. 54 Say and Touch TG p. 58 Statues Just for Threes: Marvelous Me! TG pp. 1-2 I Can Bend and Move TG p. 32 How Do I Feel? |

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| Benchmark b: Begins to understand the use of words in different context (including plurals and past tense in speech) | Let's Investigate! TG pp. 92–93 Readiness: Near and Far TG p. 178 Readiness: Opposites TG p. 187 Listening: Chuck Says Just for Threes: Extension Activities TG p. 2 Birthday Celebration TG p. 2 JT's Days in Review Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 46 Our Snowman |
| 2. Uses increased vocabulary to describe objects, actions, and events (expressive) | |
| Benchmark a: Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words) | Let's Investigate! TG p. 201 Social Studies: What's My Job? TG pp. 202–203 Readiness: Alike and Different TG p. 200 Art: Art Tools Just for Threes: Extension Activities TG p. 4 Rosalita's Word of the Week TG p. 13 Shape Hunt TG p. 18 Is It Red, Yellow, or Blue? TG p. 18 Loudest to Softest TG p. 19 We Like to Eat and Drink TG p. 19 All Sorts of Shapes TG p. 27 Mold Clay TG p. 28 Naptime Routines TG p. 35 Artist Tools TG p. 41 Action Words Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 22 Hide and Seek TG p. 42 Name the Animals TG p. 60 The Storm TG p. 67 What Is It? |

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| Benchmark b: Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name) | <p>Let's Investigate! TG p. 157 Social Studies: We Have Needs TG p. 203 Readiness: Alike and Different <i>See also online:</i> More InvestiGator Club Vocabulary Activities Whole-Part Riddles Silly Simon Guess the Object Just for Threes: Extension Activities TG p. 4 Rosalita's Word of the Week TG p. 18 Is It Red, Yellow, or Blue? TG p. 33 Do the Color Pokey TG p. 35 Art Colors TG p. 39 Lines and Colors in Art TG p. 43 Sponge Paint Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 2 Add One More TG p. 27 I Spy Just for Threes: Marvelous Me! TG pp. 11-12 My Name</p> |
| D. Sentences and Structure | |
| 1. Uses appropriate grammar in conversations and increasingly complex phrases and sentences | |
| Benchmark a: Produces utterances of four to five units of meaning in length | <p>Let's Investigate TG p. 98 Closing Circle Time: Sharing Chair Just for Threes: Extension Activities TG p. 19 We Like to Eat and Drink TG p. 42 End-of-Week Sharing Chair TG p. 47 End-of-Year Sharing Chair Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 70 Who's Got the Seed? Just for Threes: Marvelous Me! TG p. 30 My Family Tree Just for Threes: Folk Tale Classics TG p. 9 Oral Language: Artist's Chair TG p. 15 Technology: Record a New Story</p> |

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| Benchmark b: Produces words and phrases using the regular past tense and the regular third person (e.g., “Daddy jumped.” “We’re building.”) | Let’s Investigate! TG p. 56 Back to School: Getting to Know Each Other TG p. 121 Oral Language: Tell Us a Story TG p. 156 Math: More or Less Just for Threes: Extension Activities TG p. 2 Birthday Celebration TG p. 2 JT’s Days in Review Just for Threes: Marvelous Me! TG p. 27 Fun with First Aid TG p. 30 My Family Tree TG p. 33 People Match-Up |
| 2. Connects words, phrases, and sentences to build ideas | |
| Benchmark a: Produces sentences or phrases of two to five words including subject/verb/object (e.g., “Suzy has cookies.” “My shirt’s got blue flowers.”) | Let’s Investigate! TG p. 105 Literacy: The Storyteller in You TG p. 169 Opening Circle: Oral Language TG p. 185 Closing Circle: Shared Writing Just for Threes: Extension Activities TG p. 19 We Like to Eat and Drink TG p. 42 End-of-Week Sharing Chair TG p. 47 End-of-Year Sharing Chair Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 70 Who’s Got the Seed? Just for Threes: Marvelous Me! TG p. 30 My Family Tree |
| Benchmark b: Asks more complex questions beginning with “is” (e.g., “Is David here?” “What was for lunch?”) | Let’s Investigate! TG p. 169 Opening Circle Time: Oral Language TG p. 185 Closing Circle Time: Shared Writing Just for Threes: Marvelous Me TG p. 29 Yummy or Just OK? TG p. 31 Baby Talk Just for Threes: Folk Tale Classics TG p. 4 Dramatic Play: Act Out the Story TG p. 9 Oral Language: Artist’s Chair |

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| Benchmark c: Uses conjunctions “and” and sometimes “because” in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs) | Just for Threes: Extension Activities TG p. 8 Let’s Investigate! Investigation TG p. 12 Finny, Feathery, Furry Friends Investigation TG p. 14 Watch It Grow Flowers Investigation: Part 2 TG p. 27 Mold Clay TG p. 28 Naptime Routines TG p. 31 Fun with Green Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 39 Mary Wore a Red Dress TG p. 40 Mirror, Mirror on the Wall Just for Threes: Marvelous Me! TG p. 8 Take a Closer Look TG p. 13 My Own Bag |
| E. Conversation | |
| 1. Uses nonverbal and verbal communication and language to express needs and feelings, share experiences, and resolve problems | |
| Benchmark a: Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information | Let’s Investigate! TG p. 72 Back to School: My Space, Your Space TG p. 98 Back to School: Mirror Me TG p. 230 Back to School: Personal Space TG p. 112 Oral Language: I’m a Good Listener Just for Threes: Extension Activities TG p. 1 Dramatic Play with Dilly and Friends Puppet Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 51 Relaxing Flowers Just for Threes: Marvelous Me! TG p. 5 Sniff and Tell TG p. 8 Take a Closer Look TG p. 17 Happy Birthday! TG pp. 20-21 I Can Take Care of Myself |
| 2. Asks questions, and responds to adults and peers in a variety of settings | |

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| Benchmark a: Asks and responds to increasingly longer and more complex sentences and simple questions | <p>Let's Investigate! TG p. 120 Oral Language: Sharing Chair TG p. 186 Back to School: Classroom Rules TG p. 214 Back to School: A Community of Learners TG p. 230 Back to School: Personal Space</p> <p>Just for Threes: Extension Activities TG p. 1 Nightlight Jungle Safari TG p. 5 Manny's Weather TG p. 8 Let's Investigate! Investigation TG p. 13 Splash and Dig Castle Investigation TG p. 16 Weather Watchers Investigation: Part 1 TG p. 28 Naptime Routines TG p. 34 Textures in Art</p> <p>Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 9 The Caterpillar TG p. 34 Little Miss Muffet</p> <p>Just for Threes: Folk Tale Classics TG p. 3 Literacy: Write About <i>The Three Little Pigs</i></p> |
| 3. Demonstrates understanding of the social conventions of communication and language use | |
| Benchmark a: Demonstrates awareness of nonverbal conversational rules | <p>Let's Investigate! TG p. 98 Closing Circle: Back to School: Mirror Me TG p. 72 Closing Circle: Back to School: My Space, Your Space TG p. 230 Back to School: Personal Space</p> <p>Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 40 Mirror, Mirror on the Wall</p> <p>Just for Threes: Marvelous Me! TG p. 32 How Do I Feel?</p> |

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| Benchmark b: Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation) | Building Social and Emotional Skills TG p. 15 Social and Emotional: Use Your Indoor Voice TG p. 18 Social and Emotional: Talk About It TG p. 19 Social and Emotional: Let's Be Friends TG p. 34 Social and Emotional: Play by the Rules Let's Investigate! TG p. 98 Back to School: Mirror Me TG p. 39 Daily Routines: Establish Good Table Manners Just for Threes: Extension Activities TG p. 5 Dilly and Manny Share TG p. 14 The InvestiGator Clubhouse Investigation TG p. 44 Clubhouse Construction Just for Threes: Marvelous Me! TG p. 10 We Can Use Sign Language TG p. 34 All Around the Block |
| Benchmark c: Begins to match language to social and academic contexts (e.g., uses volume appropriate to context) | Building Social and Emotional Skills TG p. 15 Social and Emotional: Use Your Indoor Voice Let's Investigate! TG p. 104 Back to School: Getting to Know the Teacher TG p. 121 Oral Language: Tell Us a Story TG p. 126 Back to School: School Helpers Just for Threes: Marvelous Me! TG p. 6 Sounds All Around Me |
| F. Emergent Reading | |
| 1. Shows motivation for and appreciation of reading | |

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| <p>Benchmark a: Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others</p> | <p>Let's Investigate! TG p. 42 Learning Center: Reading Practice TG p. 69 Literacy: Read Around the Room TG p. 139 Literacy: Have a Book Parade! Just for Threes: Extension Activities TG p. 32 Favorite Book TG p. 33 Revisit the Lapbook: <i>JT's Spooky Creepy Room</i> TG p. 34 Revisit the Lapbook: <i>Trouble at Triangle Beach</i> TG p. 36 Revisit the Lapbook: <i>The Silly Dilly Dance</i> TG p. 33 Revisit the Lapbook: <i>It's My Turn</i></p> |
| <p>Benchmark b: Begins to make real-world connections between stories and real-life experiences</p> | <p>Let's Investigate! TG pp. 168-169 Oral Language TG pp. 190-191 Oral Language TG pp. 212-213 Oral Language Building Social and Emotional Skills TG p. 8 Dilly and the InvestiGator Club TG p. 9 Dilly and JT Gator TG p. 14 Tell Us How You Feel Just for Threes: Marvelous Me! TG p. 16 Happy Birthday! Just for Threes: Folk Tale Classics TG p. 4 Literacy: Reread <i>The Three Billy Goats Gruff</i> TG p. 14 Literacy: Read <i>The Little Red Hen</i></p> |
| <p>Benchmark c: Interacts appropriately with books; pretends to read, holds book appropriately or picture reads</p> | <p>Learning Centers Reading Center activities motivate children to pretend-read and seek out reading-related activities (see TG p. 40). Also: Let's Investigate! TG p. 42 Learning Centers: Reading Practice and Picture Dictionary TG p. 112 Literacy: Favorite Books TG p. 134 Literacy: Books Have Parts TG p. 139 Whole Group: Literacy: Have a Book Parade! TG p. 161 Literacy: Teach Manny to Read</p> |

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| Benchmark d: Asks to be read to or asks the meaning of written text | <p>Reading Center activities motivate children to pretend-read and seek out reading-related activities (see TG p. 40). Also:</p> <p>Let's Investigate! TG p. 71 Closing Circle Time: Shared Writing TG p. 97 Closing Circle Time: Shared Writing TG pp. 118–119 Closing Circle Time: Shared Writing</p> <p>Just for Threes: Folk Tale Classics TG p. 3 Literacy: Write About <i>The Three Little Pigs</i> TG p. 5 Literacy: Write About <i>The Three Billy Goats Gruff</i> TG p. 8 Literacy: Write About <i>Little Red Riding Hood</i> TG p. 15 Literacy: Write About <i>The Little Red Hen</i></p> |
| Benchmark e: Participates in conversations that demonstrate appreciation of printed materials | <p>Learning Centers Reading Center activities motivate children to pretend-read and seek out reading-related activities (see TG p. 40). Also:</p> <p>Let's Investigate! TG p. 42 Learning Centers: Reading Practice and Picture Dictionary TG p. 112 Literacy: Favorite Books TG p. 134 Literacy: Books Have Parts TG p. 139 Whole Group: Literacy: Have a Book Parade! TG p. 161 Literacy: Teach Manny to Read</p> <p>Just for Threes: Extension Activities TG p. 32 Favorite Book</p> |
| 2. Shows age-appropriate phonological awareness | |

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| Benchmark a: Listens and matches rhythm, volume and pitch of rhymes, songs and chants | <p>Each week of each Investigation contains Phonological Awareness lessons (see TG pp. 60, 80, 100, 120). Also:</p> <p>Let's Investigate! TG p. 37 Daily Routines: Phonological Awareness TG pp. 106–107 Everyday Literacy: Phonological Awareness</p> <p>Just for Threes: Extension Activities TG p. 31 Hear the Beat TG p. 45 Practice the Theme Song TG p. 46 Discriminate Sounds and Rhythms</p> <p>Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 35 Little Pigs Sing-Along TG p. 39 Mary Wore a Red Dress TG p. 49 Rain, Rain Go Away</p> <p>Just for Threes: Marvelous Me! TG p. 25 Movin' and Groovin'</p> |
| 3. Shows alphabetic and print knowledge | |
| Benchmark a: Recognizes that print conveys meaning | <p>Let's Investigate! TG p. 32 Daily Routines: Weather TG p. 40 Daily Routines: Arrival Transitions TG p. 42 Learning Centers: Picture Dictionary TG pp. 62–63 Small Group: Literacy TG p. 201 Literacy: Follow That Print TG p. 205 Literacy: Tracking Print</p> <p>Just for Threes: Extension Activities TG p. 4 Rosalita's Word of the Week TG p. 11 Wake Up! TG p. 13 Shape Hunt TG p. 16 People Placemats TG p. 22 Looking for Letters</p> <p>Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 32 Letter Hokey Pokey TG p. 36 Little Turtle</p> <p>Just for Threes: Marvelous Me! TG p. 9 My Five Senses</p> |

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| <p>Benchmark b: Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)</p> | <p>Each week of each Investigation contains Alphabet Knowledge lessons (see TG pp. 61, 81, 101, 121). Also: Let's Investigate! TG p.34 Daily Routines: Letters TG p. 47 Learning Center: Painting Pals TG pp. 60-61 Small Group: Literacy TG pp. 86–87 Everyday Literacy: Alphabet Knowledge TG pp.108–109 Everyday Literacy: Alphabet Knowledge TG pp. 218–219 Everyday Literacy: Alphabet Knowledge Just for Threes: Extension Activities TG p. 8 Let's Investigate! Investigation TG p. 9 Dilly Dally TG p. 10 Build a Word TG p. 15 Alphabet Flapboard TG p. 20 Alphabet BINGO TG p. 23 Letter Pictures TG p. 23 Say My Name Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 1 A, B, C, Tumble Down D Just for Threes: Marvelous Me! TG p. 35 H Is for Home</p> |
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| <p>Benchmark c: Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)</p> | <p>Each week of each Investigation contains Alphabet Knowledge lessons for identifying, naming, matching, and beginning to write upper and lowercase letters. See TG pp. 61, 81, 101, 121).</p> <p>Also:</p> <p>Just for Threes: Extension Activities</p> <p>TG p. 8 Let's Investigate! Investigation</p> <p>TG p. 9 Dilly Dally</p> <p>TG p. 10 Build a Word</p> <p>TG p. 15 Alphabet Flapboard</p> <p>TG p. 20 Alphabet BINGO</p> <p>TG p. 23 Letter Pictures</p> <p>TG p. 23 Say My Name</p> <p>Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games</p> <p>TG p. 1 A, B, C, Tumble Down D</p> <p>Just for Threes: Marvelous Me!</p> <p>TG p. 35 H Is for Home</p> |
| <p>4. Demonstrates comprehension of books read aloud</p> | |

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| Benchmark a: Retells or reenacts parts of a story after it is read aloud | <p>Each Investigation is launched with an Investigation Flapboard story (see TG pp. 52–53). Each week contains an explicit lesson in which text is read aloud and discussed (see TG pp. 66–67, 82–83, 102–103, 126–127). Also:</p> <p>Let’s Investigate! TG p. 169 Opening Circle Time: Oral Language TG p. 215 Dramatic Play: Be an InvestiGator TG p. 223 Literacy: Sequence of Events TG p. 227 Literacy: Sequence of Events</p> <p>Just for Threes: Extension Activities TG p. 38 Revisit the Lapbook: <i>Superhero to the Rescue</i> TG p. 39 Revisit the Lapbook: <i>Mystery in the Garden</i> TG p. 41 Revisit the Lapbook: <i>Adventure in Circle Forest</i></p> <p>Just for Threes: Marvelous Me! TG p. 29 Yummy or Just OK?</p> <p>Just for Threes: Folk Tale Classics TG p. 6 Dramatic Play: Retell <i>Little Red Riding Hood</i> TG p. 10 Dramatic Play: Retell <i>The Three Little Bears</i> TG p. 12 Dramatic Play: Act Out <i>Three Little Kittens</i> TG p. 14 Dramatic Play: <i>The Little Red Hen</i> Puppet Show</p> |
| G. Emergent Writing | |
| 1. Begins to show motivation to engage in written expression appropriate knowledge of forms and functions of written composition | |

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| Benchmark a: Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas | <p>Each week ends with a Shared Writing explicit lesson (see TG pp. 70–71, 90–91, 110–111, 130–131). Every Investigation also includes Learning Center Writing activities (see TG p. 41). Also:</p> <p>Let's Investigate! TG pp. 70–71, 96–97, 118–119, 140–141, 162–163, 184–185, 206–207, 228–229 Closing Circle Time: Shared Writing TG p. 43 Learning Center: Writing Practice TG p. 43 Learning Center: Writing Role Play TG p. 73 Early Writing: Our New Friend Dilly</p> <p>Just for Threes: Extension Activities TG p. 44 Shared Writing: Create an Invitation</p> <p>Just for Threes: Folk Tale Classics TG p. 7 Literacy: Write About <i>Little Red Riding Hood</i> TG p. 11 Literacy: Write About <i>The Three Bears</i> TG p. 13 Literacy: Write About <i>Three Little Kittens</i></p> |
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| Florida Early Learning and Developmental Standards 2017 | Submission Evidence and Page Number(s) |
| V. Mathematical Thinking Domain | |
| Age: 3 – 4 Years (36 – 48 Months) | |
| A. Number Sense | |
| 1. Subitizes (immediately recognizes without counting) up to two objects | <p>Investigate Math Activity Guide TG p. 26 Math: Roll a Monster TG p. 32 Math: Dominoes</p> <p>Just for Threes: Marvelous Me! TG p. 3 Make a Texture Book TG p. 5 Sniff and Tell TG p. 23 Build a Snack TG p. 33 People Match-Up</p> |

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| <p>2. Counts and identifies the number sequence “1 to 10”</p> | <p>More InvestiGator Club Math Activities TG p. 3 Math: Counting All Hands TG p. 4 Math: Dogs and Doghouses TG p. 19 Math: Small Group Count Investigate Math Activity Guide TG p. 16 Math: Which Number Is Missing? TG p. 27 Math: Estimation Station TG p. 40 Math: How Many Steps? TG p. 40 Math: Plants Seeds Let’s Investigate! TG p. 35 Daily Routines: Numbers TG pp. 136–137 Readiness: Time TG p. 227 Math: Knock Again Just for Threes: Extension Activities TG p. 14 Math Board TG p. 37 Math with Manny TG p. 39 Counting to 10</p> |
| <p>3. Begins to demonstrate one-to-one correspondence up to 10 during daily routines</p> | <p>Let’s Investigate! TG p. 44 Learning Centers: Math Match TG p. 91 Small Group: Math: One to One TG p. 161 Math: A Living Graph Just for Threes: Extension Activities TG p. 14 Math Board TG p. 33 One-to-One Correspondence Just for Threes: Marvelous Me! TG p. 17 Happy Birthday! TG p. 18 All Sorts of Clothing TG p. 30 My Family Tree</p> |

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| <p>4. Identifies the last number spoken tells “how many” up to five (cardinality)</p> | <p>Let’s Investigate! TG p.44 Learning Centers: Math Match TG p.91 Small Group: Math: One to One TG p.161 Math: A Living Graph Just for Threes: Extension Activities TG p. 14 Math Board Just for Threes: Marvelous Me! TG p. 17 Happy Birthday! TG p. 18 All Sorts of Clothing TG p. 30 My Family Tree Just for Threes: Folk Tale Classics TG p. 2 Literacy: Read <i>The Three Little Pigs</i> TG p. 12 Literacy: Read <i>Three Little Kittens</i></p> |
| <p>5. Counts sets constructed by the teacher to five and beyond</p> | <p>Let’s Investigate! TG p.44 Learning Centers: Math Match Just for Threes: Extension Activities TG p. 14 Math Board TG p. 33 One-to-One Correspondence Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 18 Five Little Fingers TG p. 21 Here Is a Beehive TG p. 51 Relaxing Flowers Just for Threes: Marvelous Me! TG p. 30 My Family Tree</p> |
| <p>6. Constructs and counts sets of one to five and beyond</p> | <p>Let’s Investigate! TG p.44 Learning Centers: Math Match Just for Threes: Extension Activities TG p. 14 Math Board TG p. 33 One-to-One Correspondence Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 18 Five Little Fingers TG p. 21 Here Is a Beehive TG p. 51 Relaxing Flowers Just for Threes: Marvelous Me! TG p. 30 My Family Tree</p> |
| <p>B. Number and Operations</p> | |

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| <p>1. Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems</p> | <p>Investigate Math Activity Guide TG p. 10 Math: Hope Along Frog TG p. 31 Math: Hardware Store TG p. 19 Math: One Elephant <i>Also see online:</i> More InvestiGator Club Math Activities TG p. 3 Math: Addition Stories TG p. 3 Math: Car Garages TG p. 5 Math: Edible Sets TG p. 8 Math: How Many Children? TG p. 8 Math: Hot Potato TG p. 12 Math: More or Fewer Beads TG p. 13 Math: More Pets at the Pet Store TG p. 17 Math: Rhyming Stories TG p. 17 Math: Sandbox Sets TG p. 23 Math: This Is the Way TG p. 24 Math: Where Is Thumbkin? Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 18 Five Little Fingers TG p. 21 Here Is a Beehive TG p. 51 Relaxing Flowers</p> |
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| 2. Changes size of a set of up to five objects by combining and taking away | Investigate Math Activity Guide TG p. 3 Math: Counting Strips TG p. 5 Math: Elephant Play TG p. 9 Math: Count and Combine <i>Also see online:</i> More InvestiGator Club Math Activities TG p. 6 Math: Fair-Weather Snacks TG p. 7 Math: Fishy Snacks TG p. 9 Math: How Many Crackers? TG p. 12 Math: Magnetic Sets TG p. 12 Math: Farmers TG p. 14 Math: Old MacDonald's Math TG p. 14 Math: Paper Plate Faces TG p. 18 Math: Separating a Set TG p. 18 Math: Shells and Rocks TG p. 22 Math: Ten Tall Flowers Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 18 Five Little Fingers TG p. 21 Here Is a Beehive TG p. 51 Relaxing Flowers |
| C. Patterns | |
| 1. Notices a pattern with a missing element and completes the pattern | Let's Investigate! TG p. 113 Math: People Patterns TG p. 117 Math: Clap, Pat, Clap, Pat Investigate Math Activity Guide TG p. 8 Math: Pattern Practice TG p. 18 Math: Match and Munch TG p. 24 Math: Musical Patterns |
| 2. Begins to duplicate a pattern from a model | Let's Investigate! TG p. 113 Math: People Patterns TG p. 117 Math: Clap, Pat, Clap, Pat Investigate Math Activity Guide TG p. 18 Math: Match and Munch TG p. 24 Math: Musical Patterns TG p. 38 Math: Pattern Relay Just for Threes: Extension Activities TG p. 34 Pantomime Patterns |

| D. Geometry | |
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| 1. Recognizes and names typical shapes (circle, square, triangle) | <p>Let's Investigate! TG p. 222 Readiness: Basic Shapes TG pp. 224–225 Readiness: Investigating Shapes <i>See also online activities:</i> Home and Back Books Water and Sand TG p. 5 Math: Sandcastle Shapes Ready for Rain! TG p. 5 Math: Snowman in Shape Just for Threes: Extension Activities TG p. 13 Shape Hunt TG p. 19 All Sorts of Shapes TG p. 24 Introduce Triangles TG p. 24 Introduce Squares TG p. 25 Introduce Circles Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 2 Add One More TG p. 27 I Spy</p> |
| 2. Matches a wider variety of shapes and orientations | <p>Investigate Math Activity Guide TG p. 5 Math: Marshmallow Math TG p. 5 Math: Bubble Shapes TG p. 10 Math: 3-D Roll TG p. 22 Math: 3-D Art Prints TG p. 23 Math: The 3-D Song TG p. 41 Math: Musical Shapes Just for Threes: Extension Activities TG p. 16 Watch IT Grow Leaf Collection Investigation TG p. 19 All Sorts of Shapes TG p. 32 Shapes in Art TG p. 35 Art Colors TG p. 39 Lines and Colors in Art TG p. 43 Sponge Paint</p> |

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| <p>3. Explores three-dimensional shapes in the environment through play</p> | <p>Let's Investigate! TG p. 50 Learning Center: Exploring Blocks TG p. 50 Learning Center: Build a Tree House Just for Threes: Marvelous Me! TG p. 34 All Around the House Just for Threes: Folk Tale Classics TG p. 3 Social Studies: <i>The Three Little Pigs</i> Build Houses TG p. 5 Math: Little, Bigger, Much Bigger</p> |
| <p>E. Spatial Relations</p> | |
| <p>1. Demonstrates an understanding of basic spatial directions through songs, finger plays and games</p> | <p>Let's Investigate! TG p. 44 Learning Centers: Math: Guess My Direction TG p. 90 Readiness: JT's Near or Far TG p. 156 Readiness: Left and Right TG pp. 158–159 Readiness: Left and Right TG p. 165 Gross Motor Skills: Exercise Like Manny TG p. 178 Small Group: Readiness: Opposites TG pp. 180–181 Readiness: Direction and Position TG p. 187 Listening: Chuck Says Just for Threes: Extension Activities TG p. 33 Do the Color Pokey Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 15 Did You Ever See a Gator? Just for Threes: Marvelous Me! TG p. 14 Me and My Shadow</p> |

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| <p>2. Demonstrates directionality, order and position of objects by following simple directions</p> | <p>Let's Investigate! TG p. 44 Learning Centers: Math: Guess My Direction TG p. 156 Readiness: Left and Right TG p. 165 Closing Circle Time: Gross Motor Skills: Exercise Like Manny TG p. 178 Small Group: Readiness: Opposites TG pp. 180–181 Whole Group: Readiness: Direction and Position TG p. 187 Listening: Chuck Says Just for Threes: Extension Activities TG p. 33 Do the Color Pokey Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 15 Did You Ever See a Gator? Just for Threes: Marvelous Me! TG p. 14 Me and My Shadow</p> |
| <p>F. Measurement and Data</p> | |
| <p>1. Uses size words to label objects</p> | <p>Let's Investigate! TG p. 135 Science: Investigators Try and Record TG p. 183 Math: Cut to Size TG p. 200 Math: Long and Short TG p. 205 Math: Long and Short Worms Investigate Math Activity Guide TG p. 6 Math: Let's Measure! TG p. 17 Math: Bug Babies TG p. 25 Math: Bubble Art Just for Threes: Extension Activities TG p. 26 Name Game Just for Threes: Marvelous Me! TG p. 18 All Sorts of Clothing TG p. 37 Heavy and Light Just for Threes: Folk Tale Classics TG p. 5 Math: Little, Bigger, Much Bigger</p> |

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| 2. Explores two objects by making direct comparisons in length, weight and size using a single attribute | Investigate Math Activity Guide TG p. 7 Math: Duck Pond TG p. 10 Math: Apple Baskets TG p. 11 Math: How High? TG p. 19 Math: Caterpillar Math TG p. 23 Math: Measuring Height Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 15 Did You Ever See a Gator? Just for Threes: Marvelous Me! TG p. 37 Heavy and Light Just for Threes: Folk Tale Classics TG p. 5 Math: Little, Bigger, Much Bigger TG p. 10 Dramatic Play: Retell <i>The Three Bears</i> |
| 3. Measures object attributes using a variety of standard and nonstandard tools with adult guidance | Investigate Math Activity Guide TG p. 11 Math: How High? TG p. 20 Math: Measuring Cardboard Tubes TG p. 23 Math: Measuring Height TG p. 183 Math: Cut to Fit TG p. 200 Math: Long and Short TG p. 205 Math: Long and Short Worms Just for Threes: Marvelous Me! TG p. 37 Friendship Pops TG p. 37 Heavy and Light |
| 4. Participates in group sorting and data collection | Let's Investigate! TG p. 64 Small Group: Science: Gathering Data TG p. 142 Back to School: Helper Chart TG p. 156 Math: More or Less TG p. 158–159 Whole Group: Readiness: Left and Right TG p. 161 Math: A Living Graph |
| Florida Early Learning and Developmental Standards 2017 | Submission Evidence and Page Number(s) |
| VI. Scientific Inquiry Domain | |
| Age: 3-4 Years (36 – 48 Months) | |

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| A. Scientific Inquiry Through Exploration and Discovery | |
| 1. Uses senses to explore and understand their social and physical environment | |
| Benchmark a: Begins to identify each of the five senses and how they relate to the sense organs | Just for Threes: Marvelous Me! TG pp. 1-2 I Can Bend and Move TG p. 3 Make a Texture Book TG p. 4 Taste Buddies TG p. 5 Sniff and Tell TG pp. 6-7 Sounds All Around Me TG p. 8 Take a Closer Look TG p. 9 My Five Senses TG p. 10 We Can Use Sign Language TG p. 11 Special Me! |
| Benchmark b: Uses senses to observe and experience objects and environment | Let's Investigate! TG pp. 234-235 Family Investigation Night: Scavenger Hunt Just for Threes: Marvelous Me! TG pp. 1-2 I Can Bend and Move TG p. 3 Make a Texture Book TG p. 4 Taste Buddies TG p. 5 Sniff and Tell TG pp. 6-7 Sounds All Around Me TG p. 8 Take a Closer Look TG p. 9 My Five Senses |
| 2. Uses tools in scientific inquiry | |
| Benchmark a: Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers) | Let's Investigate! TG pp. 78-79 Investigation Station TG pp. 110-111 Small Group: Science TG pp. 234-235 Family Investigation Night: Scavenger Hunt Just for Threes: Extension Activities TG p. 7 Watch It Grow Flowers Investigation: Part 1 Just for Threes: Marvelous Me! TG p. 15 Mirror, Mirror TG p. 16 Fingerprint Critters |

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| 3. Uses understanding of causal relationships to act on social and physical environments | |
| Benchmark a: Makes simple predictions and reflects on what caused something to happen | Let's Investigate! TG p. 135 Science: InvestiGators Try and Record TG pp. 198-199 Small Group: Science Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 46 Our Snowman Just for Threes: Folk Tale Classics TG p. 2 Literacy: Read <i>The Three Little Pigs</i> TG p. 3 Social Studies: <i>The Three Little Pigs</i> Build Houses TG p. 6 Literacy: Read <i>Little Red Riding Hood</i> TG p. 8 Literacy: Read <i>The Gingerbread Boy</i> |
| Benchmark b: Participates in and discusses simple experiments | Let's Investigate! TG p.135 Science: InvestiGators Try and Record TG pp. 198-199 Small Group: Science TG p. 226 Science: InvestiGators Record Just for Threes: Extension Activities TG p. 12 Finny, Feathery, Furry Friends Investigation Just for Threes: Marvelous Me! TG p. 4 Taste Buddies TG p. 6 Sounds All Around Me |
| Benchmark c: Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects) | Let's Investigate! TG p. 135 Science: InvestiGators Try and Record TG pp. 198-199 Small Group: Science Just for Threes: Extension Activities TG p. 12 Finny, Feathery, Furry Friends Investigation Just for Threes: Marvelous Me! TG p. 4 Taste Buddies TG pp. 6-7 Sounds All Around Me |
| B. Life Science | |
| 1. Demonstrates knowledge related to living things and their environments | |

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| Benchmark a: Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden) | Let's Investigate TG pp. 129-130 Shared Writing TG p. 224 Math: Long and Short Worms Just for Threes: Extension Activities TG p. 7 Watch It Grow Flowers Investigation: Part 1 TG p. 12 Finny, Feathery, Furry Friends Investigation TG p. 15 Watch It Grow Flowers Investigation: Part 2 Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 9 The Caterpillar |
| Benchmark b: Begins to notice the similarities and differences among various living things | Just for Threes: Extension Activities TG p. 15 Watch It Grow Flowers Investigation: Part 2 Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 2 Add One More TG p. 3 Animals TG p. 31 Jump or Jiggle |
| Benchmark c: Explores basic life cycles (e.g., plants grow from seeds and hatching eggs) | Just for Threes: Extension Activities TG p. 7 Watch It Grow Flowers Investigation: Part 1 TG p. 15 Watch It Grow Flowers Investigation; Part 2 TG p. 39 Revisit the Lapbook: <i>Mystery in the Garden</i> Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 9 The Caterpillar |
| Benchmark d: Explores the differences between living and non-living things | Just for Threes: Extension Activities TG p. 7 Watch It Grow Flowers Investigation: Part 1 TG p. 16 Watch It Grow Leaf Collection Investigation Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 13 Daisies TG p. 51 Relaxing Flowers |

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| Benchmark e: Explores the needs of living things (e.g., plants need water to grow and kids need food to grow) | Let's Investigate! TG p. 157 Social Studies: We Have Needs TG pp. 190-191 Oral Language Just for Threes: Extension Activities TG p. 7 Watch It Grow Flowers Investigation: Part 1 TG p. 15 Watch It Grow Flowers Investigation: Part 2 |
| C. Physical Science | |
| 1. Demonstrate knowledge related to physical science | |
| Benchmark a: Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench) | Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 11 Chuck Says (Version 1) TG p. 45 Science: Science Stuff TG p. 49 Sand and Water: Exploring Water TG pp. 136-137 Readiness: Make a Sand Clock |
| Benchmark b: Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball) | Let's Investigate! TG p. 36 Daily Routines: Gross Motor Skills Just for Threes: Extension Activities TG p. 6 Dilly and Chuck Wood's Go-cart |
| Benchmark c: Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce) | Let's Investigate TG 176-177 Small Group: Social Studies Just for Threes: Marvelous Me! TG p. 37 Heavy and Light Just for Threes: Folk Tale Classics TG p. 5 Math: Little, Bigger, Much Bigger TG p. 10 Dramatic Play: Retell <i>The Three Bears</i> TG p. 11 Math: From Small to Large Bears |
| Benchmark d: Explores and begins to identify physical properties and state of matter of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating objects) | Let's Investigate TG p. 49 Exploring Water Just for Threes: Extension Activities TG p. 13 Splash and Dig Sand Castle Investigation TG p. 37 Mixing Colors Just for Threes: Folk Tale Classics TG p. 9 Oral Language: Artist's Chair Book Suggestions: TG p. 3 Mouse Paint |

| D. Earth and Space Science | |
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| 1. Demonstrate knowledge related to the dynamic properties of earth and sky | |
| Benchmark a: Investigates and asks questions about the properties of water using adult- and child-directed activities | Let's Investigate! TG p. 49 Sand and Water: Exploring Water Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 46 Our Snowman TG p. 51 Relaxing Flowers TG p. 60 The Storm Just for Threes: Extension Activities TG p. 13 Splash and Dig Sand Castle Investigation |
| Benchmark b: Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities | Let's Investigate! TG p. 49 Sand and Water: Exploring Sand TG pp. 78-79 Investigation Station Just for Threes: Extension Activities TG p. 13 Splash and Dig Sand Castle Investigation TG p. 39 Revisit the Lapbook: <i>Mystery in the Garden</i> Just for Threes: Marvelous Me! TG p. 8 Take a Closer Look |
| Benchmark c: Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon and stars) | Let's Investigate! TG p. 135 Science: Investigators Try and Record Just for Threes: Extension Activities TG p. 5 Manny's Weather Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 60 The Storm TG p. 61 The Sun TG p. 72 The Wind |
| Benchmark d: Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play | Just for Threes: Extension Activities TG p. 1 Nightlight Jungle Safari Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 61 The Sun |

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| Benchmark e: Observes and discusses weather changes day to day | Let's Investigate! TG p. 32 Daily Routines: Weather TG p. 36 Daily Routines: Outdoor Play Just for Threes: Extension Activities TG p. 5 Manny's Weather TG p. 16 Weather Watchers Investigation: Part 1 TG p. 17 Weather Watchers Sidewalk Investigation TG p. 42 Weather Watchers Investigation: Part 2 Songs, Chants, Rhymes, and Games TG p. 60 The Storm |
| E. Environment | |
| 1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment | |
| Benchmark a: Describes familiar people and objects in the environment | Just for Threes: Extension Activities TG p. 7 Watch It Grow Flowers Investigation Part 1 TG p. 16 Watch It Grow Lead Collection Investigation TG p. 35 Art Colors TG p. 41 Hippo Hunt TG p. 42 Weather Watchers Investigation Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 9 The Caterpillar TG p. 22 Hide and Seek TG p. 44 Ocean Shells TG p. 52 Room Riddles |
| Benchmark b: Participates in activities to protect the environment | Let's Investigate! TG p. 39 Daily Routines: Establish Set-Up/Cleanup Routines Just for Threes: Extension Activities TG p. 7 Watch It Grow Flowers Investigation Part 2 |
| F. Engineering and Technology | |
| 1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures | |

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| Benchmark a: Begins to identify problems and tries to solve them by designing or using tools (e.g., uses a stick or bat to reach and pull a ball back inside the fence) | Let's Investigate! TG p. 35 Daily Routines: Science TG p. 49 Sand and Water: Exploring Water TG p. 171 Oral Language: The Handy Person in You |
| Benchmark b: Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers) | Let's Investigate! TG p. 45 Science: Science Stuff TG p. 179 Science: Loud and Quiet Sounds Building Social and Emotional Skills Activity Guide TG p. 38 Ramp It Up |
| Benchmark c: Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower) | Let's Investigate! TG p. 50 Blocks: Exploring Blocks TG p. 50 Blocks: Build a Tree House Just for Threes: Extension Activities TG p. 37 Mixing Colors Just for Threes: Marvelous Me! TG p. 34 All Around the Block Just for Threes: Folk Tale Classics TG p. 3 Social Studies: <i>The Three Little Pigs</i> Build Houses |
| Florida Early Learning and Developmental Standards 2017 | Submission Evidence and Page Number(s) |
| VII. Social Studies Domain | |
| Age: 3 –4 Years (36 -48 Months) | |
| A. Culture | |
| 1. Begins to identify self as a member of a culture | Let's Investigate! TG p. 46 Social Studies: Families TG p. 88-89 Small Group: Social Studies TG p. 94 Fine Art: Art Across Cultures Just for Threes: Marvelous Me! TG p. 18 All Sorts of Clothing |

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| 2. Begins to understand everyone belongs to a culture | Let's Investigate! TG p. 46 Social Studies: Families TG p. 88-89 Small Group: Social Studies TG p. 94 Fine Art: Art Across Cultures Just for Threes: Marvelous Me! TG p. 18 All Sorts of Clothing |
| 3. Explores culture of peers and families (classroom) | Let's Investigate! TG p. 46 Social Studies: Families TG p. 94 Fine Art: Art Across Cultures TG p. 116 Fine Art: Talking About Art TG p. 138 Fine Art: Art from Long Ago Just for Threes: Marvelous Me! TG p. 18 All Sorts of Clothing |
| B. Individual Development and Identity | |
| 1. Recognizes characteristics of self as an individual | Let's Investigate! TG pp. 54-55 Oral Language TG p. 104 Back to School: Getting to Know the Teacher TG p. 113 Social Studies: Special Me, Special You Just for Threes: Extension Activities TG p. 26 Self Portrait TG p. 27 Mold Clay Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 23 How Am I Feeling? TG p. 26 The I Can Song TG p. 40 Mirror, Mirror on the Wall Just for Threes: Marvelous Me! TG p. 13 My Own Bag TG p. 16 Fingerprint Critters TG p. 19 Is It Me? |

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| 2. Recognizes the ways self is similar to and different from peers and others | <p>Let's Investigate! TG p. 57 Oral Language: I Belong TG p. 83 Oral Language: Getting to Know Dilly and JT TG p. 99 Social Studies: Travel with JT TG p.104 Back to School: Getting to Know the Teacher TG p. 113 Social Studies: Special Me, Special You</p> <p>Just for Threes: Extension Activities TG p. 26 Self Portrait TG p. 27 Mold Clay</p> <p>Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 23 How Am I Feeling? TG p. 26 The I Can Song TG p. 40 Mirror, Mirror on the Wall</p> <p>Just for Threes: Marvelous Me! TG p. 13 My Own Bag TG p. 16 Fingerprint Critters TG p. 19 Is It Me?</p> |
| C. Individuals and Groups | |
| 1. Identifies self and others as part of a group | <p>Let's Investigate! TG pp. 54-55 Oral Language TG p. 68 Social Studies: Family Matters TG p. 94 Social Studies: Hello Around the World TG p. 113 Social Studies: Special Me, Special You</p> <p>Just for Threes: Marvelous Me! TG p. 23 Build a Snack TG p. 34 All Around the Block</p> |
| 2. Identifies groups within a community | <p>Let's Investigate! TG p. 51 Dramatic Play: Props and Costumes TG p. 208 Back to School: Busy Bees</p> <p>Just for Threes: Marvelous Me! TG p. 34 All Around the Block</p> |

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| 3. Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community) | Let's Investigate! TG p. 170 Back to School: Fire Safety TG p. 186 Back to School: Classroom Rules TG p. 208 Back to School: Busy Bees TG p. 214 Back to School: A Community of Learners Just for Threes: Extension Activities TG p. 6 Chuck's Safety Tip TG p. 44 Clubhouse Construction Just for Threes: Marvelous Me! TG p. 24 No More Germs! |
| 4. Exhibits emerging leadership skills and roles (e.g., line leader and door holder) | Let's Investigate! TG p. 126 Back to School: School Helpers TG p. 142 Back to School: Helper Chart TG p. 192 Back to School: Classroom Jobs Just for Threes: Extension Activities TG p. 43 Investigation Celebration TG p. 44 Shared Writing: Create an Invitation TG p. 45 Clubhouse Painting |
| D. Spaces, Places, and Environments | |
| 1. Recognizes the relationship of personal space to surroundings | Let's Investigate! TG p. 37 Social and Emotional Development TG p. 72 Back to School: My Space, Your Space TG p. 82 Back to School: Name Song TG p. 230 Back to School: Personal Space |
| 2. Identifies own environment and other locations | Let's Investigate! TG p. 46 Classroom Hunt TG p. 142 Back to School Helper Chart TG p. 148 Back to School: School Tour TG pp. 176-177 Small Group: Social Studies TG p. 215 Literacy: The Curiosity in You TG p. 223 Social Studies: City and Country Graph Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 52 Room Riddles |

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| 3. Identifies basic physical characteristics (e.g., landmarks or land features) | Let's Investigate! TG p. 90 Science: Investigators Look TG pp. 114-115 Readiness: Names and Addresses TG pp. 176-177 Small Group: Social Studies TG p. 223 Social Studies: City and Country Graph |
| 4. Begins to use spatial words (e.g., far/close, over/under and up/down) | Let's Investigate! TG p. 44 Math: Guess My Direction TG p. 90 Readiness: JT's Near or Far TG p. 92-93 Readiness: Near and Far TG p. 156 Readiness: Left and Right TG p. 178 Readiness: Opposites TG pp. 180-181 Readiness: Direction and Position TG p. 187 Listening: Chuck Says |
| 5. Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS) | Let's Investigate! TG p. 90 Science: Investigators Look Just for Threes: Extension Activities TG p. 12 Finny, Feathery, Furry Friends Investigation Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 61 The Sun |
| E. Time, Continuity, and Change | |
| 1. Recognizes sequence of events to establish a sense of order and time | Let's Investigate! TG p. 83 Social Studies: The Traveler in You TG p. 134 Readiness: Yesterday, Today, Tomorrow TG p. 135 Social Studies: How We Change Over Time Just for Threes: Extension Activities TG p. 2 JT's Days in Review Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 46 Our Snowman |
| 2. Explores changes that take place over time in the immediate environment | Let's Investigate! TG p. 134 Readiness: Yesterday, Today, Tomorrow TG p. 135 Science: Investigators Try and Record Just for Threes: Extension Activities TG p. 2 JT's Days in Review |

| F. Governance, Civic Ideals, and Practices | |
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| 1. Begins to recognize and follow rules and expectations in varying settings | Let's Investigate! TG p. 170 Back to School: Fire Safety TG p. 186 Back to School: Classroom Rules TG p. 214 Back to School: A Community of Learners Just for Threes: Extension Activities TG p. 6 Chuck's Safety Tip TG p. 44 Clubhouse Construction Developing Social and Emotional Skills Activity Guide TG p. 14 Be a Good Listener |
| 2. Begins to participate in problem solving and decision making | Let's Investigate! TG p. 214 Back to School: A Community of Learners Just for Threes: Marvelous Me! TG p. 37 Friendship Pops Developing Social and Emotional Skills Activity Guide TG p. 14 We Can Compromise TG p. 18 Talk About It TG p. 18 Changes, Changes TG p. 38 Ramp It Up |
| 3. Begins to recognize national patriotic symbols (e.g., flag and eagle) | Let's Investigate! TG p. 192 Back to School |
| G. Economics and Resources | |
| 1. Begins to recognize the difference between wants and needs | Let's Investigate! TG p. 157 Social Studies: We Have Needs TG p. 160 Social Studies: We Know What We Need |
| 2. Recognizes familiar people who perform different occupations | Let's Investigate! TG p. 51 Props and Costumes TG p. 171 Oral Language: The Handy Person in You TG p. 201 Social Studies: What's My Job? TG p. 209 Oral Language: Bee Mail Delivery Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 50 Red Light, Green Light |

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| H. Technology and Our World | |
| 1. Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets) | Let's Investigate! TG p. 48 Technology: Media Time Just for Threes: Folk Tale Classics TG p. 13 Music: "Three Little Kittens" Song TG p. 15 Technology: Record a New Story TG p. 91 Literacy: Computer Pals TG pp.140-141 Closing Circle: Shared Writing TG p. 182 Art: Art Media |
| Florida Early Learning and Developmental Standards 2017 | Submission Evidence and Page Number(s) |
| VIII. Creative Expression Through the Arts Domain | |
| Age: 3 – 4 Years (36 – 48 Months) | |
| A. Sensory Art Experience | |
| 1. Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials | Let's Investigate! TG p. 47 Art: Painting Pals TG p. 47 Art: Initial Prints TG p. 182 Art: Art Media TG p. 204 Art: Art Tools Just for Threes: Extension Activities TG p. 27 Teacher Portrait TG p. 35 Artist Tools TG p. 35 What's in the Bag? |
| B. Music | |

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| <p>1. Engages in a variety of individual and group musical activities with more coordinated intention</p> | <p>Let's Investigate! TG p.56 Music: "The More We Get Together" TG p.82 Music: "Gone Investigating" TG p.148 Music: Songs with Rhymes TG p.214 Music: "The InvestiGator Club Theme Song"</p> <p>Just for Threes: Extension Activities TG p. 4 Rosalita's Dance Recital TG p. 6 Dilly and Chuck Wood's Go-cart TG p. 8 Ham It Up TG p. 11 Dance Fever TG p. 33 Do the Color Pokey TG p. 45 Practice the Theme Song</p> <p>Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 6 Boom, Bang! TG p. 35 Little Pigs Sing-Along TG p. 53 Rub-a-Dub-Dub</p> |
| <p>2. Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching)</p> | <p>Let's Investigate! TG p.56 Music: "The More We Get Together" TG p.82 Music: "Gone Investigating" TG p. 126 Music: Music Long Ago TG p.148 Music: Songs with Rhymes TG p.214 Music: "The InvestiGator Club Theme Song"</p> <p>Just for Threes: Extension Activities TG p. 4 Rosalita's Dance Recital TG p. 6 Dilly and Chuck Wood's Go-cart TG p. 8 Ham It Up TG p. 11 Dance Fever TG p. 45 Practice the Theme Song</p> <p>Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 6 Boom, Bang! TG p. 53 Rub-a-Dub-Dub</p> <p>Just for Threes: Marvelous Me! TG p. 6 Sounds All Around Me TG p. 8 Dance to the Music</p> |
| <p>C. Creative Movement</p> | |

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| 1. Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge | Let's Investigate! TG p. 126 Music: Music Long Ago TG p.143 Dramatic Play: Rosalita's Fancy Footwork TG p.143 Gross Motor Skills: The Dancer in You TG p.192 Music: All Kinds of Music TG p.214 Music: "The InvestiGator Club Theme Song" TG p.231 Oral Language: The InvestiGator in You Just for Threes: Marvelous Me! TG p. 1 I Can Bend and Move TG p. 8 Dance to the Music TG p. 25 Movin' and Groovin' |
| D. Imaginative and Creative Play | |
| 1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment | Let's Investigate! TG p.51 Dramatic Play: Props and Costume TG p.51 Dramatic Play: Puppets TG p.73 Dramatic Play: The Imagination in You TG p. 95 Literacy: Reading Everywhere TG p. 105 Literacy: The Storyteller in You TG p.143 Dramatic Play: Rosalita's Fancy Footwork Just for Threes: More InvestiGator Club Songs, Chants, Rhymes, and Games TG p. 57 The Squirrel TG p. 61 The Sun Just for Threes: Marvelous Me! TG p. 26 Emergency! TG p. 27 Fun with First Aid TG p. 31 Baby Talk Just for Threes: Folk Tale Classics TG p. 2 Dramatic Play: Act Out the Story TG p. 8 Dramatic Play: Act Out the Story TG p. 10 Dramatic Play: Retell <i>The Three Bears</i> |
| E. Appreciation of the Arts | |

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| <p>1. Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others</p> | <p>Let's Investigate! TG p. 68 Art: Art Clues TG p. 94 Fine Art: Art Across Cultures TG p. 116 Fine Art: Talking About Art TG p. 121 Art: The Artist in You TG p. 138 Fine Art: Art from Long Ago TG p. 160 Fine Art: Art of Today TG p.182 Art: Art Media TG p. 204 Art: Art Tools Just for Threes: Extension Activities TG p. 47 End-of-Year Sharing Chair</p> |
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