



Strong teacher/child interactions occur frequently.	
Teacher recasts/scaffolds children's language, vocabulary, and sentence structure.	
Children are active learners.	
Teacher thinks aloud during shared reading and writing lessons.	
Morning Message is taught daily with adaptations for developmentally appropriate age groups. Letter recognition, phonological awareness, and concepts of print are explored but mastery is not expected.	
STEAM lessons are provided weekly with opportunities for children to explore, investigate, and problem solve.	
<b>Examples observed:</b>	
<b>Classroom Environment</b>	<b>Observation</b>
Children's creative work is displayed at child's eye level. Honored writing/artwork is rotated.	
Theme-related materials are evident throughout the classroom. <b>(Frog Street Threes literature, Story Folders, Photo Activity Cards, Hands-On Cards, Vocabulary Cards, etc.)</b>	
Work samples (digital photographs, artwork, checklists, and anecdotal records) are collected for children and placed in portfolios to be used for assessment and share with families.	
Manipulatives, books, etc. are accessible for children to choose and are rotated throughout the year	
<b>Examples observed:</b>	
<b>Learning Centers</b>	<b>Observation</b>
Learning Centers occur daily and meet district/agency requirements.	
Centers are labeled and there is a management system practiced consistently	

Centers reflect theme focus and incorporate Frog Street Threes suggested activities.	
Centers provide multi-leveled experiences to support differentiated instruction.	
Centers are developmentally appropriate (no worksheets) learning opportunities with children engaged in conversations with peers and adults.	
Writing tools and books are found in each center	
<b>Science Center:</b> Science experiences invite children to practice process skills and learn science content.	
<b>Manipulative Center:</b> Children engage in problem solving activities (matching, sorting, counting, etc.).	
<b>Creativity Station:</b> Children use a variety of art materials to explore senses and create representations	
<b>Construction:</b> Children use blocks to construct models and then engage in dramatic play with their creations.	
<b>Pretend and Learn:</b> Children participate in dramatic play with ample props.	
<b>Library Center:</b> Children engage in EXH2010 reading, retelling stories with props or are actively involved in tasks that develop key literacy skills	
<b>Examples observed:</b>	

**Additional Notes/Comments:**