



Frog Street Threes Correlated to the Head Start Learning Outcomes Framework Preschool



TEXTBOOK COMPANY: Frog Street Press, Inc.
Frog Street Threes Program
CORRELATION TO HEAD START EARLY LEARNING OUTCOMES For Children 36 to 48 months

Frog Street Threes Program Components: 9 Teaching Guides, Welcome Guide, Literature Library, Story Folders, Photo Activity Cards, Vocabulary Cards, Fernando the Puppet, Manipulatives, Music CDs

| Head Start Early Learning Outcomes Framework | |
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| Domain: Approaches to Learning | |
| Sub-domain: Emotional and Behavioral Self-Regulation | Frog Street Threes Teacher Guide Page References |
| Goal P-ATL 1. Child manages emotions with increasing independence. | TG3: 22 TG5: 4 TG9: 42 Welcome to Frog Street Threes: pp. 47, 48 |
| Goal P-ATL 2. Child follows classroom rules and routines with increasing independence. | TG1: 10 TG2: 20, 30, 32 TG3: 14, 32, 42 TG4: 34, 38 TG5: 42 TG6: 40, 42 TG7: 40 TG8: 40 TG9: 40 |
| Goal P-ATL 3. Child appropriately handles and takes care of classroom materials. | TG1: 20, 21, 30, 40 TG2: 10, 30, 40 TG3: 40 TG4: 8, 18, 28, 30, 31, 38, 40 TG6: 40 TG7: 40, 41 TG8: 21, 40 |

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| | TG9: 40, 41 |
| Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence. | TG1: 4, 5, 10, 14, 15, 24, 25, 34, 35 TG2: 5, 15, 25, 35 TG3: 5, 15, 25, 35 TG4: 4, 5, 15, 25, 28, 34, 35 TG5: 5, 15, 25, 35 TG6: 5, 15, 25, 30, 35 TG7: 5, 10, 15, 25, 30, 35 TG8: 5, 10, 15, 25, 30, 35, 41 TG9: 5, 10, 11, 15, 25, 30, 35, 41 Welcome to Frog Street Threes: pp. 30, 31, 32 |
| Domain: Approaches to Learning | |
| Sub-Domain: Cognitive Self-Regulation (Executive Functioning) | Frog Street Threes Teacher Guide Page References |
| Goal P-ATL 5. Child demonstrates an increasing ability to control impulses. | TG1: 4 TG2: 42 TG4: 4, 34 TG5: 20, 30, 40 TG6: 20, 22, 30, 32 TG7: 20, 22, 30 TG8: 22, 30 TG9: 20, 22, 30 |
| Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support. | TG1: 21, 40, 41 TG2: 40 TG3: 11, 20 TG4: 16, 20, 34, 40 TG5: 20, 30, 40 TG6: 4, 20, 31 TG7: 4, 20, 31 TG8: 4, 31, 40 TG9: 4, 20, 31, 32 |

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| Goal P-ATL 7: Child persists in tasks. | TG1: 10, 20, 21, 31, 40 TG2: 10, 30, 31 TG3: 41 TG4: 10, 11 TG5: 10, 20 TG6: 10, 21, 22, 30, 31, 32, 38, 40 TG7: 10, 11, 20, 21, 31, 40, 41 TG8: 10, 20, 21, 22, 30, 41 TG9: 10, 11, 20, 21, 31, 40, 41 |
| Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks. | TG1: 8, 12, 18, 22, 32 TG2: 42 TG3: 19 TG4: 11 TG7: 10, 21, 41 TG8: 10, 11, 41 TG9: 10, 11, 21, 40, 41 |
| Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior. | TG1: 10, 31 TG2: 20, 41 TG3: 41 |
| Domain: Approaches to Learning | |
| Sub-Domain: Initiative and Curiosity | Frog Street Threes Teacher Guide Page References |
| Goal P-ATL 10. Child demonstrates initiative and independence. | TG3: 10, 11, 29, 31 TG5: 10, 21, 31, 38, 41 TG6: 10, 21, 22, 30, 32, 38, 41 TG7: 10, 20, 21, 22, 30, 32, 41 TG8: 10, 20, 21, 22, 30, 41 TG9: 10, 20, 21, 30, 41 |
| Goal P-ATL 11: Child shows interest in and curiosity about the world around them. | TG1: 9, 11, 21, 30, 39 TG2: 31, 40 TG3: 41 TG5: 19 |

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| | TG6: 22, 32 TG7: 20, 21, 22, 32 TG8: 20 TG9: 0, 21 |
| Domain: Approaches to Learning | |
| Sub-Domain: Creativity | Frog Street Threes Teacher Guide Page References |
| Goal P-ATL 12. Child expresses creativity in thinking and communication. | TG1: 21, 36, 40, 41 TG2: 11, 21, 30, 31 TG3: 30, 31, 39, 40 TG4: 10, 20, 21, 30, 40, 42 TG5: 21, 39, 40 TG6: 10, 11, 12, 39, 42 TG7: 40, 42 TG8: 9, 19, 22, 29, 40 TG9: 9, 19, 22, 29, 40 |
| Goal P-ATL 13. Child uses imagination in play and interactions with others. | TG1: 11, 20, 30, 31 TG2: 10, 20, 21, 22, 30 TG3: 20, 40 TG4: 10, 20, 30, 40 TG6: 19, 21, 22, 40, 42 TG7: 19, 20, 21, 22, 30, 40, 42 TG8: 19, 20, 21, 30, 40, 42 TG9: 20, 21, 29, 30, 40 |
| Domain: Social and Emotional Development | |
| Sub-Domain: Relationships with Adults | Frog Street Threes Teacher Guide Page References |
| Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults. | TG2: 22 TG3: 14 TG6: 4 TG7: 4 TG8: 4 TG9: 4, 32 |

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| Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults. | TG2: 40 TG4: 40 TG6: 4 TG7: 4 TG8: 4 TG9: 4 |
| Domain: Social and Emotional Development | |
| Sub-Domain: Relationships with Other Children | Frog Street Threes Teacher Guide Page References |
| Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children. | TG1: 4, 14, 24, 31, 34 TG2: 4, 14, 24, 31, 32, 34 TG3: 4, 12, 14, 24, 32 TG4: 4, 14 TG5: 4, 20 TG6: 4, 14, 20, 22, 30, 40 TG7: 4, 14, 30, 40 TG8: 4, 14 TG9: 4, 12, 14, 42 |
| Goal P-SE 4. Child engages in cooperative play with other children. | TG1: 10, 20, 21, 29, 30, 41 TG2: 30 TG3: 29, 32, 42 TG4: 10, 11, 20 TG5: 11 TG6: 11, 20, 40 TG7: 11, 12, 40 TG9: 12 |
| Goal P-SE 5: Child uses basic problem-solving skills to resolve conflicts with other children. | TG1: 31 TG2: 12 Welcome to Frog Street Threes: p. 32 |
| Domain: Social and Emotional Development | |
| Sub-Domain: Emotional Functioning | Frog Street Threes Teacher Guide Page References |

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| Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others. | TG1: 16, 20 TG5: 14 TG9: 42 Literature Library: <i>How Do You Feel?, Sophie Wants a Turn, Sophie Rants and Raves, Sophie's Big Voice</i> Photo Activity Cards: #4 (happy), #5 (sad), #6 (angry) |
| Goal P-SE 7. Child expresses care and concern toward others. | TG1: 5, 15, 25, 35 TG2: 5, 14, 15, 21, 24, 25, 34, 35 TG4: 5, 14, 15, 25, 35 TG5: 5, 14, 15, 24, 25, 35 TG6: 5, 15, 24, 25, 35 TG7: 5, 15, 24, 25, 35 TG8: 5, 15, 24, 25, 35 TG9: 5, 15, 24, 25, 35, 42 |
| Goal P-SE 8: Child manages emotions with increasing independence. | TG3: 22 TG5: 4 TG9: 42 |
| Domain: Social and Emotional Development | |
| Sub-Domain: Sense of Identity and Belonging | Frog Street Threes Teacher Guide Page References |
| Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. | TG1: 6, 10, 20 TG2: 12 |
| Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self | TG1: 20, 30 TG6: 10 TG7: 10 TG9: 32 |
| Goal P-SE 11. Child has sense of belonging to family, community, and other groups. | TG1: 4, 12, 14, 22, 24, 29, 32, 34, 42 TG2: 4, 12, 14, 20, 21, 24, 34, 42 TG9: 32 |
| Language and Literacy | |

| Domain: Language and Communication | |
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| Sub-Domain: Attending and Understanding | Frog Street Threes Teacher Guide Page References |
| Goal P-LC 1. Child attends to communication and language from others. | TG1: 6, 10, 16, 26, 36, 38 TG2: 6, 12, 16, 21, 26, 30, 31, 36, 40, 41 TG3: 4, 6, 10, 24, 34 TG4: 6, 10, 14, 22, 30 TG5: 4, 31, 40 TG6: 40 TG7: 40 TG8: 40 TG9: 40 |
| Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others. | TG1: 10 TG2: 10, 40 TG3: 6, 10, 24, 38, 41 TG4: 6, 12, 22, 36 TG5: 11, 16 TG6: 11 TG7: 11 |
| Sub-Domain: Communicating and Speaking | Frog Street Threes Teacher Guide Page References |
| Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation. | TG2: 11, 40, 41, 42 TG3: 12, 21, 32, 34, 36, 42 TG4: 24, 32, 36 TG5: 10, 12, 14, 16, 22, 24, 26, 32, 34, 42 TG6: 6, 10, 14, 16, 20, 24, 34, 42 TG7: 6, 14, 20, 24, 32, 34, 42 TG8: 6, 12, 16, 24, 34, 42 TG9: 6, 12, 14, 16, 20, 24, 34, 40, 42 |
| Goal P-LC 4. Child understands, follows, and uses appropriate | TG1: 30, 31, 41 TG2: 4, 10, 20, 22, 26 |

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| social and conversational rules. | TG3: 4, 12, 22, 34, 36, 42 TG4: 10, 16, 22, 24, 32, 42 TG5: 12, 14, 16, 22, 24, 26, 31, 32, 34, 42 TG6: 6, 12, 14, 16, 20, 22, 24, 26, 32, 34, 42 TG7: 6, 10, 12, 14, 16, 22, 24, 32, 34, 42 TG8: 6, 12, 14, 16, 22, 24, 26, 32, 34, 42 TG9: 12, 14, 16, 22, 24, 26, 34, 42 |
| Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways. | TG1: 12, 22, 32, 41, 42 TG2: 21, 40 TG3: 12, 22, 36 TG4: 12, 16, 36 TG5: 12, 22, 30, 31, 32, 34, 42 TG6: 12, 14, 16, 22, 32, 34, 42 TG7: 12, 14, 16, 32, 34, 42 TG8: 12, 14, 16, 22, 32, 34, 42 TG9: 12, 14, 16, 22, 32, 34, 42 |
| Sub-Domain: Vocabulary | Frog Street Threes Teacher Guide Page References |
| Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes. | TG1: 18, 26, 28, 41 TG2: 6, 10, 16, 26, 30, 36, 40, 41 TG3: 16, 26 TG4: 30 TG5: 26 TG6: 10, 40 TG7: 22, 40 TG8: 30, 40 TG9: 30, 32, 40 Photo Activity Cards Vocabulary Cards |
| Goal P-LC 7. Child shows understanding of word categories and relationships among words. | TG1: 10, 20 TG2: 8, 18, 21, 28, 30, 31, 40, 41 TG3: 7 TG4: 26, 30, 32 TG5: 36 |

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| | TG6: 36 TG7: 36, 40 TG8: 30, 36, 40 TG9: 30, 36, 40 |
| Domain: Literacy | |
| Sub-Domain: Phonological Awareness | Frog Street Threes Teacher Guide Page References |
| Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound. | TG1: 5, 15, 25, 35 TG2: 5, 15, 25, 35 TG3: 5, 15, 25, 35, 42 TG4: 5, 15, 25, 35, 42 TG5: 5, 15, 22, 25, 35, 36, 42 TG6: 5, 6, 15, 25, 26, 32, 35, 36, 42 TG7: 5, 6, 15, 25, 26, 32, 35, 36, 42 TG8: 5, 6, 12, 15, 25, 26, 35, 36 TG9: 5, 6, 15, 22, 25, 26, 35, 36 |
| Sub-Domain: Print and Alphabet Knowledge | Frog Street Threes Teacher Guide Page References |
| Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). | TG1: 5, 10, 15, 20, 25, 30, 31, 35, 40 TG2: 5, 10, 15, 20, 22, 25, 30, 35, 40 TG3: 5, 15, 16, 20, 25, 30, 35, 40 TG4: 5, 15, 20, 25, 30, 32, 35 TG5: 5, 6, 15, 20, 25, 26, 30, 35, 40 TG6: 5, 12, 15, 20, 25, 26, 30, 35 TG7: 5, 15, 20, 25, 26, 30, 35, 40 TG8: 5, 10, 15, 20, 25, 26, 30, 35, 40 TG9: 5, 10, 12, 15, 20, 25, 30, 35, 40 |
| Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters. | TG1: 5, 15, 25, 35 TG2: 5, 10, 15, 20, 25, 30, 32, 35 TG3: 5, 10, 15, 20, 25, 30, 35 TG4: 5, 10, 15, 25, 30, 35, 40 |

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| | <p>TG5: 5, 6, 10, 12, 15, 20, 21, 25, 30, 32, 35, 40</p> <p>TG6: 5, 10, 15, 20, 25, 30, 35, 40</p> <p>TG7: 5, 10, 15, 20, 25, 30, 35, 40</p> <p>TG8: 5, 10, 15, 20, 22, 25, 30, 35, 40</p> <p>TG9: 5, 10, 15, 20, 25, 30, 35, 40</p> |
| Sub-Domain: Comprehension and Text Structure | Frog Street Threes Teacher Guide Page References |
| Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling. | <p>TG2: 10, 12, 16, 20</p> <p>TG3: 10, 20, 40</p> <p>TG4: 10, 12, 20, 30, 40</p> <p>TG5: 10, 12, 20, 22, 32</p> <p>TG6: 10, 19, 30, 40</p> <p>TG7: 10, 20, 30, 40</p> <p>TG8: 10, 12, 20, 22, 30, 32, 40</p> <p>TG9: 6, 10, 20, 30, 40</p> <p>Literature Library</p> <p>Story Folders</p> |
| Goal P-LIT 5. Child asks and answers questions about a book that was read aloud. | <p>TG1: 6, 10, 16, 19, 26, 36, 40</p> <p>TG2: 6, 10, 16, 26, 32, 36</p> <p>TG3: 6, 10, 12, 22, 26, 30, 40</p> <p>TG4: 6, 10, 20, 30, 40</p> <p>TG5: 6, 36</p> <p>TG6: 30, 36, 40</p> <p>TG7: 12, 30, 36, 40</p> <p>TG8: 30, 36, 40</p> <p>TG9: 30, 36, 40</p> <p>Literature Library</p> <p>Story Folders</p> |
| Sub-Domain: Writing | Frog Street Threes Teacher Guide Page References |
| Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks. | <p>TG2: 40, 42</p> <p>TG4: 10, 20, 26</p> <p>TG6: 10, 22, 30, 40</p> <p>TG7: 10, 22, 30</p> |

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| | TG8: 9, 10, 20, 30 TG9: 10, 32 |
| Cognition | |
| Domain: Mathematics Development | |
| Sub-Domain: Counting and Cardinality | Frog Street Threes Teacher Guide Page References |
| Goal P-Math 1. Child knows number names and the count sequence. | TG2: 9, 11, 30, 31, 39 TG8: 8, 11, 18, 21, 22, 31, 32, 38, 41, 42 TG9: 11, 18, 21, 22, 28, 31, 38, 41, 42 |
| Goal P-Math 2. Child recognizes the number of objects in a small set. | TG2: 29, 32 TG3: 30, 31 TG7: 38 TG8: 8, 11, 18, 21, 22, 28, 31, 32, 38, 41, 42 TG9: 8, 11, 18, 21, 31, 38, 41, 42 |
| Goal P-Math 3. Child understands the relationship between numbers and quantities. | TG2: 8, 18, 29 TG5: 28 TG8: 8, 18, 21, 22, 28, 31, 32, 38, 39, 42 TG9: 8, 11, 18, 21, 22, 28, 31, 38, 41 |
| Goal P-Math 4. Child compares numbers. | TG5: 28 TG8: 18, 40, 41, 42 TG9: 41 |
| Goal P-Math 5. Child associates a quantity with written numerals up to 5 and begins to write numbers. | TG8: 21, 28, 31, 32, 38, 41 TG9: 11, 18, 21, 31, 32, 38, 41 |
| Sub-Domain: Operations and Algebraic Thinking | Frog Street Threes Teacher Guide Page References |
| Goal P-Math 6. Child understands addition as adding to and understands subtraction as taking away from. | TG1: 29 TG9: 8, 28 |
| Goal P-Math 7. Child understands simple patterns. | TG4: 8, 11, 18, 21, 22, 28, 31, 32, 38, 41 TG5: 8, 11, 12, 18, 21, 22 |

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| | TG7: 28, 32 |
| Sub-Domain: Measurement | Frog Street Threes Teacher Guide Page References |
| Goal P-Math 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. | TG1: 8 TG2: 8, 10, 11, 18 TG5: 19 TG6: 19 TG7: 9, 12, 19 TG8: 29, 32, 40, 42 |
| Sub-Domain: Geometry and Spatial Sense | Frog Street Threes Teacher Guide Page References |
| Goal P-Math 9. Child identifies, describes, compares, and composes shapes. | TG1: 28 TG2: 30, 38, 41, 42 TG3: 12, 18, 20, 21, 22, 28, 29 TG5: 29 TG6: 36 TG7: 41 TG8: 41 TG9: 41 |
| Goal P-Math 10. Child explores the positions of objects in space. | TG1: 29 TG2: 28, 31, 32 TG3: 12, 21, 32 TG4: 40 TG5: 31, 39 TG6: 39 TG7: 39 |
| Domain: Scientific Reasoning | |
| Sub-Domain: Scientific Inquiry | Frog Street Threes Teacher Guide Page References |
| Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). | TG1: 9, 11, 19, 21, 30 TG2: 11, 21 TG3: 10 TG4: 9, 19, 39 |

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| | TG5: 10, 20, 32 TG6: 41 TG7: 39, 41, 42 TG8: 11, 31 TG9: 20, 22, 31 |
| Goal P-SCI 2. Child engages in scientific talk. | TG1: 21, 29, 30, 40 TG2: 19 TG3: 9, 12 TG4: 9, 39, 41, 42 TG5: 19 TG6: 32 TG7: 32, 39, 42 TG8: 9, 11, 19, 39, 42 TG9: 9, 19, 20, 22, 39, 42 Photo Activity Cards Vocabulary Cards |
| Goal P-SCI 3. Child compares and categorizes observable phenomena. | TG1: 11 TG2: 11, 21, 38 TG3: 21, 31, 32, 41 TG4: 30, 31, 41 TG5: 9 TG6: 32 TG7: 9, 11, 12, 32, 39, 41, 42 TG8: 9, 19, 29, 32, 39, 42 TG9: 9, 19, 20, 22, 29, 39, 42 |
| Sub-Domain: Reasoning and Problem-Solving | Frog Street Threes Teacher Guide Page References |
| Goal P-SCI 4. Child asks a question, gathers information, and makes predictions. | TG1: 40, 41 TG2: 9, 19 TG3: 9, 12 TG4: 29 TG5: 9, 29, 30 TG6: 9, 12, 29, 31 |

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| | TG7: 29, 31 |
| Goal P-SCI 5. Child plans and conducts investigations and experiments. | TG1: 9, 21, 39, 40, 41 TG2: 9, 39, 42 TG3: 19, 39 TG4: 9, 12, 19, 29, 32, 41 TG5: 10, 29, 30, 32, 39 TG6: 9, 29, 31, 39 TG7: 29, 31 |
| Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results. | TG1: 19, 39, 40, 41 TG2: 9, 29, 32, 39, 42 TG3: 9, 11, 19, 21, 39 TG4: 9, 19, 29 TG5: 10, 12 TG6: 31 TG7: 11, 31 |
| Domain: Perceptual, Motor, and Physical Development | |
| Sub-Domain: Gross Motor | Frog Street Threes Teacher Guide Page References |
| Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles. | TG1: 10, 20 TG2: 22, 31, 41 TG3: 11, 21 TG4: 11, 21, 40, 42 TG5: 10, 20, 21 TG6: 9, 11, 12, 30, 31 TG7: 9, 10, 12, 30 TG8: 10, 12, 21, 41 TG9: 10, 11, 20, 30, 39, 40 |
| Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people | TG1: 10, 11, 31, 40, 41 TG2: 11, 31, 41 TG4: 11, 21, 40 TG5: 10, 20, 21 TG6: 9, 11, 12, 22, 30, 31 TG7: 9, 10, 30 TG8: 10, 12, 21, 40, 41 |

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| | TG9: 10, 11, 12, 30, 39, 40 |
| Sub-Domain: Fine Motor | Frog Street Threes Teacher Guide Page References |
| Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles. | TG1: 10, 19, 20, 31, 40, 41 TG2: 19, 21, 30, 40, 41 TG3: 10, 11, 20, 21, 30, 31, 32 TG4: 21, 31, 40, 41 TG5: 10, 11, 20, 29, 30, 31, 40, 41 TG6: 10, 11, 20, 29, 31, 41 TG7: 10, 11, 20, 22, 29, 30, 31, 41 TG8: 10, 11, 12, 20, 21, 22, 30, 31, 41 TG9: 11, 20, 21, 30, 31, 41 |
| Sub-Domain: Health, Safety, and Nutrition | Frog Street Threes Teacher Guide Page References |
| Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills. | TG4: 16, 18, 20, 21, 40 TG7: 11 |
| Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits. | TG4: 26, 30, 31, 32 |
| Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines. | TG1: 11 TG4: 8, 10, 11, 19 TG7: 11, 21 TG8: 21, 31 TG9: 21, 31 |