

**Correlation of  
Louisiana Early Learning &  
Development Standards  
Serving 16 to 36 months and  
Frog Street Toddler**





**TEXTBOOK COMPANY: Frog Street Press, Inc.**  
**CORRELATION TO LOUISIANA EARLY LEARNING & DEVELOPMENT FOR**  
**CLASSROOMS SERVING CHILDREN 16 TO 36 MONTHS OLD**

**DIFFERENTIATED INSTRUCTION**

Children are at many different developmental levels during the period of growth from 16 to 36 months of age. Children also vary in culture, language, motivation, abilities and interests. All children can learn effectively regardless of these differences. *Frog Street Toddler* offers opportunities to meet the needs of all learners by offering “Adaptations” for less mature or developmentally delayed learners and more challenging activities (signified by an upward blue arrow icon) for ready learners. *Welcome to Frog Street Toddler* provides differentiated instruction guidelines for educators on pages 47-53.

**APPROACHES TO LEARNING**

*Frog Street Toddler’s Approaches to Learning* (including curiosity, attention, communication, and persistence) are embedded in and across all domains. The end of each week’s unit provides examples of how learning approaches are infused throughout the program. Examples are on pages 10, 20, 30, 40 of each guide.

**Learning Centers** (introduced weekly on pages 3, 13, 23, and 33) provide many opportunities for children to use different methods of exploration, including all of their senses. They encourage children to observe people, events, and objects re-create interesting effects explore perform trial and error display creativity, curiosity and persistence—and develop confidence.

**INITIATIVE and CURIOSITY**

**AL1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.**

Indicators	Frog Street Toddler—Activity Guide Page References
Show curiosity and interest in daily experiences and activities. (2.1)	<i>Children use their senses throughout <u>Frog Street Toddler</u>, to investigate the environment—and to discover what objects and people do, how things work, and how they can make things happen.</i> <b>Activity Guide — (AG) AG1:</b> 7, 17, 20, 27, 37 <b>AG2:</b> 17 <b>AG3:</b> 7, 17, 27 <b>AG4:</b> 7, 17, 27 37 <b>AG5:</b> 17, 17, 37 <b>AG6:</b> 7, 27, 37 <b>AG7:</b> 17, 27 <b>AG8:</b> 17, 27 <b>AG9:</b> 10, 17, 27, 37 <b>AG10:</b> 7, 27, 37 <b>AG11:</b> 27, 37 <b>AG12:</b> 7, 27 <b>AG13:</b> 17, 27
Demonstrate a willingness to try new activities and experiences. (2.2)	<i>Throughout <u>Frog Street Toddler</u>, <u>Learning Centers</u> and <u>Cognitive Development</u> activities provide children with opportunities to try new activities and experiences and develop curiosity.</i>

	<p><b>AG1:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 27, 29, 33, 37 <b>AG5:</b> 3, 7, 8, 13, 17, 19, 23, 27, 29, 33, 37 <b>AG6:</b> 3, 7, 8, 13, 17, 23, 27, 29, 33, 37, 39 <b>AG7:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 27, 29, 33, 37 <b>AG9:</b> 3, 6, 7, 8, 13, 17, 19, 23, 27, 33, 37, 38 <b>AG10:</b> 3, 7, 9, 13, 17, 23, 27, 28, 33, 37, 38, 39 <b>AG11:</b> 3, 7, 8, 13, 17, 18, 23, 27, 28, 33, 37, 38 <b>AG12:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG13:</b> 3, 8, 13, 17, 23, 33, 38, 39</p>
Actively explore the environment. (2.3)	<p><i>During <u>Outdoor Play</u> activities (p. 3, 13, 23, and 33), children have opportunities to investigate their environment. <u>Learning Centers and Cognitive Development</u> activities provide opportunities for children to explore using different methods.</i></p> <p><b>AG1:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG2:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG3:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG4:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG5:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG6:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG7:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG8:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG9:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG10:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG11:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG12:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG13:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40</p> <p><b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”</p>
Demonstrate increasing interest and independence in completing simple tasks. (2.4)	<p><i>Frog Street provides ongoing support for toddlers’ expanding independence in the form of ‘Teaching Tips’ for educators (such as in AG2, <u>What Should You Do?</u> p. 20 involving independence)—and activities specifically designed for 2 to 3 year-old children. Another example is AG11, <u>Construction Learning Center</u> (p. 3) wherein children are encouraged to use blocks and their own ideas to build an animal enclosure.</i></p> <p><b>AG1:</b> 4, 5, 8, 16, 18, 21, 26, 18, 38, 41 <b>AG2:</b> 3, 13, 20, 23, 33 <b>AG3:</b> 3, 4, 5, 13, 18, 19, 23, 24, 25, 33 <b>AG4:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 38 <b>AG5:</b> 3, 4, 5, 13, 15, 23, 33 <b>AG6:</b> 3, 13, 23, 33, 34, 35, 38 <b>AG7:</b> 3, 8, 11, 13, 17, 18, 23, 33 <b>AG8:</b> 3, 13, 23, 33, 40 <b>AG9:</b> 3, 8, 10, 13, 23, 33, 34, 35 <b>AG10:</b> 3, 4, 5, 13, 14, 15, 23, 33 <b>AG11:</b> 3, 4, 5, 13, 18, 23, 24, 25, 33,</p>
Insistent about preferences and may say “no” to adult. (2.5)	<p><i>Throughout <u>Frog Street Toddler</u>, children are asked to share their preferences, such as in AG3, ‘I Like School’ (p. 6) wherein they are asked to name their favorite school activity. A foundation of the program is to celebrate the joy of learning.</i></p> <p><b>AG1:</b> 13, 29 <b>AG2:</b> 10, 27, 36, 38, 39, 43 <b>AG3:</b> 6, 26, 36 <b>AG5:</b> 4, 14, 16, 18, 24, 26, 28, 38, 40 <b>AG6:</b> 5, 15, 16, 25, 35 <b>AG7:</b> 7, 10, 13, 27, 30, 36 <b>AG8:</b> 10, 16, 17, 18, 25 <b>AG9:</b> 20, 36 <b>AG10:</b> 7, 16, 36 <b>AG11:</b> 16, 23, 36 <b>AG12:</b> 36 <b>AG13:</b> 5, 7, 16, 36</p>

<b>ATTENTION, ENGAGEMENT, and PERSISTENCE</b>	
<b>AL 2: Demonstrate attention, engagement, and persistence in learning.</b>	
<b>Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Actively engage with people, objects, or activities in the environment for longer length of time. (2.1)	<p><i>Frog Street Toddler provides children with many opportunities to develop the ability to maintain focus and attention to activities such as stories, finger plays, <u>Learning Centers</u>, puzzle assembly, and outdoor games.</i></p> <p><b>AG1:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG2:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 17, 23, 26, 27, 33, 36, 37, 39 <b>AG4:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG5:</b> 3, 6, 7, 8, 13, 16, 17, 19, 23, 26, 27, 29, 33, 36, 37, 39 <b>AG6:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG7:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG8:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG9:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG10:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 36, 33, 38 <b>AG11:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG12:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG13:</b> 3, 6, 13, 16, 17, 19, 23, 26, 27, 28, 33, 36, 37, 38</p>
Maintain attention to complete a short, simple task with adult support. (2.2)	<p><i>Frog Street Toddler provides children with many opportunities to develop the ability to maintain focus and attention to activities such as stories, finger plays, <u>Learning Centers</u>, puzzle assembly, and outdoor games.</i></p> <p><b>AG1:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG2:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 17, 23, 26, 27, 33, 36, 37, 39 <b>AG4:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG5:</b> 3, 6, 7, 8, 13, 16, 17, 19, 23, 26, 27, 29, 33, 36, 37, 39 <b>AG6:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG7:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG8:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG9:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG10:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 36, 33, 38 <b>AG11:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG12:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG13:</b> 3, 6, 13, 16, 17, 19, 23, 26, 27, 28, 33, 36, 37, 38</p>
Complete self-chosen activity and repeats the activity many times to gain mastery. (2.3)	<p><i><u>Cognitive Development activities</u> and <u>Learning Centers</u> offer children opportunities to choose different tasks. Children are also able to repeat activities many times to achieve mastery.</i></p> <p><b>AG1:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG9:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 33, 37</p> <p><b>Resources:</b> Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-</p>

	glance reminders for caregivers.
<b>REASONING, PROBLEM-SOLVING, and CREATIVE THINKING</b>	
<b>AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.</b>	
<b>Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Demonstrate an understanding of cause and effect (e.g., purposefully try to make things happen). (2.1)	<p><i>Cognitive Development</i> activities and <i>Learning Centers</i> offer children opportunities to explore cause-and-effect relationships and problem solving. Example—<i>All About Me—Loudest Sound</i> (Theme 1, p. 7) wherein the leader shakes <i>Jingle Boxes</i>—and children are invited to use their ears to determine which box makes the loudest and softest sounds.</p> <p><b>AG1:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG9:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 33, 37</p> <p><b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”</p>
Repeat behaviors to produce desired effect. (2.2)	<p><i>Children have opportunities to repeat actions with the goal of achieving a desired result throughout Frog Street Toddler. Teachers can observe evolving skills and knowledge while children are involved in activities.</i></p> <p><b>AG1:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG2:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG3:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG4:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG5:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG6:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG7:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG8:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG9:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG10:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG11:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG12:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG13:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40</p> <p><b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”</p>
Observe and imitate others’ when trying to carry out new tasks or actions. (2.3)	<p><i>Opportunities to observe other people’s use of objects, imitate simple actions, and using realistic objects in pretend play are provided throughout program domains and themes. Though Learning Centers are not established until age 2, Pretend and Learn activities can be easily modified and utilized. Many include specific instruction for adapting experiences for younger children.</i></p> <p><i>Did You Know?</i> in <i>Farm Animals</i> (Theme 11, p. 27) describes how adults should</p>

	<p><i>encourage children to use verbal skills toward remembering events for later re-enactment. They can use puppets as props to retell and expand stories.</i></p> <p><b>AG1:</b> 3, 5, 13, 23, 33, 39 <b>AG2:</b> 3, 13, 23, 29, 30, 33 <b>AG3:</b> 3, 13, 15, 23, 25, 26, 29, 33, 35, 38, 39 <b>AG4:</b> 3, 5, 13, 23, 25, 26, 29, 33, 35, 36, 38 <b>AG5:</b> 3, 4, 6, 13, 15, 23, 25, 33, 35 <b>AG6:</b> 3, 5, 9, 13, 15, 23, 33 <b>AG7:</b> 3, 13, 15, 23, 26, 33, 40 <b>AG8:</b> 3, 9, 13, 16, 23, 33, 39 <b>AG9:</b> 3, 5, 13, 15, 23, 29, 33, 35, 39 <b>AG10:</b> 3, 5, 8, 9, 13, 17, 23, 33, 36 <b>AG11:</b> 3, 5, 13, 15, 23, 25, 33, 35, 38, 40 <b>AG12:</b> 3, 5, 9, 10, 13, 23, 33 <b>AG13:</b> 3, 13, 23, 33</p> <p><b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”</p>
<p>Apply new action or strategy to solve problem. (2.4)</p>	<p><b>AG1:</b> 7, 17, 27, 29, 33, 37 <b>AG2:</b> 3, 7, 17, 27, 31, 37 <b>AG3:</b> 7, 17, 19, 27, 33, 37 <b>AG4:</b> 3, 7, 9, 17, 19, 23, 27, 33, 37, 38, 39 <b>AG5:</b> 3, 7, 13, 17, 27, 37 <b>AG6:</b> 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 37, 39 <b>AG7:</b> 3, 7, 13, 17, 23, 26, 27, 29, 33, 37, 39 <b>AG8:</b> 3, 7, 13, 17, 19, 23, 27, 23, 33, 37 <b>AG9:</b> 7, 8, 10, 17, 19, 26, 27, 34, 36, 37, 38 <b>AG10:</b> 7, 17, 19, 27, 34, 36, 37 <b>AG11:</b> 6, 7, 8, 17, 27, 37 <b>AG12:</b> 4, 7, 8, 17, 18, 27, 29, 37 <b>AG13:</b> 7, 8, 13, 17, 27, 37</p> <p><b>Resources:</b> Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p>
<p>Use trial and error to solve more complex tasks or problems. (2.5)</p>	<p><i>Cognitive Development activities and Learning Centers offer children opportunities to explore trial-and-error while problem solving.</i></p> <p><b>AG1:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG9:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 33, 37</p> <p><b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”</p>
<p>Ask others for help if needed. (2.6)</p> <p>Use language when asking for help from adults or peers. (2.7)</p>	<p><i>Learning Centers and Photo Activity Card discussions offer many opportunities for children to use language to describe what they see and tell about their own experiences related to the topic. Starting the Day activities include prompts for children to use language to develop social skills, including asking for help.</i></p> <p><b>AG1:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG2:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG3:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG4:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG5:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG6:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG7:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG8:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37</p>

	<p><b>AG9:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG10:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG11:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG12:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG13:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37</p>
<p><b>AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.</b></p>	
<p><b>Indicators</b></p>	<p><b>Frog Street Toddler—Activity Guide Page References</b></p>
<p>Use objects, art materials and toys in new and unexpected ways. (2.1)</p>	<p><i>Through a variety of activities, children use objects in new ways as part of pretend play. For example, children use toilet paper tubes to create a megaphone or place a beach towel on the floor to represent a street. See the following pages for activities where objects are used in new ways for pretend play.</i></p> <p><b>AG1:</b> 17, 23, 33 <b>AG2:</b> 28, 33 <b>AG3:</b> 3, 9, 13, 18, 23, 33, 39, 40 <b>AG4:</b> 3, 9, 13, 19, 23, 33 <b>AG5:</b> 23, 33 <b>AG6:</b> 3, 7, 8, 9, 18 <b>AG7:</b> 2, 9, 13, 17, 18, 19, 33 <b>AG8:</b> 7, 9, 13, 17, 19, 29 <b>AG9:</b> 3, 8, 13, 17, 23 <b>AG10:</b> 27, 29 <b>AG11:</b> 19, 29, 33 <b>AG12:</b> 3, 13, 23, 33 <b>AG13:</b> 3, 13, 33</p>
<p>Ask what, how, and why questions to seek information. (2.2)</p>	<p><i>Daily activities and <u>Learning Centers</u> offer children opportunities to ask questions, and show their ability to acquire and process new information.</i></p> <p><b>AG1:</b> 3, 5, 7, 13, 15, 17, 18, 23, 25, 33, 35, 37, 38 <b>AG2:</b> 3, 5, 7, 8, 13, 15, 17, 18, 23, 25, 35, 33, 37 <b>AG3:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG4:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG5:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG6:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG7:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG8:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG9:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG10:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG11:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG12:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG13:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37</p> <p><b>Resources:</b> Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p>



## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

*Frog Street Toddler* offers activities that support cause-and-effect relationships and problem solving to develop foundational skills for lifelong learning. Each week, a wide range of activity options are provided so toddlers can express creativity, solve child-sized problems, and develop curiosity. **Cognitive Development** activities are presented in each activity guide on pages 7, 17, 27, and 37. and objects re-create interesting effects explore perform trial and error display creativity, curiosity and persistence—and develop confidence.

### CREATIVE THINKING and EXPRESSION

**CC 1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.**

Indicators	Frog Street Toddler—Activity Guide Page References
Move and dance to favorite songs and music. (2.1)	<p><i>Music and Movement experiences are part of the weekly <u>Enrichment Activities</u>, and provide children with opportunities to move and dance to favorite songs and music. Music CDs are provided and songs are sung to familiar tunes.</i></p> <p><b>Activity Guide — (AG) AG1:</b> 3, 6, 13, 16, 23, 26, 33, 36 <b>AG2:</b> 3, 6, 13, 16, 23, 26, 33, 36 <b>AG3:</b> 3, 6, 13, 16, 23, 26, 33, 36 <b>AG4:</b> 3, 6, 13, 16, 23, 26, 33, 36 <b>AG5:</b> 3, 6, 13, 16, 23, 26, 33, 36 <b>AG6:</b> 3, 6, 13, 16, 23, 26, 33, 36 <b>AG7:</b> 3, 6, 13, 16, 23, 26, 33, 36 <b>AG8:</b> 3, 6, 13, 16, 23, 26, 33, 36 <b>AG9:</b> 3, 6, 13, 16, 23, 26, 33, 36 <b>AG10:</b> 3, 6, 13, 16, 23, 26, 33, 36 <b>AG11:</b> 3, 6, 13, 16, 23, 26, 33, 36 <b>AG12:</b> 3, 6, 13, 16, 23, 26, 33, 36 <b>AG13:</b> 3, 6, 13, 16, 23, 26, 33, 36</p> <p><b>Resources:</b> Photo Activity Cards, Music CDs, Classroom Poster – <i>5 Reasons to Sing and Dance</i></p>
Participate in familiar songs and finger plays. (2.2)	<p><i>Music and Movement experiences are part of the weekly <u>Enrichment Activities</u>. Singing is a great springboard into language acquisition for toddlers. Music CDs are provided and songs are sung to familiar tunes. <u>Starting the Day</u> is a 4-step routine (Unite, Calm, Connect, Build Community). In step 1 (Unite), activities include thematic songs and finger plays. Children are prompted regularly to participate in singing songs and taking part in finger plays.</i></p> <p><b>AG1:</b> 3, 4, 13, 14, 23, 24, 33, 34 <b>AG2:</b> 3, 4, 13, 14, 23, 24, 33, 34 <b>AG3:</b> 3, 4, 13, 14, 23, 24, 33, 34 <b>AG4:</b> 3, 4, 13, 14, 23, 24, 33, 34 <b>AG5:</b> 3, 4, 13, 14, 23, 24, 33, 34 <b>AG6:</b> 3, 4, 13, 14, 23, 24, 33, 34 <b>AG7:</b> 3, 4, 13, 14, 23, 24, 33, 34 <b>AG8:</b> 3, 4, 13, 14, 23, 24, 33, 34 <b>AG9:</b> 3, 4, 13, 14, 23, 24, 33, 34 <b>AG10:</b> 3, 4, 13, 14, 23, 24, 33, 34 <b>AG11:</b> 3, 4, 13, 14, 23, 24, 33, 34 <b>AG12:</b> 3, 4, 13, 14, 23, 24, 33, 34 <b>AG13:</b> 3, 4, 13, 14, 23, 24, 33, 34</p> <p><b>Resources:</b> Music CDs, Classroom Poster – <i>5 Reasons to Sing and Dance</i></p>

<p>Use sounds/words or their bodies (clapping), instruments and other objects to imitate the beat and/or rhythm from music with help from adults. (2.3)</p> <p>Respond to changes in tone and melody. (2.4)</p> <p>Move their bodies creatively. (2.5)</p> <p>Use objects and/or their voice to produce sounds and/or music that is unique or creative. (2.6)</p>	<p><i>Music and Movement experiences are part of the weekly <u>Enrichment Activities</u>. During these activities, children are provided with opportunities to clap and/or use instruments to imitate the beat or rhythm of the chants and songs; respond to changes in tone and melody; move their bodies creatively; produce sounds and/or music using their voices or objects.</i></p> <p><b>AG1:</b> 3, 13, 23, 33 <b>AG2:</b> 3, 13, 23, 33 <b>AG3:</b> 3, 13, 23, 33 <b>AG4:</b> 3, 13, 23, 33 <b>AG5:</b> 3, 13, 23, 33 <b>AG6:</b> 3, 13, 23, 33 <b>AG7:</b> 3, 13, 23, 33 <b>AG8:</b> 3, 13, 23, 33 <b>AG9:</b> 3, 13, 23, 33 <b>AG10:</b> 3, 13, 23, 33 <b>AG11:</b> 3, 13, 23, 33 <b>AG12:</b> 3, 13, 23, 33 <b>AG13:</b> 3, 13, 23, 33</p> <p><b>Resources:</b> Music CDs</p>
<p><b>CC 2: Develop an appreciation for visual arts from different culture and create various forms of visual arts.</b></p>	
<p><b>Indicators</b></p>	<p><b>Frog Street Toddler—Activity Guide Page References</b></p>
<p>Choose to participate in various forms of art activities. (2.1)</p> <p>Select materials and make decisions about how to create their own art (that may represent their own culture). (2.2)</p> <p>Use a variety of tools and materials to create art. (2.3)</p>	<p><i>Learning Centers (Creativity Station) provides opportunities for children to explore their creativity. Children select and use a variety of materials and tools, and make decisions about how to create various forms of art.</i></p> <p><b>AG1:</b> 3, 13, 23 <b>AG2:</b> 3, 13, 23, 33 <b>AG3:</b> 3, 13, 23, 33 <b>AG4:</b> 3, 13, 23, 33 <b>AG5:</b> 3, 13, 23, 33 <b>AG6:</b> 3, 13, 23, 33 <b>AG7:</b> 3, 13, 23, 33 <b>AG8:</b> 3, 13, 23, 33 <b>AG9:</b> 3, 13, 23, 33 <b>AG10:</b> 3, 13, 23, 33 <b>AG11:</b> 3, 13, 23, 33 <b>AG12:</b> 3, 13, 23, 33 <b>AG13:</b> 3, 13, 23, 33</p> <p><b>Intentionally create content in a work of art.</b></p> <p><b>TG1:</b> 25, 31, 43, 61, 69, 85, 117, 121, 153, 145, 147, 151, 157 <b>TG2:</b> 20, 25, 37, 43, 61, 63, 69, 75, 87, 92, 97, 109, 121, 128, 146, 158 <b>TG3:</b> 11, 27, 37, 49, 56, 59, 61, 79, 85, 97, 103, 105, 146, 153, 157, 161 <b>TG4:</b> 31, 33, 49, 61, 73, 85, 103, 109, 153, 157 <b>TG5:</b> 14, 20, 39, 67, 73, 79, 81, 85, 95, 111, 115, 121, 139, 147, 151, 157 <b>TG6:</b> 27, 37, 57, 67, 73, 107, 109, 115, 121, 129, 133, 139, 144, 145 <b>TG7:</b> 25, 37, 51, 56, 57, 85, 97, 121, 129, 135, 139, 153 <b>TG8:</b> 25, 27, 37, 49, 61, 81, 145, 151, 157 <b>TG9:</b> 45, 49, 68, 71, 85, 109, 121, 129, 133, 139, 145, 150, 151 157</p>
<p><b>CC 3: Express roles and experiences through dramatic art and play.</b></p>	
<p><b>Indicators</b></p>	<p><b>Frog Street Toddler—Activity Guide Page References</b></p>
<p>Observe and/or engage in short dramatic performances with adult support. (2.1)</p>	<p><i>Weekly ‘Pretend and Learn Centers’ offer opportunities for children to engage in imaginative play.</i></p> <p><b>AG1:</b> 3, 5, 13, 15, 23, 27, 33, 36 <b>AG2:</b> 3, 9, 13, 23, 26, 27, 29 33 <b>AG3:</b> 3, 13, 15, 23, 25, 26, 27, 29, 33, 35, 38, 39 <b>AG4:</b> 3, 5, 23, 25, 29, 33, 35, 38 <b>AG5:</b> 6, 15, 18, 25, 33, 35 <b>AG6:</b> 3, 5, 9, 26 <b>AG7:</b> 3, 13, 15, 19, 23, 26, 33 <b>AG8:</b> 3, 9, 16, 13, 23, 39 <b>AG9:</b> 5, 13, 15, 17, 23, 29, 33, 35, 39 <b>AG10:</b> 3, 5, 8, 9, 17, 23, 29, 36, 39 <b>AG11:</b> 3, 5, 7, 13,</p>

	15, 23, 25, 33, 35, 38, 39 <b>AG12:</b> 3, 9, 13, 19, 23, 28, 32, 33, 39 <b>AG13:</b> 3, 6, 7, 8, 13, 19, 23, 29, 33
Pretend to be a character in a story by imitating and repeating voice inflections and facial expressions. (2.2)	<i>Weekly <u>Pretend and Learn</u> centers offer opportunities for children to imitate sounds, gestures or behaviors. Opportunities to pretend and imitate are also included in daily activities.</i> <b>AG1:</b> 3, 5, 13, 15, 23, 27, 33, 36 <b>AG2:</b> 3, 9, 13, 23, 26, 27, 29 33 <b>AG3:</b> 3, 13, 15, 23, 25, 26, 27, 29, 33, 35, 38, 39 <b>AG4:</b> 3, 5, 23, 25, 29, 33, 35, 38 <b>AG5:</b> 6, 15, 18, 25, 33, 35 <b>AG6:</b> 3, 5, 9, 26 <b>AG7:</b> 3, 13, 15, 19, 23, 26, 33 <b>AG8:</b> 3, 9, 16, 13, 23, 39; <b>AG9:</b> 5, 13, 15, 17, 23, 29, 33, 35, 39 <b>AG10:</b> 3, 5, 8, 9, 17, 23, 29, 36, 39 <b>AG11:</b> 3, 5, 7, 13, 15, 23, 25, 33, 35, 38, 39 <b>AG12:</b> 3, 9, 13, 19, 23, 28, 32, 33, 39 <b>AG13:</b> 3, 6, 7, 8, 13, 19, 23, 29, 33
Engage in brief episodes of make-believe play that involves sequenced steps, assigned roles, and/or an overall plan for the play. (2.3)	<i>Weekly <u>Pretend and Learn</u> centers offer opportunities for children to use imitation and pretend play to learn new roles and relationships, sequences and plans.</i> <b>AG1:</b> 3, 13, 33 <b>AG2:</b> 3, 9, 10, 13, 23, 30, 33 <b>AG3:</b> 3, 8, 13, 23, 33, 38 <b>AG4:</b> 3, 9, 23, 33 <b>AG5:</b> 3, 10, 18, 33 <b>AG6:</b> 3, 40 <b>AG7:</b> 3, 13, 33, 40 <b>AG8:</b> 3, 13, 23 <b>AG9:</b> 3, 13, 17, 23, 33 <b>AG10:</b> 3, 23 <b>AG11:</b> 3, 13, 23, 33 <b>AG12:</b> 3, 8, 13, 23, 29, 33 <b>AG13:</b> 3, 13, 23, 33
Use one object to represent another object. (2.4)	<i>Children will find new properties and uses for familiar objects in <u>Learning Centers</u> and/or <u>Cognitive Development</u> activities. Example— is in Theme 7, <u>Kazoo for You</u> (p. 39) in which they use a toilet paper tube, waxed paper and rubber band to make a kazoo.</i> <b>AG1:</b> 7, 13, 17, 37 <b>AG2:</b> 17 <b>AG3:</b> 7, 17, 27, 33 <b>AG4:</b> 3, 7, 17, 23, 27, 37 <b>AG5:</b> 13, 17, 37 <b>AG6:</b> 7, 27, 37 <b>AG7:</b> 13, 17, 27, 33, 37, 38, 39 <b>AG8:</b> 3, 17, 23, 27 <b>AG9:</b> 10, 17, 27, 37 <b>AG10:</b> 7, 27, 37 <b>AG11:</b> 27, 37 <b>AG12:</b> 7, 27 <b>AG13:</b> 17, 27
<b>MATHEMATICS</b>	
<b>CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.</b>	
<b>Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Recite the number list to count to 6. (2.1)  With prompting and support, count up to 3 and then backwards from 3. (2.2)  Tell “how many” after counting a set of three or fewer items (e.g., fingers, blocks, crayons). (2.3)	<i>Frog Street Toddler strongly supports children’s ability to understand number and quantity. As part of <u>Starting the Day—Connect</u>, children name and count the children who are absent. <u>Language Development</u> and <u>Cognitive Development</u> activities help children understand number sense through rhymes, songs and chants. Examples— <u>Three Kittens</u> and <u>Five Little Monkeys</u>.</i> <b>AG1:</b> 5, 15, 25, 27, 35, 36 <b>AG2:</b> 3, 5, 6, 7, 8, 15, 25, 35, 37 <b>AG3:</b> 3, 5, 15, 25, 33, 35, 36 <b>AG4:</b> 5, 15, 25, 35 <b>AG5:</b> 5, 15, 17, 25, 35 <b>AG7:</b> 3, 5, 15, 23, 25, 27, 35 <b>AG6:</b> 5, 15, 25, 35 <b>AG7:</b> 3, 5, 15, 23, 25, 27, 35 <b>AG8:</b> 5, 13, 15, 25, 33, 35 <b>AG9:</b> 5, 7, 8, 15, 25, 35 <b>AG10:</b> 5, 15, 25, 35 <b>AG11:</b> 5, 9, 15, 25, 35, 37 <b>AG12:</b> 5, 15, 25, 35 <b>AG13:</b> 5, 6, 7, 8, 15, 25, 26, 35, 40

<p>Understand the concepts of “one” and “two” (e.g., parent says, “take just one cookie”). (2.4)</p>	<p><i>Did You Know? In <u>Nursery Rhymes</u> (Theme 7, p. 37) describes how many toddlers may count to five by age two, but this doesn’t mean they understand the concept of the number five. (They must be supported to develop this concept.)</i>  <b>AG1:</b> 5, 15, 25, 27, 35, 36 <b>AG2:</b> 5, 6, 7, 8, 15, 25, 35, 37 <b>AG3:</b> 5, 15, 25, 35, 36  <b>AG4:</b> 5, 15, 25, 35 <b>AG5:</b> 5, 15, 17, 25, 35 <b>AG7:</b> 5, 15, 25, 27, 35 <b>AG6:</b> 5, 15, 25, 35  <b>AG7:</b> 5, 15, 23, 25, 27, 35 <b>AG8:</b> 5, 15, 25, 35 <b>AG9:</b> 5, 7, 8, 15, 25, 35 <b>AG10:</b> 5, 15, 25, 35 <b>AG11:</b> 5, 9, 15, 25, 35, 37 <b>AG12:</b> 5, 15, 25, 35 <b>AG13:</b> 5, 6, 7, 8, 15, 25, 26, 35, 40</p> <p><b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”</p>
<p>With prompting and support, counts one to three objects using one-to-one correspondence when doing simple routines. (2.5)</p> <p>Identify one or two written numerals when named. (2.6)</p> <p>Can match one or two written numerals with the correct amount of objects. (2.7)</p>	<p><i><u>Language Development</u> and <u>Cognitive Development</u> activities help children understand number sense including one-to-one correspondence, and matching written numerals to the correct amount of objects. Caregivers differentiate based on readiness of children. Examples—<u>Three Little Kittens</u> and <u>The Three Bears</u> story folders.</i>  <b>AG1:</b> 5, 15, 25, 35 <b>AG2:</b> 5, 6, 7, 15, 25, 35, 36, 37 <b>AG3:</b> 5, 15, 25, 35 <b>AG4:</b> 5, 15, 25, 35, 33 <b>AG5:</b> 5, 15, 25, 35 <b>AG6:</b> 5, 15, 25, 35, 39 <b>AG7:</b> 3, 5, 15, 17, 23, 25, 35, 37  <b>AG8:</b> 5, 6, 15, 17, 23, 25, 33, 35, 37 <b>AG9:</b> 5, 7, 15, 25, 35 <b>AG11:</b> 5, 9, 15, 25, 35, 37</p> <p><b>Resources:</b> Story Folders, Developmental Storybook (The Three Little Pigs, The Three Billy Goats Gruff), Numeral Cards</p>
<p>Understand the concepts of “more,” “all” or “none”. (2.8)</p>	<p><i><u>Frog Street Toddler</u> strongly supports children’s ability to understand number and quantity. <u>Language Development</u> and <u>Cognitive Development</u> activities help children to understand number concepts through rhymes, songs and chants (i.e., <u>Five Little Monkeys</u>).</i></p> <p><i>Support to develop these concepts, including understanding concepts of “more,” “all,” or “none” are embedded in instruction and activities. Example—<u>Physical Development</u> (Theme 6, p. 9) “Circle ‘Round the Zero” activity instructions: Show children a zero. Explain that zero means that you have none of something. Give each child a cookie. Say: Everyone has one cookie. Have children eat their cookie. Say: Now everyone has zero cookies. No cookies. Have children stand in a circle to sing the song “Circle ‘Round the Zero” (p. 46).</i>  <b>AG1:</b> 38 <b>AG2:</b> 38 <b>AG4:</b> 28, 33 <b>AG6:</b> 9, 39 <b>AG8:</b> 8 <b>AG10:</b> 16, 34 <b>AG11:</b> 28</p> <p><b>Resources:</b> Classroom Posters—“5 Ways to Support Cognitive Development,” “Sign Language”</p>

<p>Visually compare two sets of objects and identify which set has more. (2.9)</p>	<p><i>Frog Street Toddler</i> supports children’s evolving ability to compare and classify objects. <i>Math Centers</i> allow them to sort, group, and categorize. Theme 6 <i>Shapes and Sizes</i> is devoted entirely to shapes, and includes many grouping, sorting, categorizing, connecting, and attribute experiences. Some examples of comparing sets are found on these page references:  <b>AG3:</b> 33 <b>AG8:</b> 13 <b>AG11:</b> 28 <b>AG12:</b> 29, 39 <b>AG13:</b> 7, 8, 16, 18, 29, 37</p> <p><b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”</p>
<p><b>CM 2: Understand basic patterns, concepts, and operations.</b></p>	
<p><b>Indicators</b></p>	<p><b>Frog Street Toddler—Activity Guide Page References</b></p>
<p>Show interest in patterns that can be seen in the everyday environment (e.g., stringing beads, colored carpet squares, blocks of different shapes). (2.1)</p>	<p><i>Children have many opportunities throughout the program to show interest in colors, shapes, patterns or pictures, including those in the environment. Theme 5 <i>Colors</i> is devoted entirely to colors (Week 1: Yellow, Week 2: Red and Orange, Week 3: Blue and Green, Week 4: Black and White). Theme 6 <i>Shapes and Sizes</i> is devoted entirely to shapes (Week 1: Circles, Week 2: Squares, Week 3: Triangles, Week 4: Hearts and Stars).</i></p> <p><b>AG1:</b> 7, 17, 27, 29, 33, 37 <b>AG2:</b> 3, 7, 17, 27, 37 <b>AG3:</b> 7, 8, 13, 17, 19, 27, 29, 33, 37, 39 <b>AG4:</b> 7, 9, 17, 19, 23, 27, 33, 37, 38, 39 <b>AG5:</b> 3, 6, 7, 13, 17, 23, 27, 37 <b>AG6:</b> 5, 6, 3, 7, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 39 <b>AG7:</b> 3, 7, 17, 23, 26, 27, 29, 37, 39 <b>AG8:</b> 7, 13, 17, 19, 23, 27, 33, 37, 38 <b>AG9:</b> 7, 8, 17, 19, 26, 27, 34, 35, 37, 38 <b>AG10:</b> 7, 13, 17, 19, 23, 27, 34, 36, 37 <b>AG11:</b> 6, 7, 9, 17, 27, 37 <b>AG12:</b> 4, 7, 8, 13, 17, 27, 29, 37 <b>AG13:</b> 7, 8, 13, 17, 27, 37</p> <p><b>Resources:</b> Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p>
<p>Copy simple movement or rhythmic patterns. (2.2)</p>	<p><i>Music and Movement</i> experiences are part of the weekly <i>Enrichment Activities</i>. During these and <i>Physical Development Activities</i>, children are provided with opportunities to clap and/or use instruments to copy simple movement or rhythmic patterns.</p> <p><b>AG1:</b> 3, 13, 23, 33 <b>AG2:</b> 3, 13, 23, 33 <b>AG3:</b> 3, 13, 23, 33 <b>AG4:</b> 3, 13, 23, 33, 39 <b>AG5:</b> 3, 13, 23, 33 <b>AG6:</b> 3, 13, 23, 29, 33 <b>AG7:</b> 3, 9, 13, 23, 33, 39 <b>AG8:</b> 3, 9, 13, 19, 23, 27, 33, 39 <b>AG9:</b> 3, 13, 23, 33, 39 <b>AG10:</b> 3, 13, 23, 29, 33 <b>AG11:</b> 3, 13, 23, 33 <b>AG12:</b> 3, 13, 23, 33 <b>AG13:</b> 3, 13, 23, 33, 39</p>
<p>Group/sort 3 to 4 objects by one feature into two or more groups based on observable/ physical characteristics (e.g., group toy animals into piles of bears, cats and dogs) with little assistance. (2.3)</p>	<p><i>Frog Street Toddler</i> supports children’s evolving ability to classify objects and people. <i>Math Centers</i> allow them to sort, group, and categorize. Theme 6 is devoted entirely to <i>Shapes and Sizes</i>—and includes many grouping, sorting, categorizing, connecting, and attribute experiences.</p>

	<p><b>AG1:</b> 7, 17, 27, 29, 33, 37 <b>AG 2:</b> 3, 7, 17, 27, 37 <b>AG 3:</b> 7, 17, 19, 27, 33, 37 <b>AG 4:</b> 7, 9, 17, 19, 27, 29, 37, 38, 39 <b>AG 5:</b> 7, 13, 17, 27, 37 <b>AG 6:</b> 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 39 <b>AG 7:</b> 3, 7, 17, 23, 26, 27, 29, 37, 39 <b>AG 8:</b> 7, 13, 17, 19, 23, 27, 33, 37 <b>AG 9:</b> 7, 8, 17, 19, 26, 27, 34, 36, 37, 38 <b>AG 10:</b> 7, 17, 19, 27, 34, 36, 37 <b>AG 11:</b> 6, 7, 9, 17, 27, 37 <b>AG 12:</b> 4, 7, 8, 17, 18, 27, 29, 37 <b>AG 13:</b> 7, 8, 13, 17, 27, 37</p>
Participate in activities that combine and separate groups/sets of objects. (2.4)	<p><i>Did You Know?</i> in <i>Bugs</i> (Theme 10, p. 37) describes how toddlers have an emerging interest in sorting and classifying. <u>Cognitive Development</u> activities provide opportunities for children to combine and separate groups/sets of objects.</p> <p><b>AG1:</b> 7, 27, 33, 36, 37, 40 <b>AG2:</b> 3, 27, 37 <b>AG3:</b> 16, 17, 20, 27, 37 <b>AG4:</b> 17, 33 <b>AG5:</b> 7, 27, 29, 30, 39 <b>AG6:</b> 7, 27, 28, 29, 34, 37 <b>AG7:</b> 3, 7, 27, 37 <b>AG8:</b> 6, 17, 33 <b>AG9:</b> 7, 8 <b>AG10:</b> 7, 17, 27, 30, 37 <b>AG11:</b> 7, 17, 28, 37, 38 <b>AG12:</b> 7, 8, 17, 18, 27, 28, 37, 38 <b>AG13:</b> 7, 17, 27, 37</p> <p><b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”</p>
Participate in songs, finger plays and stories that illustrate combining and taking away objects/ items (e.g., Five Little Pumpkins, Anno’s Magic Seeds, One More Bunny). (2.5)	<p><i>Language Development</i> and <i>Cognitive Development</i> activities help children to understand number concepts through rhymes, songs and chants. Examples are <i>Three Kittens</i> and <i>Five Little Monkeys</i>, used as prompts for children to illustrate combining and taking away objects/items.</p> <p><b>AG1:</b> 38 <b>AG 2:</b> 3, 24, 37, 45 <b>AG 3:</b> 3, 13, 19, 23, 33 <b>AG 4:</b> 13, 19, 23, <b>AG 7:</b> 23, 29 <b>AG 9:</b> 33, 34, 36, 37 <b>AG 10:</b> 33, 34, 36, 38 <b>AG 11:</b> 9, 13, 16 <b>AG 12:</b> 3, 4, 8, 17, 19</p>
Participate in simple story problems created with objects and/ or manipulatives. (2.6)	
<b>CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area.</b>	
<b>Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Compare the size or weight of two objects and identify which one is longer/ taller/ heavier than the other. (2.1)	<p>Theme 6 <i>Shapes and Sizes</i> is devoted entirely to shapes. Children compare various shapes and objects to determine which one is longer/taller/heavier.</p> <p><b>AG1:</b> 6, 23 <b>AG3:</b> 16 <b>AG4:</b> 7, 30, 34, 35, 36, 37, 38, 39 <b>AG6:</b> 3, 13, 14, 18, 34, 37 <b>AG7:</b> 37, 43 <b>AG8:</b> 3, 27 <b>AG12:</b> 13, 18</p>
Manipulate, handle, and use a variety of measurement tools in play. (2.2)	<p><i>Frog Street Toddler</i> Theme 6 <i>Shapes and Sizes</i> is devoted entirely to shapes. Children are provided with opportunities to participate in measurement activities, including comparing sizes or measuring ingredients during cooking activities. Example—Theme 8, <i>Traditional Tales</i> (p. 28) children are invited to help make Purple Troll Shakes.</p> <p><b>AG1:</b> 6, 23, 33 <b>AG3:</b> 13, 16, 33 <b>AG4:</b> 7, 30, 34, 35, 36, 37, 38, 39 <b>AG5:</b> 29 <b>AG6:</b> 13, 14, 18, 34, 37 <b>AG7:</b> 3, 23, 37, 38 <b>AG8:</b> 3, 19, 27, 28 <b>AG9:</b> 3 <b>AG11:</b> 28 <b>AG12:</b> 13, 18, 28, 39 <b>AG13:</b> 18</p>
Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh objects, or measure ingredients during a cooking activity). (2.3)	

<b>CM 4: Understand shapes, their properties, and how objects are related to one another in space.</b>	
<b>Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
<p>Recognize at least two basic shapes. (2.1)</p> <p>Point to a shape that has a specific attribute (e.g., round, straight sides). (2.2)</p>	<p><i>Frog Street Toddler</i> supports children’s evolving ability to classify objects and shapes. <i>Math Centers</i> allow them to sort, group, and categorize.</p> <p><i>Theme 6 Shapes and Sizes</i> is devoted entirely to shapes (Week 1: Circles, Week 2: Squares, Week 3: Triangles, Week 4: Hearts and Stars), and includes many grouping, sorting, categorizing, connecting, and attribute experiences.</p> <p><b>AG1:</b> 7, 17, 27, 29, 33, 37 <b>AG 2:</b> 3, 7, 17, 27, 37 <b>AG 3:</b> 7, 17, 19, 27, 33, 37 <b>AG 5:</b> 3, 13, 23 <b>AG 6:</b> 17, 29, 33 <b>AG 7:</b> 7 <b>AG 8:</b> 38 <b>AG 10:</b> 7, 13, 23 <b>AG 11:</b> 7, 17, 27, 37 <b>AG 12:</b> 7, 17, 27, 37 <b>AG 13:</b> 7, 17, 27, 37</p> <p><b>Resources:</b> Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p>
<p>Solve simple puzzles that require two pieces to fit together. (2.3)</p>	<p><i>Children are given opportunities to fit puzzle pieces together frequently throughout Frog Street Toddler. These opportunities are provided during Cognitive Development Activities, Enrichment Activities, and/or Physical Development Activities. Example—Theme 2 Family and Home (p. 7), children are invited to put their family puzzle pieces together.</i></p> <p><b>AG1:</b> 7, 29 <b>AG 2:</b> 7 <b>AG 3:</b> 7, 8, 17, 27, 37 <b>AG 4:</b> 7, 9, 17, 19, 27, 29, 37, 38, 39 <b>AG 5:</b> 7, 13, 17, 27, 37 <b>AG 6:</b> 3, 4, 5, 7, 8, 9, 13, 15, 23, 25, 28, 29, 39 <b>AG 7:</b> 3, 7, 17, 23, 26, 27, 29, 37, 39 <b>AG 8:</b> 7, 13, 17, 19, 23, 27, 33, 37 <b>AG 9:</b> 7, 8, 17, 19, 26, 27, 34, 36, 37, 38 <b>AG 10:</b> 7, 17, 19, 27, 34, 36, 37 <b>AG 11:</b> 6, 7, 9, 17, 27, 37 <b>AG 12:</b> 4, 7, 8, 17, 18, 27, 29, 37 <b>AG 13:</b> 7, 8, 13, 17, 27, 37</p> <p><b>Resources:</b> Patterns CD (Bug Puzzles, Farm Animal Puzzles, Humpty Dumpty Puzzle, Transportation Puzzles, Worker Puzzles, Zoo Animal Puzzles)</p>
<p>Participate in creating simple shapes using objects or other materials. (2.4)</p>	<p><i>Theme 6 Shapes and Sizes</i> is devoted entirely to shapes (Week 1: Circles, Week 2: Squares, Week 3: Triangles, Week 4: Hearts and Stars). Children have opportunities to create simple shapes using objects and/or other materials.</p> <p><b>AG1:</b> 27 <b>AG2:</b> 9 <b>AG4:</b> 39 <b>AG6:</b> 3, 4, 7, 8, 9, 13, 14, 15, 17, 19, 23, 24, 25, 28, 29, 33, 34, 36, 39 <b>AG7:</b> 9 <b>AG8:</b> 5, 9, 25</p> <p><b>Resources:</b> Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p>

<p>Move their body and move objects to follow simple directions related to position (e.g., in, on, under, over, up and down) and proximity (e. g., beside, between). (2.5)</p>	<p><i>Theme 4, Opposites, Week 1: In/Out and Inside/Outside, Week 2: Up/Down and Over/Under. Children are provided with opportunities to respond to directions related to position and proximity, including moving their body or objects. Children will practice using words correctly to describe locations.</i></p> <p><b>AG1:</b> 16, 17, 19, 26, 29, 34, 39 <b>AG2:</b> 38 <b>AG3:</b> 14 <b>AG4:</b> 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 29 <b>AG6:</b> 9, 19 <b>AG7:</b> 4 <b>AG8:</b> 16 <b>AG9:</b> 13, 14, 15, 16, 17, 23, 24, 25, 27, 28, 29, 33, 34, 35, 37, 38, 39 <b>AG10:</b> 17, 38 <b>AG13:</b> 4, 7, 9, 13, 14, 15, 17, 18, 20, 23, 24, 25, 26, 27, 28, 29, 33, 34, 35</p> <p><b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”</p>
<p><b>SCIENCE</b></p>	
<p><b>CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).</b></p>	
<p><b>Indicators</b></p>	<p><b>Frog Street Toddler—Activity Guide Page References</b></p>
<p>Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (2.1)</p> <p>Talk about what they see, hear, and are able to touch in the environment with adult support. (2.2)</p>	<p><i>Theme 1 All About Me (Week 2: My Senses) Starting the Day and Learning Centers encourage children to explore using their senses and talk about what are able to do with each of their five senses (including see, hear and touch).</i></p> <p><b>AG1:</b> 3, 6, 7, 13, 17, 18, 23, 27, 29, 33, 37, 39 <b>AG2:</b> 3, 13, 19, 23, 29, 33 <b>AG3:</b> 3, 7, 8, 9, 13, 17, 23, 27, 33, 37 <b>AG4:</b> 3, 7, 8, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 <b>AG5:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 <b>AG6:</b> 3, 7, 8, 13, 17, 19, 23, 27, 28, 29, 33, 37, 39 <b>AG7:</b> 3, 7, 13, 17, 19, 23, 27, 28, 33, 37, 38 <b>AG8:</b> 3, 7, 9, 13, 17, 23, 27, 39, 33, 37, 38 <b>AG9:</b> 3, 7, 8, 13, 17, 18, 23, 27, 29, 33, 37, 39 <b>AG10:</b> 3, 7, 8, 9, 13, 17, 23, 27, 28, 33, 37, 39 <b>AG11:</b> 3, 7, 8, 13, 17, 18, 19, 23, 27, 29, 33, 37 <b>AG12:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 28, 33, 37, 38 <b>AG13:</b> 3, 7, 8, 13, 17, 23, 27, 33, 37, 38</p> <p><b>Resources:</b> Classroom Poster – 5 Ways to Support Cognitive Development offers at-a-glance reminders for caregivers.</p>
<p>Use simple tools to observe living things, objects and materials (e.g., magnifying glass, sifter). (2.3)</p>	<p><i>Learning Centers (Science) provide opportunities for children to explore living things, objects and materials, using simple tools as appropriate.</i></p> <p><b>AG1:</b> 3, 8, 17 <b>AG3:</b> 13, 23 <b>AG4:</b> 8 <b>AG5:</b> 3 <b>AG6:</b> 3, 8 <b>AG7:</b> 23 <b>AG8:</b> 27 <b>AG10:</b> 3, 13, 33</p>
<p>Show an understanding of cause-and-effect relationships (e.g., pushes a stack of blocks to watch them fall). (2.4)</p>	<p><i>Cognitive Development and Learning Centers provide children with opportunities to explore cause-and-effect relationships. Example—Theme 1 (All About Me) Loudest Sound, (p. 7) wherein the caregiver shakes Jingle Boxes, then children are asked to use their ears to determine which one made the loudest and softest sounds.</i></p> <p><b>AG1:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 33,</p>



	<p>37 <b>AG4:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG9:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 33, 37</p> <p><b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development” provides at-a-glance reminders for caregivers.</p>
<p>Try alternative solutions to solve problems (e.g., pull the string on a toy that is stuck under something use a stick to dislodge a toy that is stuck). (2.5)</p>	<p><b>AG1:</b> 7, 17, 27, 29, 33, 37 <b>AG2:</b> 3, 7, 17, 27, 31, 37 <b>AG3:</b> 7, 17, 19, 27, 33, 37 <b>AG4:</b> 3, 7, 9, 17, 19, 23, 27, 33, 37, 38, 39 <b>AG5:</b> 3, 7, 13, 17, 27, 37 <b>AG6:</b> 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 37, 39 <b>AG7:</b> 3, 7, 13, 17, 23, 26, 27, 29, 33, 37, 39 <b>AG8:</b> 3, 7, 13, 17, 19, 23, 27, 23, 33, 37 <b>AG9:</b> 7, 8, 10, 17, 19, 26, 27, 34, 36, 37, 38 <b>AG10:</b> 7, 17, 19, 27, 34, 36, 37 <b>AG11:</b> 6, 7, 8, 17, 27, 37 <b>AG12:</b> 4, 7, 8, 17, 18, 27, 29, 37 <b>AG13:</b> 7, 8, 13, 17, 27, 37</p> <p><b>Resources:</b> Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p>
<p>Ask why and how questions about what they see, hear and feel when observing living creatures, objects and materials. (2.6)</p>	<p><i>Cognitive Development and Learning Centers offer children many opportunities to ask questions including “why” and “how” questions. <u>Did You Know?</u> is a professional development feature which provides caregivers with strategies to complement interaction with children. Example—Theme 4 <u>Opposites</u> (p. 36): “When children ask you a question, encourage them to answer it before you answer it for them by asking: ‘What do you think?’ to allow children to organize their thinking as they verbalize their answer.”</i></p> <p><b>AG1:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG9:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 33, 37</p> <p><b>Resources:</b> Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers, <i>Parents as Partners Card - #28</i></p>
<p>Put materials, substances, and/or objects together in new or unexpected ways to see what will happen (e.g., combine paint colors to see what happens, experiment to see what sticks on contact paper collage). (2.7)</p>	<p><i>Throughout <u>Frog Street Toddler</u>, children are invited to experiment with different objects. <u>Enrichment Activities</u> include <u>Learning Centers</u> which support children’s pretend play, creativity, and imagination. Through a variety of activities, children use objects in new and different ways. Examples are that they use toilet paper tubes to create a megaphone and place a beach towel on the floor to represent a street.</i></p> <p><b>AG1:</b> 13, 17, 23, 33 <b>AG2:</b> 3, 13, 23, 28, 33 <b>AG3:</b> 3, 9, 13, 18, 23, 33, 39, 40 <b>AG4:</b> 3,</p>

	9, 13, 19, 23, 33 <b>AG5:</b> 23, 33 <b>AG6:</b> 3, 7, 8, 9, 18 <b>AG7:</b> 2, 3, 9, 13, 17, 18, 19, 23, 33 <b>AG8:</b> 3, 7, 9, 13, 17, 19, 23, 29 <b>AG9:</b> 3, 8, 13, 17, 23, 33 <b>AG10:</b> 3, 23, 27, 29 <b>AG11:</b> 3, 13, 19, 23, 29, 33 <b>AG12:</b> 3, 13, 23, 33 <b>AG13:</b> 3, 13, 23, 33
Talk about observations made about living creatures, objects, materials and changes that happen. (2.8)	<i>Enrichment Activities include Science Learning Centers wherein children pretend observe and experiment through a variety of activities. Children are invited to observe living creatures and experiment with different objects and materials in Learning Centers (Science). Children are encouraged to talk about what they have observed and changes that happen during each activity.</i> <b>AG5:</b> 13, 23, 33, 38 <b>AG6:</b> 3 <b>AG6:</b> 3 <b>AG8:</b> 13, 23 <b>AG9:</b> 23, 23 <b>AG10:</b> 13, 22, 23, 26, 27, 28, 29 <b>AG13:</b> 13, 33  <b>Resources:</b> Sequence Cards—metamorphosis, Photo Activity Card—caterpillar to butterfly, Vocabulary—metamorphosis, caterpillar, butterfly
<b>CS 2: Acquire scientific knowledge related to physical science (properties of objects and materials).</b>	
<b>Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Talk about observations of objects and materials in the indoor and outdoor environment. (2.1)  Explore changes in objects and materials (e.g., see what happens when water and dirt are combined, observe how food changes when cooked, etc.). (2.2)	<i>During Outdoor Play activities (p. 3, 13, 23, and 33), children have opportunities to investigate their environment and explore cause-and-effect. Activity choices in the Cognitive Development domain (p. 7, 17, 27, and 37) offer many opportunities for children to observe objects, materials and explore changes.</i> <b>AG1:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG2:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG3:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG4:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG5:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG6:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG7:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG8:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG9:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG10:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG11:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG12:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG13:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”
Explore tools and simple machines that can be used to move, combine, or change objects and materials (e.g., a hammer, lever, pulley, ramp, etc.). (2.3)  With adult supervision, explore sources of energy and	<i>Throughout Frog Street Toddler, children are given many opportunities to explore objects and materials to figure out how something works and changes. Physical Development and Enrichment Activities (Construction and Science centers) provide opportunities for children to explore how tools and simple machines are used to move, combine or change objects or materials. Cognitive Development and Enrichment</i>

<p>how they affect objects and materials (e.g., lights, bells and other sources of sound). (2.4)</p>	<p><i>Activities are other areas where children explore energy sources (lights, bells, and other sources of sound). Example—Theme 9, p. 23 - children are invited to explore sound makers (bells, drums, horns, shakers, rhythm band instruments). Then the children are challenged to describe the sounds of each item</i></p> <p><b>AG1:</b> 7, 29, 39 <b>AG3:</b> 17, 27, 29, 37 <b>AG5:</b> 17, 28, 39 <b>AG7:</b> 7, 17, <b>AG8:</b> 27, 39 <b>AG9:</b> 7, 17, 23 <b>AG10:</b> 29 <b>AG11:</b> 9 <b>AG13:</b> 13</p> <p><b>Resources:</b> Parents as Partners #7</p>
<p>Explore different ways balls, toys and other objects move. (2.5)</p>	<p><i>Throughout Frog Street Toddler, children explore movement. Theme 13 <u>On the Go</u>, focuses on transportation and travel (Week 1: <u>Tricycles and Wagons</u> Week 2: <u>Cars, Truck and Buses</u>, Week 3: <u>Trains and Airplanes</u>, Week 4: <u>Boats and Ships</u>). Children are provided with opportunities to discover different ways toys, balls, and objects move during <u>Enrichment Activities</u>, <u>Cognitive Development</u>, <u>Physical Development</u> and <u>Outdoor Play</u>.</i></p> <p><b>AG1:</b> 9, 17, 19, 23, 33 <b>AG4:</b> 33 <b>AG6:</b> 3 <b>AG7:</b> 13 <b>AG8:</b> 13, 23 <b>AG9:</b> 23, 26, 27, 29, 37 <b>AG13:</b> 3, 7, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39</p> <p><b>Resources:</b> Photo Activity Cards: #26 (trash collector), #49 (bus), #73 (tricycle), #75 (truck), #76 (ice cream truck), #77 (train), #78 (airplane), #79 (boat), #80 (ship)</p>
<p><b>CS 3: Acquire scientific knowledge related to life science (properties of living things).</b></p>	
<p><b>Indicators</b></p>	<p><b>Frog Street Toddler—Activity Guide Page References</b></p>
<p>With prompting and support, explore and talk about common characteristics of living creatures and plants. (2.1)</p> <p>Compare one living creature or plant with another and talk about the similarities and differences observed. (2.2)</p>	<p><i>Theme 2 (<u>Family and Home</u>), Theme 10 (<u>Bugs</u>), Theme 11 (<u>Farm Animals</u>) and Theme 12 (<u>Zoo Animals</u>) provide many opportunities to explore and talk about common characteristics of living things.</i></p> <p><i>Photo Activity Cards provide opportunities to practice vocabulary and stimulate discussion. Features on the back of each card (Vocabulary Words, Things to Talk About and Things to Do) provide opportunities to do comparisons of living things (using the cards for animals, birds, insects).</i></p> <p><b>AG2:</b> 3 <b>AG8:</b> 11 <b>AG10:</b> 7, 8, 10, 17, 26, 27, 37 <b>AG11:</b> 7, 8, 17, 18, 19, 27, 28, 36, 37, 38 <b>AG12:</b> 6, 7, 8, 17, 18, 23, 27, 28, 37, 38</p> <p><b>Resources:</b> Photo Activity Cards—#12 pets (1), #13 pets (2), #43 (piglets, wolf), #45 (goats), #58 (horse), #59 (cow), #61 (duck), #60 (chicken), #62 (pig), #63 (lamb, sheep), #64 (monkey), #65 (ape), #66 (elephant), #67 (kangaroo), #68 (zebra), #69 (giraffe), #70 (lion), #71 (tiger)</p>

<p>Care for living creatures and/or plants with direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (2.3)</p> <p>Follow adults' guidance on how to act appropriately when near living things. (2.4)</p>	<p><i>In Theme 2, <u>Family and Home: Week 3 – Pets</u> children explore how and why pets are considered family members. <u>Enrichment Activities - Discovery Center</u> (Theme 2, p. 23) children are invited to feed and care for a classroom pet. Many of the <u>Photo Activity Cards</u> (particularly animals) provide discussion suggestions on the back, and include topics such as: diet, habitat, how to care for and how to act appropriately around each living creature</i></p> <p><b>AG2:</b> 23, 28, 30 <b>AG3:</b> 18 <b>AG7:</b> 28 <b>AG8:</b> 29 <b>AG9:</b> 39 <b>AG11:</b> 3, 19, 23, 29, 36, 37, 38 <b>AG12:</b> 3, 13, 17, 23, 28, 33</p> <p><b>Resources:</b> Photo Activity Cards—#12 pets (1), #13 pets (2), #43 (piglets, wolf), #45 (goats), #58 (horse), #59 (cow), #61 (duck), #60 (chicken), #62 (pig), #63 (lamb, sheep), #64 (monkey), #65 (ape), #66 (elephant), #67 (kangaroo), #68 (zebra), #69 (giraffe), #70 (lion), #71 (tiger)</p>
<p>Talk about how very young plants and living creatures are different from full-grown plants and living creatures. (2.5)</p>	<p><i>Theme 11 (Farm Animals) and Theme 12 (Zoo Animals) provide opportunities to talk about the differences between young and full-grown living creatures. <u>Photo Activity Cards</u> are used to practice vocabulary and stimulate discussion. During <u>Mommy and Baby</u> activities, children are given <u>Mommy and Baby Animal</u> cards and encouraged to match the mommies with their babies.</i></p> <p><b>AG2:</b> 3, 28 <b>AG8:</b> 11 <b>AG11:</b> 7, 8, 17, 18, 28, 38 <b>AG12:</b> 8, 18, 28, 38</p> <p><b>Resources:</b> Photo Activity Cards—#12 pets (1), #13 pets (2), #43 (piglets, wolf), #59 (cow), #61 (duck), #63 (lamb, sheep), #65 (ape), #67 (kangaroo), #71 (tiger), Patterns CD (Mommy and Baby Animals Matching Cards)</p>
<p>Use simple words to name common plants, animals, and human body parts when asked by an adult. (2.6)</p>	<p><i>Theme 1, <u>All About Me</u> (Week 1 – My Face, Week 2 – My Senses, Week 3 – Arms, Hands and Fingers, Week 4 – Legs, Feet and Toes) children learn about parts of their bodies and how they function. In later themes, they are able to compare their body parts to those of other living things.</i></p> <p><b>AG1:</b> 2, 4, 23, 24, 27, 29, 34, 36, 38, 39, 40 <b>AG4:</b> 14, 38 <b>AG8:</b> 38 <b>AG9:</b> 34, 39 <b>AG10:</b> 4, 13, 14, 16, 17, 18, 24, 27, 29, 34, 39 <b>AG11:</b> 18</p> <p><b>Resources:</b> Photo Activity Cards—#1 (face), #2 (ear), #4 (arms, elbows, shoulders), #5 (hands, fingers), #7 (legs, knees), #8 (feet, toes)</p>
<p><b>CS 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).</b></p>	
<p><b>Indicators</b></p>	<p><b>Frog Street Toddler—Activity Guide Page References</b></p>
<p>Talk about the common weather conditions of the current season (e.g., in summer, talk about how hot it</p>	<p><i>Frog Street Toddler provides children with opportunities to talk about weather. Example—<u>Pretend and Learn</u> (Theme 9, p. 13) children are invited to explore</i></p>

<p>is). (2.1)</p> <p>Point to types of clothing needed for current seasonal weather conditions. (2.2)</p> <p>Talk about the current weather conditions. (2.3)</p>	<p><i>sunglasses, hats, and empty bottles of sunscreen and discuss the importance of each. <u>Parents as Partners Conversation Cards</u>, parents are provided with conversation cards to have available to use to spark unusual conversation. Example—“Do you like cold weather or hot weather best? Why?”</i></p> <p><b>AG1:</b> 3, 23 <b>AG2:</b> 28 <b>AG3:</b> 8, 38 <b>AG4:</b> 4, 8, 18 <b>AG5:</b> 4, 33 <b>AG7:</b> 16, 17 <b>AG9:</b> 13, 14, 17, 29 <b>AG11:</b> 18, 36 <b>AG12:</b> 24, 36 <b>AG13:</b> 17, 33, 36, 38</p> <p><b>Resources:</b> Vocabulary Words—sun, mittens, moon, wind, windshield wipers, Parents as Partners Conversation Cards</p>
<p>Notice features of the sky such as daylight, darkness, sun, moon, etc. (2.4)</p> <p>Identify the sky’s different characteristics during night and day. (2.5)</p>	<p><i><u>Frog Street Toddler</u> provides opportunities for children to recognize, identify and demonstrate understanding of features and characteristics of the sky.</i></p> <p><i>Example—<u>Cognitive Development</u> activity (Theme 5, p. 37) following class discussion of the phrase “black as night,” children are invited to stick silver stars onto black construction paper to create a night sky.</i></p> <p><i>Example—<u>Starting the Day</u> (Theme 5, p. 4), <u>The Color Song</u> (describes things that are red, blue, yellow, green, orange and purple) children discuss the things identified in the song, including “Yellow is the color of the sun.”</i></p> <p><b>AG4:</b> 18 <b>AG5:</b> 4, 33, 37 <b>AG6:</b> 34, 36, 37 <b>AG7:</b> 3 <b>AG9:</b> 3, 4, 6, 7, 8, 17 <b>AG10:</b> 14 <b>AG13:</b> 29</p> <p><b>Resources:</b> Photo Activity Card #41 (star), Vocabulary—star, sun, moon, wind</p>
<p><b>SOCIAL STUDIES</b></p>	
<p><b>CSS 1: Develop the understanding that events happened in the past and how these events relate to one’s self, family, and community.</b></p>	
<p><b>Indicators</b></p>	<p><b>Frog Street Toddler—Activity Guide Page References</b></p>
<p>Remember familiar people, events and objects (e.g., object permanence). (2.2)</p>	<p><i><u>Outdoor Play</u> is a daily activity. Children come to recognize the play area as a familiar place. Theme 2 (Family and Home) explores concepts of immediate family, extended family, pets and homes. Theme 3 (Friends) explore: Week 1- Everyday Friends, Week 2 - Friends Who Keep Us Healthy, Week 3 - Friends Who Keep Us Safe, Friends with Helpful Hands. Example—Theme 3, p. 27: <u>Photo Activity Cards</u> #22 (firefighter) and #23 (police officer) caregiver uses suggestions on the back of the cards to stimulate discussion.</i></p> <p><b>AG1:</b> 3, 13, 23, 33 <b>AG2:</b> 3, 7, 13, 17, 23, 27, 33, 36, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG4:</b> 3, 13, 23, 33 <b>AG5:</b> 3, 13, 23, 33 <b>AG6:</b> 3, 13, 23, 33, 37 <b>AG7:</b> 3, 13, 23, 33 <b>AG8:</b> 3, 7, 13, 23, 33 <b>AG9:</b> 3, 13, 23, 33 <b>AG10:</b> 3, 13, 23, 33 <b>AG11:</b> 3, 7, 13, 23, 33</p>

	<p><b>AG12:</b> 3, 13, 23, 26, 27, 33 <b>AG13:</b> 3, 13, 23, 33</p> <p><b>Resources:</b> Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p>
<p>Respond to changes in routines or schedules (may be a positive or negative response). (2.1)</p> <p>Demonstrate memory of reoccurring events through actions or words (e.g., “After lunch, I will hear a story.”). (2.3)</p>	<p><i>Starting the Day</i> is a 4-step routine (Unite, Calm, Connect, Build Community). Children learn to internalize rules, routines, and directions. Children also develop capacity to predict routines and regular events that make up the day or the session and respond to changes.</p> <p><b>AG1:</b> 25, 35 <b>AG2:</b> <b>AG3:</b> 15, 35 <b>AG4:</b> 5, 15 <b>AG6:</b> 35 <b>AG7:</b> 15, 25 <b>AG8:</b> 5, 25 <b>AG9:</b> 8 <b>AG10:</b> 5, 15, 35 <b>AG11:</b> 15, 25 <b>AG12:</b> 15, 25 <b>AG13:</b> 25, 35</p> <p><b>Resources:</b> Parents as Partners Cards: #14, #21, #36,</p>
<b>CSS 2: Describe people, events, and symbols of the past and present.</b>	
<b>Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
<p>Name immediate family members, caregivers and peers. (2.1)</p> <p>Point out family members, caregivers and peers in a picture. (2.2)</p> <p>Recognize familiar people even though there may be slight differences in their appearance (e.g., hat or new haircut). (2.3)</p>	<p><i>In Theme 2, <u>Family and Home</u>: children explore concepts of family (Week 1- Immediate Family, Week 2 – Extended Family, Week 3 – Pets, Week 4 – Home). In Theme 3, <u>Friends</u>: children explore friends and friendships (Week 1- Everyday Friends, Week 2 - Friends Who Keep Us Healthy, Week 3 - Friends Who Keep Us Safe, Week 4 - Friends with Helpful Hands).</i></p> <p><i>Starting the Day</i> is a 4-step routine (Unite, Calm, Connect, Build Community). In step 3 (Connect), children acknowledge their friends who are absent. With the help of Max the puppet, they welcome back friends who have been absent.</p> <p><b>AG1:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG2:</b> <b>2, 3,</b> 4, 5, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 24, 25, 34, 35, 37, 38 <b>AG3:</b> <b>2,</b> 4, 5, 7, 8, 12, 14, 15, 24, 25, 34, 35 <b>AG4:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG 5:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG 6:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG 7:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG 8:</b> 4, 5, 14,15, 24, 25, 34, 35 <b>AG9:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG10:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG11:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG12:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG13:</b> 4, 5, 14, 15, 24, 25, 34, 35</p> <p><b>Resources:</b> Photo Activity Cards—#9 family 1, #10 family 2, #11 family 3, #17 caregiver and class, Family Puzzles, Friendship Puzzles, Max the Puppet</p>
<p>Participate in holiday, cultural and/or birthday celebrations related to family and the local community. (2.5)</p>	<p><i>Cognitive Development - Family Celebrations (Theme 2, p. 17): Ask children to tell you about occasions their family celebrates, such as birthdays, weddings, graduations, and holidays. Be sensitive to cultural differences regarding whether or not these events are celebrated and how they might be celebrated. Ask: Who attends these celebrations?</i></p>

	<p><i>Parents as Partners #41 focuses on respecting diversity by seeing differences in people. Suggestion #3: Read books that embrace diversity. Choose books that present females in typically male roles and cast females as heroines. Read books that show diversity in families (structure, celebrations, customs). Share books about diverse cultures.</i></p>
<p>Participates in songs, finger plays and stories about familiar objects associated with local, state and national symbols. (2.4)</p>	<p><i>Frog Street Toddler provides children with daily opportunities to participate in songs, finger plays and stories. Theme 6 (<u>Shapes and Sizes</u>) and Theme 9 (<u>Traditional Songs</u>) provide opportunities for children to engage in these activities in relation to familiar shapes and objects, which can be associated with symbols (local, state and national).</i></p> <p><i>Example—Story Time (Theme 5, p. 9) “Star” is the title of the read aloud. As the reader introduces the story, he/she explains that stars are used as decorations on patriotic flags. Example—Music and Movement (Theme 2, p. 13-14) children sing “You Are My Sunshine” (one of Louisiana’s State Songs).</i></p> <p><b>AG2:</b> 13, 14 <b>AG5:</b> 17 <b>AG6:</b> 33, 34, 36 <b>AG9:</b> 3, 4, 5, 6, 7, 8, 9</p> <p><b>Resources:</b> Music CDs, Photo Activity Cards—#32 (red), #41 (star),</p>
<p><b>CSS 3: Develop an awareness of geographic locations, maps and landforms.</b></p>	
<p><b>Indicators</b></p>	<p><b>Frog Street Toddler—Activity Guide Page References</b></p>
<p>Recognize some familiar places, such as childcare, home, store, relative’s house. (2.1)</p>	<p><i>Outdoor Play is a daily activity. Children come to recognize the play area as a familiar place. Theme 2 (Family and Home) explores concepts of immediate family, extended family, pets and homes. Theme 3, <u>Friends</u> (Week 1- Everyday Friends, Week 2 - Friends Who Keep Us Healthy, Week 3 - Friends Who Keep Us Safe, Friends with Helpful Hands). Example—Theme 3 (p. 17. Caregiver uses <u>Photo Activity Cards</u> #18 (doctor), #19 (nurse), #20 (dentist), #21 (veterinarian) suggestions on the back of the cards to stimulate discussion, inviting children to talk about their experience (doctor’s office visit, dentist office visit, etc.).</i></p> <p><b>AG1:</b> 3, 13, 23, 33 <b>AG2:</b> 3, 7, 13, 17, 23, 27, 33, 36, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG4:</b> 3, 13, 23, 33 <b>AG5:</b> 3, 13, 23, 33 <b>AG6:</b> 3, 13, 23, 33, 37 <b>AG7:</b> 3, 13, 23, 33 <b>AG8:</b> 3, 7, 13, 23, 33 <b>AG9:</b> 3, 13, 23, 33 <b>AG10:</b> 3, 13, 23, 33 <b>AG11:</b> 3, 7, 13, 23, 33 <b>AG12:</b> 3, 13, 23, 26, 27, 33 <b>AG13:</b> 3, 13, 23, 33</p> <p><b>Resources:</b> Photo Activity Cards—#18 (doctor), #19 (nurse), #20 (dentist), #21 (veterinarian), Classroom Poster – 5 Ways to Support Cognitive Development offers at-a-glance reminders for caregivers.</p>

<p>Know the location of objects and places in familiar environments (e.g., goes to shelf where toys are stored when asked to get a specific toy). (2.2)</p> <p>Play with and explore items such as maps or simple diagrams of the classroom. (2.3)</p>	<p><i>The Frog Street Toddler Welcome Book - Teaching Strategies</i> suggestions (pages 42-44) provide strategies for classroom setup. <i>Spruce Up Your Space</i> (at the end of each week’s activities) offer suggestions to keep the classroom safe. These sections include strategies for teachers regarding arrangement of the classroom environment in a way where children will know the location of objects and other familiar places in the classroom environment (i.e., knowing the location of shelves where toys are stored, etc.).</p> <p>Children demonstrate their understanding of location of familiar environments, especially when making the transition to activity centers. <i>Outdoor Play</i> is a daily activity. Children come to recognize the play area as a familiar place and know its location.</p>
<p>Help to throw away trash when asked. (2.4)</p> <p>Assist adult with daily clean-up routines (e.g., put manipulatives back in to bucket, throw napkin into trash, etc.). (2.5)</p>	<p><i>Frog Street Toddler Welcome Book, Teaching Strategies</i>, p. 44 provides guidelines for <i>Handling Transitions</i> including establishing routines using songs and rhymes to provide smooth transitions. Example—Theme 3, p.40 <i>Teaching Strategies-Spruce Up Your Space</i>: “Toddlers learn quickly where things go. They have a great time scattering toys everywhere but they also love to help put things away. Make clean up part of your daily routine. Sing a clean-up song! <i>Clean Up Time</i> (Tune: “Do You Know the Muffin Man?”) or <i>Pick Up Trash</i> (Tune: “Paw-Paw Patch”)</p> <p><b>AG1:</b> 28 <b>AG3:</b> 33, 34, 39, 40 <b>AG4:</b> 29 <b>AG10:</b> 3, 30’</p> <p><b>Resources:</b> Photo Activity Card—##26 (trash collector)</p>
<p><b>CSS 4: Demonstrate awareness of culture and other characteristics of groups of people.</b></p>	
<p><b>Indicators</b></p>	<p><b>Frog Street Toddler—Activity Guide Page References</b></p>
<p>Participate in rhymes and music from various cultures. (2.1)</p>	<p><i>Starting the Day</i> is a 4-step routine including songs and finger plays. During activities, children repeat simple rhymes and songs. Specific rhymes from various cultural rhymes are:</p> <p><b>AG1:</b> 8, 13 <b>AG2:</b> 34, 37 <b>AG7:</b> 3, 6, 16, 26, 36</p>
<p>Communicate about the home that he/she lives in. (2.2)</p> <p>Listen to books and stories and look at pictures of shelters/homes in other geographic regions. (2.3)</p>	<p>Theme 2 (<i>Family and Home</i>) Week 4: <i>Homes</i> – children explore the concept of home including homes for people and homes for animals. <i>Enrichment Activities, Starting the Day, Story Time, and Cognitive Development</i> activities provide opportunities for children to talk about their home, in addition to different types of homes, including homes for animals.</p> <p>Example—<i>Cognitive Development, Photo Activity Cards #15</i> (apartment, condominium) caregiver explains the structure on top (apartment building). Next, the caregiver explains the bottom structure (condominium complex). Ask: “Do you live</p>



	<p><i>in an apartment? Do you live in a condo?"</i></p> <p><b>AG2:</b> 32, 33, 36, 37, 38, 39</p> <p><b>Resources:</b> The Three Little Pigs Developmental Storybook, Story Folders—(Sweet Mother, The Three Bears), Photo Activity Cards—#14 (homes), #15 (apartment, condominium), #16 (mobile home, tent)</p>
<b>CSS 5: Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.</b>	
<b>Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
<p>With adult support and guidance, carry out some routines and responsibilities in the classroom (e.g., picking up toys, cleaning up table, watering plants setting out snack, etc.). (2.1)</p> <p>Follow rules with adult support. (2.2)</p> <p>Accept redirection from adult. (2.3)</p> <p>Identify simple rules. (2.4)</p>	<p><i>Throughout <u>Frog Street Toddler</u> activities, children learn rules for behaving appropriately in the classroom. Children are reminded each day to commit to being a responsible member of the class by focusing on specific skills, such as using kind words, helpful hands, and listening ears. Children are encouraged to identify and follow rules, accepting redirection as appropriate.</i></p> <p><b>AG1:</b> 5, 8, 14, 15, 24, 25, 34, 35 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 35, 38, 39 <b>AG4:</b> 5, 15, 25, 35 <b>AG5:</b> 5, 15, 25, 35 <b>AG6:</b> 5, 15, 25, 35 <b>AG7:</b> 5, 15, 25, 35 <b>AG8:</b> 5, 15, 25, 35 <b>AG9:</b> 5, 15, 25, 26, 35 <b>AG10:</b> 5, 15, 25, 35 <b>AG11:</b> 5, 15, 25, 35 <b>AG12:</b> 5, 15, 25, 28, 35 <b>AG13:</b> 5, 15, 25, 35</p>
<p>Identify various familiar workers in the community (e.g., doctor, nurse). (2.5)</p>	<p><i>In Theme 3, <u>Friends</u> children explore friends and friendships (Week 1- Everyday Friends, Week 2 - Friends Who Keep Us Healthy, Week 3 - Friends Who Keep Us Safe, Week 4 - Friends with Helpful Hands). Example—Theme 3, p. 27: <u>Photo Activity Cards</u> #22 (firefighter) and #23 (police officer) caregiver uses suggestions on the back of the cards to stimulate discussion.</i></p> <p><b>AG3:</b> 13, 17, 23, 26, 27, 28, 29, 33, 36, 37, 38, 39</p> <p><b>Resources:</b> Parents as Partners Card #10, Photo Activity Cards—#18 doctor, #19 nurse #20 veterinarian, #21 dentist #22 firefighter, #23 police officer, #24 mail carrier, #25 courier, #26 trash collector,</p>
<b>CSS 6: Demonstrate an awareness of basic economic concepts.</b>	
<b>Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
<p>Indicate wants and needs through words and gestures. (2.3)</p> <p>Use play money in play activities. (2.1)</p>	<p><i>Children are prompted regularly during activities to express their ideas, ask questions, learn vocabulary and use gestures to communicate their needs and wants. <u>Pretend and Learn</u> centers provide opportunities for children to use props in play activities. Example—Theme 9 <u>Pretend and Learn</u> (p. 23), children pretend to be bus riders and drop “coins” into a slot on the bus.</i></p>

Use props related to buying and selling items during play (e.g., a toy cash register, play money, etc.). (2.2)	<b>AG1:</b> 5, 28, 40 <b>AG2:</b> 5 <b>AG3:</b> 5, 30 <b>AG4:</b> 5, 8, 25 <b>AG5:</b> 5, 7, 20, 27 <b>AG6:</b> 5, 15, 20, 26 <b>AG7:</b> 5, 8, 10, 40 <b>AG8:</b> 5, 10, 15, 17 <b>AG9:</b> 5, 23, 27, 28, 30, 40 <b>AG10:</b> 5, 28 <b>AG11:</b> 5, 25, 28, 35, 40 <b>AG12:</b> 3, 5, 13, 20, 23, 33 <b>AG13:</b> 5, 15, 19
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## LANGUAGE AND LITERACY

In *Frog Street Toddler*, children are immersed in a language-rich environment—which is essential for developing both receptive and expressive language skills. Vocabulary words are introduced and reinforced weekly through activity integration, colorful photo cards, and sign language (supporting all learning modalities). **Story Time** includes modeling dialogue in English (black type) and Spanish (blue type) for follow-up story discussions. *Welcome to Frog Street Toddler* provides **Language Development** guidelines on pages, 12, 21, 22 and 35. **Language Development** activities are presented in each activity guide on pages 6, 16, 26, and 36.

*Frog Street Toddler* incorporates literacy concepts throughout daily activities and domains. The program includes high-interest books, stories, songs, poems, and chants that will amuse and delight toddlers. **Enrichment Centers** (pages 3, 13, 23, and 33 of each Activity Guide) consistently provide rich and engaging **Library and Listening** opportunities

### SPEAKING and LISTENING

#### LL 1: Comprehend or understand and use language.

Indicators	Frog Street Toddler—Activity Guide Page References
<p>Identify some body parts when asked. (2.1)</p>	<p><i>Frog Street Toddler, theme 1 is <u>All About Me</u> (week 1: <u>My Face</u>; Week 2: <u>My Senses</u>; Week 3: <u>Arms, Hands and Fingers</u>; Week 4: <u>Legs, Feet and Toes</u>). Throughout <u>All About Me</u>, children are asked to identify body parts by pointing, singing or speaking; children learn vocabulary, both verbally and via ASL (American Sign Language).</i></p> <p><b>Activity Guide—(AG) AG1:</b> 4, 5, 6, 9, 15, 16, 17, 18, 19, 23, 24, 27, 29, 34, 36, 38 <b>AG4:</b> 38 <b>AG 8:</b> 38 <b>AG9:</b> 34, 39 <b>AG10:</b> 16, 17, 18</p> <p><b>Resources:</b> Photo Activity Cards—#1 (face), #2 (ear). #4 (arms, elbows, shoulders), #5 (hands, fingers), #7 (legs, knees), #8 (feet, toes)</p>
<p>Understand simple questions such as, “Where is your blanket?” (2.2)</p> <p>Show understanding of words through response (e.g., going to get a diaper when told it is time for diaper change). (2.3)</p>	<p><i><u>Starting the Day</u> is a 4-step routine (<u>Unite</u>, <u>Calm</u>, <u>Connect</u>, <u>Build Community</u>). Children learn to internalize rules, routines, and directions. <u>Language Development</u> activities support a language-rich environment with opportunities to respond to directions, questions and invitations. <u>Physical Motor Development</u> activities provide opportunities for children to respond to verbal directions.</i></p> <p><b>AG1:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG2:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG3:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG4:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG5:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG6:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG7:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG8:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG9:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG10:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG11:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG12:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG13:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39</p>

	<p><b>Resources:</b> Photo Activity Cards, Classroom Posters –“Sign Language,” “5 Ways to Encourage Toddlers to Talk” and “5 Reasons to Read to Children” offer at-a-glance reminders for caregivers.</p>
<p>Ask “what’s that?” questions repeatedly. (2.5)</p>	<p><i>Children are given chances to ask “what’s that?” in <u>Language Development</u> activities. <u>Photo Activity Card</u> discussions also give children opportunities to ask “what’s that?” during.</i></p> <p><b>AG1:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG2:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG4:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG6:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG7:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG8:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG9:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG10:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG11:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG12:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG13:</b> 6, 7, 16, 17, 26, 27, 36, 37</p> <p><b>Resources:</b> Photo Activity Cards, Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p>
<p>Use short phrases combined with gestures and intonation to communicate. (2.4)</p>	<p><i>Throughout <u>Frog Street Toddler</u>, children will demonstrate receptive language and expressive language skills and communication strategies, including gestures and intonation. <u>Language Development</u> activities (p. 6, 16, 26, and 36) offer many opportunities for children to recount events in stories. <u>Photo Activity Card</u> discussions (p. 7, 17, 27, and 37) offer opportunities for children to use expressive language skills to share thoughts and ideas and receptive language skills to build vocabulary. Children are prompted during activities across all domains to communicate their thoughts and to describe their actions.</i></p> <p><i>The <u>Did You Know</u> in Theme 5, <u>Colors</u>, (p. 36) describes how toddlers often speak in fragmented sentences (and how educators can support proper syntax).</i></p> <p><b>AG1:</b> 6, 7, 9, 16, 17, 26, 27, 36, 37, 38 <b>AG2:</b> 3, 6, 7, 9, 13, 16, 17, 18, 26, 27, 34, 36, 37 <b>AG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG4:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG6:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG7:</b> 6, 7, 8, 16, 17, 26, 27, 36, 37 <b>AG8:</b> 6, 7, 16, 17, 26, 27, 36, 37, 38 <b>AG9:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG10:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG11:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG12:</b> 6, 7, 16, 17, 26, 27, 29, 36, 37 <b>AG13:</b> 6, 7, 16, 17, 26, 27, 36, 37</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Posters—“5 Reasons to Read to</p>

	Children,” “Sign Language,” and “5 Ways to Encourage Toddlers to Talk;” Photo Activity Cards
<p>Engage in short conversations with others. (2.6)</p> <p>Understand a pause in the conversation is a signal to take a turn. (2.7)</p>	<p><i>Learning Centers offer many opportunities for children to use language to plan and negotiate play and converse with friends. Photo Activity Card discussions offer opportunities for children to use language to describe what they see and tell about their own experiences related to the topic. Starting the Day activities include songs and finger plays and children are prompted regularly during activities to express their ideas and ask questions.</i></p> <p><b>AG1:</b> 3, 6, 7, 13, 17, 23, 26, 27, 33, 37 <b>AG2:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 37, 39 <b>AG3:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 27, 33, 37, 38 <b>AG9:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 27, 33, 37</p>
<p>Share experiences using simple 2-3 word combinations. (2.8)</p>	<p><i>Throughout Frog Street Toddler, children will demonstrate receptive language and expressive language skills and communication strategies. This includes a ‘language explosion,’ moving from two-word sentences to recounting events.</i></p> <p><i>Language Development activities (p. 6, 16, 26, and 36) offer many opportunities for children to recount events in stories. Photo Activity Card discussions (p. 7, 17, 27, and 37) offer opportunities for children to use expressive language skills to share thoughts and ideas and receptive language skills to build vocabulary. Children are prompted during activities across all domains to communicate their thoughts and to describe their actions.</i></p> <p><b>AG1:</b> 6, 7, 9, 16, 17, 26, 27, 36, 37, 38 <b>AG2:</b> 3, 6, 7, 9, 13, 16, 17, 18, 26, 27, 34, 36, 37 <b>AG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG4:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG6:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG7:</b> 6, 7, 8, 16, 17, 26, 27, 36, 37 <b>AG8:</b> 6, 7, 16, 17, 26, 27, 36, 37, 38 <b>AG9:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG10:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG11:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG12:</b> 6, 7, 16, 17, 26, 27, 29, 36, 37 <b>AG13:</b> 6, 7, 16, 17, 26, 27, 36, 37</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Posters—“5 Reasons to Read to Children,” “Sign Language,” and “5 Ways to Encourage Toddlers to Talk;” Photo Activity Cards</p>
<p>Repeat phrases or key words to simple rhymes and</p>	<p><i>In the sections, Starting the Day, Language Development, and Cognitive</i></p>

<p>finger plays. (2.9)</p> <p>Imitate words and actions to simple rhymes and finger plays. (2.10)</p>	<p><i>Development, children learn new vocabulary, repeat words, sing simple songs, and repeat chants and finger plays. The page references below identify specific places where exposure to sounds, words, songs, and rhythm of language are introduced. Theme 8 focuses entirely on <u>Traditional Songs</u>.</i></p> <p><b>AG1:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG2:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG3:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG4:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG5:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG6:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG7:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG8:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG9:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG10:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG11:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG12:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG13:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Posters—“5 Reasons to Read to Children” and “5 Reasons to Sing and Dance,” 5 music CDs and 3 Spanish CDs (with action songs, listening songs, Shawn Brown, nursery rhymes)</p>
<p>Combine two to three words to make phrases, simple sentences or to ask questions, such as “Where Mommy?” (2.11)</p>	<p><i>Language Development activities (p. 6, 16, 26, and 36) offer many opportunities for children to combine words into phrases and simple sentences. <u>Photo Activity Card discussions</u> (p. 7, 17, 27, and 37) offer opportunities for children to language skills to share thoughts, and ask questions.</i></p> <p><b>AG1:</b> 6, 7, 9, 16, 17, 26, 27, 36, 37, 38 <b>AG2:</b> 3, 6, 7, 9, 13, 16, 17, 18, 26, 27, 34, 36, 37 <b>AG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG4:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG6:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG7:</b> 6, 7, 8, 16, 17, 26, 27, 36, 37 <b>AG8:</b> 6, 7, 16, 17, 26, 27, 36, 37, 38 <b>AG9:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG10:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG11:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG12:</b> 6, 7, 16, 17, 26, 27, 29, 36, 37 <b>AG13:</b> 6, 7, 16, 17, 26, 27, 36, 37</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Posters—“5 Reasons to Read to Children,” “Sign Language,” and “5 Ways to Encourage Toddlers to Talk;” Photo Activity Cards</p>
<p>Is easily understood by family and familiar adults. (2.12)</p>	<p><i>Learning Centers offer many opportunities for children to use language to plan and negotiate play and converse with friends. <u>Photo Activity Card discussions</u> offer</i></p>

	<p><i>opportunities for children to use language to describe what they see and tell about their own experiences related to the topic. <u>Starting the Day</u> activities include songs and finger plays and children are prompted regularly during activities to express their ideas and ask questions.</i></p> <p><b>AG1:</b> 3, 6, 7, 13, 17, 23, 26, 27, 33, 37 <b>AG2:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 37, 39 <b>AG3:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 27, 33, 37, 38 <b>AG9:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 27, 33, 37</p>
<b>LANGUAGE</b>	
<b>LL 2: Comprehend and use increasingly complex and varied vocabulary.</b>	
<b>Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
<p>With prompting and support, respond to opposite words during games and activities. (2.1)</p> <p>Sing and act out motions using a variety of positional words. (2.2)</p> <p>Talk about the actions of others. (2.3)</p>	<p><i>Theme 4, <u>Opposites</u>, Week 1: In/Out and Inside/Outside, Week 2: <u>Up/Down and Over/Under</u>. Children are provided with opportunities to respond to directions related to position and proximity, including moving their body or objects. Children will practice using words correctly to describe locations.</i></p> <p><b>AG1:</b> 16, 17, 19, 26, 29, 34, 39 <b>AG2:</b> 38 <b>AG3:</b> 14 <b>AG4:</b> 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 29 <b>AG6:</b> 9, 19 <b>AG7:</b> 4 <b>AG8:</b> 16 <b>AG9:</b> 13, 14, 15, 16, 17, 23, 24, 25, 27, 28, 29, 33, 34, 35, 37, 38, 39 <b>AG10:</b> 17, 38 <b>AG13:</b> 4, 7, 9, 13, 14, 15, 17, 18, 20, 23, 24, 25, 26, 27, 28, 29, 33, 34, 35</p> <p><b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”</p>
<p>Use pronouns “me”, “you”, and “I”. (2.4)</p> <p>Use name of self and of other people. (2.5)</p>	<p><i>Throughout <u>Frog Street Toddler</u>, children engage in rhymes, chants, songs, and poems using “I”, “you” and “me” during development of the concepts of self and others. <u>Learning Centers</u> offer many opportunities for children to describe various objects and people related to monthly themes. <u>Photo Activity Card</u> discussions (p. 7, 17, 27, and 37) provide opportunities for children to use language to describe what they see and tell about their own experiences related to the topic. <u>Starting the Day</u> activities include prompts for children to use language to develop social skills, including using big voices (A big voice is what children use to tell others that they don’t like something, such as ‘I don’t like it when you take my blocks.’) Children also learn to use their own name and the names of other people.</i></p> <p><b>AG1:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG2:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG3:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG4:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33,</p>

	<p>34, 35, 37 <b>AG5:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG6:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG7:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG8:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG9:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG10:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG11:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG12:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG13:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37</p> <p><b>Resources:</b> Photo Activity Cards, Classroom Posters –“Sign Language,”</p>
<p>Name some objects or people in books. (2.6)</p> <p>Use simple sentences and questions that incorporate expanding vocabulary. (2.7)</p>	<p><i>In the <u>Language Development</u> section, children hear and learn language in context that allows them to internalize vocabulary, which in turn, helps them to express themselves. Story Time offers opportunities to children to name people or objects in books. <u>Photo Activity Cards</u> stimulate discussion, allowing children to use simple sentences, expand vocabulary and ask questions.</i></p> <p><b>AG1:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG2:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG3:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG4:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG5:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG6:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG7:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG8:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG9:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG10:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG11:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG12:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG13:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Posters—“5 Reasons to Read to Children,” “Sign Language,” “5 Ways to Encourage Toddlers to Talk;” “Support Social-Emotional Development;” Photo Activity Cards, Max Puppet</p>



<b>READING: LITERATURE and INFORMATION IN PRINT</b>	
<b>LL 3: Develop an interest in books and their characteristics.</b>	
<b>Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Identify a favorite book by its cover and find a favorite book on the shelf by its cover when prompted. (2.1)	<p><i>During <u>Library and Listening Learning Centers</u> and <u>Language Development</u> domain activities, children recognize familiar books and look at pictures. These experiences engage children with literature through stories, photos, pictures, and illustrations.</i></p> <p><b>AG1:</b> 3, 6, 16, 26, 36 <b>AG2:</b> 3, 6, 13, 16, 26, 33, 36 <b>AG3:</b> 6, 13, 16, 23, 26, 36 <b>AG4:</b> 6, 16, 26, 36 <b>AG5:</b> 6,16, 26,36 <b>AG6:</b> 6, 16, 26, 33, 36 <b>AG7:</b> 6,16, 26, 36 <b>AG8:</b> 6, 16, 26, 36 <b>AG9:</b> 6, 16, 26, 36 <b>AG10:</b> 6,16, 26, 36 <b>AG11:</b> 3, 6, 16, 26, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 26, 36</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Poster— “5 Reasons to Read to Children”</p>
<p>Rotate book to get picture right side up. (2.2)</p> <p>Hold a book and looks at one page at a time. (2.3)</p> <p>Pretends to read. (2.4)</p>	<p><i><u>Frog Street Toddler</u> actively engages children with stories during <u>Story Time</u> each day. Children are given many opportunities to handle books and “read” them to friends or stuffed animals. Example—<u>Bear Cave Getaway</u> (Theme 8, p. 18), caregivers toss pillows inside a cave and invite children to use this area to get away and look at books.</i></p> <p><b>AG1:</b> 3, 6, 16, 26, 36 <b>AG2:</b> 3, 6, 13, 16, 19, 26, 28, 33, 36 <b>AG3:</b> 6, 7, 13, 16, 23, 26, 36 <b>AG4:</b> 6, 8, 9, 16, 26, 36, 38; <b>AG5:</b> 6, 7, 16, 17, 26, 27, 28, 36, 37, 38; <b>AG6:</b> 6, 16, 26, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 18, 26, 36 <b>AG9:</b> 6, 16, 26, 28, 36 <b>AG10:</b> 6, 8, 16, 26, 36 <b>AG11:</b> 6, 16, 26, 36 <b>AG12:</b> 6, 7, 16, 26, 36 <b>AG13:</b> 6, 16, 19, 26, 36</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks), “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers”</p>
<b>LL 4: Comprehend stories and information from books and other print materials.</b>	
<b>Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Answer simple questions about pictures that go with print read aloud. (2.1)	<p><i><u>Language Development</u> activities engage children with literature through photos, pictures and illustrations. <u>Library and Listening Centers</u> offer children time to engage with books including photos, pictures and illustrations. Discussion during <u>Story Time</u> gives children the opportunity to answer questions about the illustrations.</i></p> <p><b>AG1:</b> 3, 6, 16, 26, 36 <b>AG2:</b> 3, 6, 16, 26, 27, 36 <b>AG3:</b> 6, 8, 13, 16, 18, 26, 33, 36 <b>AG4:</b> 6, 16, 23, 26, 36 <b>AG5:</b> 6, 16, 17, 26, 27, 36, 39 <b>AG6:</b> 6, 16, 26, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 26, 36 <b>AG9:</b> 6, 16, 26, 36 <b>AG10:</b> 6, 16, 26, 36 <b>AG11:</b> 6, 16, 26,</p>

	<p>36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 26, 36</p> <p><b>Resources:</b> board books, soft cover books, developmental storybooks and flip books, bilingual story folders; <i>Welcome to Frog Street Toddler</i>, page 35 –<i>Sharing Books with Toddlers</i>; Classroom Poster – <i>5 Reasons to Read to Children</i></p>
<p>Recognize when an adult misreads or skips a section of a familiar story and offer correction. (2.2)</p> <p>Make up stories while turning pages of book. (2.3)</p>	<p><i>Frog Street Toddler</i> actively engages children with stories during <u>Story Time</u> each day. This provides children with opportunities for children to recognize when an adult skips a section of a familiar story and correct the reader.</p> <p>Children are given many opportunities to handle books, make up stories, and “read” to friends or stuffed animals. Example—Theme 8, <u>Bear Cave Getaway</u>, (p. 18) in which caregivers toss pillows inside a cave and invite children to use this area to get away and look at books. <u>Library and Listening Centers</u> also provides opportunities for children to engage with books.</p> <p><b>AG1:</b> 3, 6, 16, 26, 36 <b>AG2:</b> 3, 6, 13, 16, 19, 26, 28, 33, 36 <b>AG3:</b> 6, 7, 13, 16, 23, 26, 36 <b>AG4:</b> 6, 8, 9, 16, 26, 36, 38; <b>AG5:</b> 6, 7, 16, 17, 26, 27, 28, 36, 37, 38; <b>AG6:</b> 6, 16, 26, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 18, 26, 36 <b>AG9:</b> 6, 16, 26, 28, 36 <b>AG10:</b> 6, 8, 16, 26, 36 <b>AG11:</b> 6, 16, 26, 36 <b>AG12:</b> 6, 7, 16, 26, 36 <b>AG13:</b> 6, 16, 19, 26, 36</p> <p><b>Resources:</b> board books, soft cover books, developmental storybooks and flip books, bilingual story folders</p>
<p>Recite simple phrases or words from familiar stories (e.g., Chicka Chicka Boom Boom). (2.4)</p>	<p>Children are encouraged to recite simple phrases from familiar stories. Theme 8 <u>Traditional Tales</u> (Week 1: <i>The Three Little Pigs</i>, Week 2: <i>The Three Bears</i>, Week 3: <i>Three Billy Goats Gruff</i>, Week 4: <i>The Gingerbread Man</i>). Children recite the simple phrases from these stories during many of the theme’s activities.</p> <p><b>AG1:</b> 6, 36 <b>AG2:</b> 6, 36, 37 <b>AG3:</b> 6 <b>AG4:</b> 16, 18, 26, 36 <b>AG5:</b> 36 <b>AG6:</b> 6, 36 <b>AG7:</b> 6, 8, 16 <b>AG8:</b> 6, 7, 16, 17, 26, 36, 37, 39 <b>AG9:</b> 6, 16, 17, 26 <b>AG11:</b> 6, 14, 16, 24, 26, 27, 34, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 16</p> <p><b>Resources:</b>  <u>Board Books:</u> <i>The Wheels on the Bus</i>, <i>Who’s Who at Zippity Zoo?</i>  <u>Soft Cover Books:</u> <i>Skidamarink</i>, <i>Twinkle, Twinkle Little Star</i>,  <u>Developmental Storybooks:</u> <i>The Three Little Pigs/The Three Billy Goats Gruff</i>, <i>Little Red Hen/The Enormous Turnip</i>  <u>Bilingual Story Folders:</u> <i>Humpty Dumpty’s New Ears</i>, <i>The Gingerbread Man</i>, <i>The Three Bears</i>, <i>Three Little Kittens</i>, <i>Itsy Bitsy Spider</i>, <i>Old MacDonald</i></p>
<p>With prompting and support, name or identify 1-2</p>	<p><i>Discussion following Story Time</i> provides children with opportunities to identify</p>

<p>character(s) from a story and or 1-2 pieces of information remembered from an informational text read aloud. (2.5)</p>	<p><i>characters from the story and/or details from informational text.</i>  <b>AG1:</b> 6, 16, 26, 36 <b>AG2:</b> 6, 16, 26, 36 <b>AG3:</b> 6, 16, 26, 36 <b>AG4:</b> 6, 16, 26, 36 <b>AG5:</b> 6, 16, 26, 36 <b>AG6:</b> 6, 16, 26, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 26, 36 <b>AG9:</b> 6, 16, 26, 36 <b>AG10:</b> 6, 16, 26, 36 <b>AG11:</b> 6, 16, 26, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 26, 36</p>
<p>Is attentive when an adult explains a new word or introduces a new concept. (2.6)</p>	<p><i>Language Development and Cognitive Development provide children with many opportunities to develop the ability to maintain focus and attention while an adult explains or introduces a new word or new concept.</i>  <b>AG1:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG2:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 17, 23, 26, 27, 33, 36, 37, 39 <b>AG4:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG5:</b> 3, 6, 7, 8, 13, 16, 17, 19, 23, 26, 27, 29, 33, 36, 37, 39 <b>AG6:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG7:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG8:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG9:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG10:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 36, 33, 38 <b>AG11:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG12:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG13:</b> 3, 6, 13, 16, 17, 19, 23, 26, 27, 28, 33, 36, 37, 38</p>
<p>Point to the picture on a page and ask, “What’s that?” (2.7)</p> <p>Look at a picture or illustration and describe what is happening (e.g., “Boy running”). (2.8)</p> <p>With prompting and support, demonstrate understanding of what will happen next in familiar stories. (2.9)</p>	<p><i>Language Development activities engage children with literature through photos, pictures and illustrations. Library and Listening Centers offer children time to engage with books including photos, pictures and illustrations. The illustrations included in each of the familiar stories give children the opportunity to ask questions (“What’s that?”), describe what is happening or determine what will happen next.</i>  <b>AG1:</b> 3, 6, 16, 26, 36 <b>AG2:</b> 3, 6, 16, 26, 27, 36 <b>AG3:</b> 6, 8, 13, 16, 18, 26, 33, 36 <b>AG4:</b> 6, 16, 23, 26, 36 <b>AG5:</b> 6, 16, 17, 26, 27, 36, 39 <b>AG6:</b> 6, 16, 26, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 26, 36 <b>AG9:</b> 6, 16, 26, 36 <b>AG10:</b> 6, 16, 26, 36 <b>AG11:</b> 6, 16, 26, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 26, 36</p> <p><b>Resources:</b> board books, soft cover books, developmental storybooks and flip books, bilingual story folders; <i>Welcome to Frog Street Toddler</i>, page 35 –<i>Sharing Books with Toddlers</i>; Classroom Poster – <i>5 Reasons to Read to Children</i></p>
<p><b>READING: FOUNDATIONAL SKILLS</b></p>	
<p><b>LL 5: Demonstrate understanding of the organization and basic features of print.</b></p>	
<p><b>Indicators</b></p>	<p><b>Frog Street Toddler—Activity Guide Page References</b></p>
<p>Rotate book to get picture right side up. (2.1)</p> <p>Look at one page at a time. (2.2)</p>	<p><i>Children engage with books during <u>Story Time</u> and at the <u>Library and Listening Center</u>, providing children with opportunities to adjust a book to get the picture right side up, or hold a book, looking at the book page-by-page.</i>  <b>AG 1:</b> 3, 6, 16, 26, 36 <b>AG 2:</b> 3, 6, 13, 16, 19, 26, 33, 36 <b>AG 3:</b> 6, 7, 13, 16, 23, 26, 36 <b>AG 4:</b> 6, 9, 16, 26, 36, 38 <b>AG 5:</b> 6, 7, 16, 17, 26, 27, 36, 37, 38 <b>AG 6:</b> 6, 16, 26, 36</p>

	<p><b>AG 7:</b> 6, 16, 26, 36 <b>AG 8:</b> 6, 16, 18, 26, 36 <b>AG 9:</b> 6, 16, 26, 36 <b>AG 10:</b> 6, 8, 16, 26, 36 <b>AG 11:</b> 6, 16, 26, 36 <b>AG 12:</b> 6, 16, 26, 36 <b>AG 13:</b> 6, 16, 26, 36</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks), “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers”</p>
<p>Recognize a word with the first letter of a child’s name in it as being connected to the child’s name (e.g., pointing to a word with the first letter of a child’s name in it and the child says, “That’s my name.”). (2.3)</p>	<p><i>Starting the Day is a 4-step routine (Unite, Calm, Connect, Build Community). Children learn to internalize rules, routines, and directions. Daily during <u>Step 3: Connect</u>, children acknowledge their friends who are absent. With the help of Max the puppet, they welcome back friends who have been absent. During <u>Step 4: Build Community</u>, children place their name and photo in a Safekeeper Box as a reminder that they are a community of learners and are in a safe place together. These two routines provide the children with opportunities to see their name in print, and provide a foundation for children to learn the beginning letter of their first name, and make connections as their literacy skills emerge.</i></p> <p><b>AG1:</b> 5, 15, 25, 35 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 35 <b>AG4:</b> 5, 13, 15, 25, 35 <b>AG5:</b> 4, 5, 13, 15, 25, 35 <b>AG6:</b> 5, 15, 25, 35 <b>AG7:</b> 5, 15, 25, 35 <b>AG8:</b> 5, 15, 25, 35, 38 <b>AG9:</b> 3, 5, 15, 25, 28, 35 <b>AG10:</b> 5, 15, 18, 25, 35 <b>AG11:</b> 5, 6, 8, 15, 25, 35 <b>AG12:</b> 5, 15, 25, 35 <b>AG13:</b> 4, 5, 15, 25, 35, 41</p> <p><b>Resources:</b> Parents as Partners Card #52</p>
<p>Identify familiar logos in the environment (e.g., the child asks for French fries when seeing the “Golden Arches”). (2.4)</p> <p>Associate symbols or pictures with objects or places in the environment. (2.5)</p>	<p><i>Language Development activities engage children with literature, including pictures, photos and illustrations. <u>Welcome to Frog Street Toddler</u> (p. 35) provides <u>Teaching Strategies for Sharing Books with Toddlers</u>. Examples include— “Make connections between things in the book and the child’s life...” and “Ask one or two simple questions about the book. As children mature, ask questions that make them think.” These are precursor skills for children to begin to recognize familiar logos and symbol in the environment.</i></p> <p><b>AG1:</b> 6, 16, 23, 26, 36 <b>AG2:</b> 3, 6, 7, 13, 16, 18, 26, 36, 39 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 23, 26, 33, 35, 36, 38, 39 <b>AG4:</b> 6, 13, 16, 23, 26, 33, 36 <b>AG5:</b> 6, 7, 16, 17, 23, 26, 27, 36 <b>AG6:</b> 3, 6, 13, 16, 26, 33, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 18, 26, 33, 36, 38 <b>AG9:</b> 6, 9, 16, 26, 33, 36 <b>AG10:</b> 3, 6, 16, 18, 26, 36 <b>AG11:</b> 3, 6, 16, 26, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 23, 26, 36</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Poster—“5 Reasons to Read to</p>

Children”	
LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).	
Indicators	Frog Street Toddler—Activity Guide Page References
Participate in group rhymes and songs using words. (2.1)	<p><i>Did You Know?</i> in Theme 12, <i>Zoo Animals</i> (p. 26) describes how children are the most receptive to sound discrimination during the first three years of life. The <i>Did You Know?</i> (p. 36) describes how sound awareness as an important literacy skill.</p> <p>In the sections <i>Language Development</i>, and <i>Cognitive Development</i>, children join in rhymes, refrains, and word games with repeating language sounds. Books are re—read from day to day throughout a week and even across themes giving children the opportunity to discriminate the sounds of language.</p> <p>During <i>Starting the Day</i>, activities (p. 4, 14, 24, and 34), children have the opportunity to learn and remember the words to songs that will be repeated each day over the course of each week. In Theme 9, <i>Traditional Songs</i> (p. 8) <i>Be Very Quiet</i>: children review a rhyme that was first introduced in Theme 1.</p> <p><b>AG1:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG2:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG3:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG4:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG5:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG6:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG7:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG8:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG9:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG10:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG11:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG12:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG13:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Poster—“5 Reasons to Read to Children,” 5 music CDs and 3 Spanish CDs (with action songs, listening songs, Shawn Brown, nursery rhymes)</p>
Recognize sounds in the environment (e.g., a horn honking, a train whistle blowing, dogs barking, etc.). (2.2)	<p><i>Frog Street Toddler</i> learning domains provide children with opportunities to show an interest in listening to and recognizing sounds. Through <i>Starting the Day</i>, <i>Language Development</i>, <i>Enrichment Activities</i>, <i>Social Emotional Development</i> and <i>Physical Motor Development</i> children are encouraged to listen and play with sound. They are exposed a variety of sounds incorporated into <i>Cognitive Development</i> and <i>Learning Centers</i>. Example—<i>Photo Activity Card</i> #22 (firefighter) discussion ideas: “Tell children that firefighters drive special trucks. Ask: What noises do the trucks make?”</p>

	<p><b>AG1:</b> 4, 6, 7, 8, 9, 14, 16, 17, 18, 19, 24, 26, 28, 29, 34, 36, 37, 38, 39 <b>AG2:</b> 4, 7, 8, 9, 14, 16, 17, 18, 19, 25, 26, 28, 29, 34, 35, 37, 38, 39 <b>AG3:</b> 4, 5, 7, 8, 16, 18, 19, 26, 28, 29, 34, 38, 39 <b>AG4:</b> 4, 8, 9, 14, 15, 17, 18, 19, 24, 25, 28, 29, 34, 35, 37, 38, 39 <b>AG 5:</b> 4, 5, 6, 7, 14, 15, 17, 18, 19, 24, 25, 28, 34, 35, 38, 39 <b>AG 6:</b> 4, 7, 8, 9, 14, 17, 18, 24, 25, 28, 34, 35, 37, 38, 39 <b>AG 7:</b> 4, 6, 7, 14, 15, 16, 18, 24, 26, 27, 28, 29, 34, 35, 36, 37, 38, 39 <b>AG 8:</b> 4, 6, 8, 9, 14, 16, 18, 19, 24, 25, 27, 28, 34, 35, 37, 38 <b>AG9:</b> 4, 5, 7, 8, 9, 14, 15, 16, 17, 18, 19, 4, 28, 29, 34, 35, 38 <b>AG10:</b> 4, 5, 7, 8, 14, 17, 19, 24, 26, 27, 28, 29, 34, 35, 37, 38 <b>AG11:</b> 4, 5, 6, 7, 8, 9, 14, 15, 16, 17, 18, 24, 25, 27, 28, 34, 37, 38 <b>AG12:</b> 4, 5, 6, 7, 8, 17, 18, 19, 24, 25, 28, 29, 35, 37, 38, 39 <b>AG13:</b> 6, 7, 8, 9, 14, 16, 17, 18, 19, 24, 26, 27, 29, 34, 37, 38, 39</p> <p><b>Resources:</b> Photo Activity Cards—#22 firefighter, #26 trash collector, #49 bus, #74 car, #76 ice cream truck#77 train, Music CDs</p>
<p>Participate in word play games and repeat sounds made by adults. (2.3)</p> <p>Participate in sound and word play by imitating the movements and sounds of adults. (2.4)</p> <p>Repeat familiar words. (2.5)</p> <p>Use words combined with gestures and intonations to communicate. (2.6)</p>	<p><i>Starting the Day, Music and Movement activities and weekly Pretend and Learn centers offer opportunities for children to repeat and imitate sounds, gestures, movement and/or behaviors. Opportunities to pretend and imitate are also included in daily activities, including word play, imitating sound, movement, gestures, and repeating familiar words.</i></p> <p><b>AG1:</b> 3, 5, 13, 15, 23, 27, 33, 36 <b>AG2:</b> 3, 9, 13, 23, 26, 27, 29 33 <b>AG3:</b> 3, 13, 15, 23, 25, 26, 27, 29, 33, 35, 38, 39 <b>AG4:</b> 3, 5, 23, 25, 29, 33, 35, 38 <b>AG5:</b> 6, 15, 18, 25, 33, 35 <b>AG6:</b> 3, 5, 9, 26 <b>AG7:</b> 3, 13, 15, 19, 23, 26, 33 <b>AG8:</b> 3, 9, 16, 13, 23, 39; <b>AG9:</b> 5, 13, 15, 17, 23, 29, 33, 35, 39 <b>AG10:</b> 3, 5, 8, 9, 17, 23, 29, 36, 39 <b>AG11:</b> 3, 5, 7, 13, 15, 23, 25, 33, 35, 38, 39 <b>AG12:</b> 3, 9, 13, 19, 23, 28, 32, 33, 39 <b>AG13:</b> 3, 6, 7, 8, 13, 19, 23, 29, 33</p> <p><b>Resources:</b> Music CDs</p>
<b>WRITING</b>	
<b>LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.</b>	
<b>Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
<p>Scribble and/or produce mock letters with markers, crayons, paints, etc. and imitate marks. (2.1)</p> <p>Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. (2.2)</p> <p>Scribble with intent to represent something observed</p>	<p><i>Children create marks, drawings, and scribbles throughout the Frog Street program. In Theme 9, <u>Traditional Songs</u> (p. 13) <u>Learning Center (Creativity Station)</u>, children paint spiders with thin and wide legs. They then point to a thin line and a wide line.</i></p> <p><i>Children begin to demonstrate how print works, by using writing instruments in <u>Learning Centers</u>. In Theme 5, children create <u>Color Books</u>.</i></p> <p><b>AG1:</b> 3, 6, 16, 23, 26, 27, 36 <b>AG2:</b> 3, 6, 7, 13, 16, 18, 19, 20, 23, 26, 33, 36, 37, 39</p>

<p>and/or convey a message. (2.3)</p> <p>Show interest in using writing for a purpose. (2.4)</p> <p>Make repeated marks on the page using circles, horizontal, and vertical lines. (2.5)</p>	<p><b>AG3:</b> 3, 6, 7, 8, 13, 16, 23, 26, 33, 35, 36, 38, 39 <b>AG4:</b> 6, 13, 16, 23, 26, 33, 36 <b>AG5:</b> 6, 7, 16, 17, 23, 26, 27, 36, 39 <b>AG6:</b> 3, 6, 13,16, 26, 33, 36 <b>AG 7:</b> 6, 16, 26, 36, 39 <b>AG 8:</b> 6, 16, 17, 18, 26, 27, 29, 33, 36, 38 <b>AG9:</b> 6, 7, 8, 9, 16, 17, 18, 26, 33, 36 <b>AG10:</b> 3, 6, 16, 18, 26, 27, 36, 37 <b>AG11:</b> 3, 6, 16, 26, 27, 36 <b>AG12:</b> 6, 16, 18, 26, 36, 39 <b>AG 13:</b> 6, 16, 23, 26, 29, 36</p>
<p>Recognize difference between picture and print. (2.6)</p>	<p><i>Language Development</i> activities engage children with literature through photos, pictures and illustrations. In later themes, children recognize the differences between picture and print.</p> <p><b>AG1:</b> 6, 16, 26, 36 <b>AG2:</b> 6, 16, 26, 36 <b>AG3:</b> 6, 16, 26, 36 <b>AG4:</b> 6, 16, 26, 36 <b>AG5:</b> 6, 16, 26, 36 <b>AG6:</b> 6, 16, 26, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 26, 36 <b>AG9:</b> 6, 16, 26, 36 <b>AG10:</b> 6, 16, 26, 36 <b>AG11:</b> 6, 16, 26, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 26, 36</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Poster—“5 Reasons to Read to Children”</p>
<p>Explore interactive toys that are models of digital tools such as computers. (2.7)</p>	<p><i>In addition to <u>Frog Street Toddler</u> program, the <u>Frog Street A to Z</u> iPad app is available. Children join Fanny Frog in “Sing &amp; Read” activities, which are available anytime, anywhere by using the app. Colorful characters (Apple Annie, Benjamin Bunny, Cathy Book and others) teach children about letters.</i></p>

## PHYSICAL WELL, BEING AND MOTOR DEVELOPMENT

Toddlers need experiences that support the wiring of small muscles (fingers, toes, face and eyes) and large muscles (arms, legs, abdomen, back and neck). They need plenty of space, plenty of things to touch and explore, and plenty of freedom to move. *Frog Street Toddler* physical and motor activities provide young children with fun physical challenges, action songs, and games that build coordination, balance, and muscle strength. **Physical Development** activities are presented on pages 9, 19, 29 and 39 of each activity guide. *Welcome to Frog Street Toddler* provides **Physical Development** guidelines on pages 28 and 29.

### MOTOR SKILLS AND PHYSICAL FITNESS

#### PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body.

Indicators	Frog Street Toddler—Activity Guide Page References
Combine and coordinate arm and leg movements when engaged in active play. (2.1)	<p><i>Physical Development</i> activities provide opportunities for children to develop, combine and coordinate arm and leg movements. Children also move their body, arms and legs with coordination during <i>Sing-Along Songs and Chants</i></p> <p><b>Activity Guide - (AG) AG1:</b> 3, 9, 13,16, 19, 23, 28, 29, 36, 39 <b>AG2:</b> 3, 9, 13, 19, 23, 26, 29, 33, 39 <b>AG3:</b> 3, 9, 13, 19, 23, 28, 29, 33 39 <b>AG4:</b> 3, 9, 13, 16, 19, 23, 29, 33, 38, 39 <b>AG5:</b> 3, 6, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG6:</b> 3, 7, 9, 13, 17, 19, 23, 29, 33, 39 <b>AG7:</b> 3, 9, 13, 19, 23, 27, 29, 33, 39 <b>AG8:</b> 3, 9, 13, 16, 17, 19, 23, 29, 33, 39 <b>AG9:</b> 3, 9, 13, 19, 23, 29, 33, 39 <b>AG10:</b> 3, 9, 13, 14, 19, 23, 24, 29, 33, 34, 39 <b>AG11:</b> 3, 9, 13, 18, 19, 23, 29, 33, 38, 39 <b>AG12:</b> 3, 9, 13, 17, 19, 23, 28, 29, 33, 39 <b>AG13:</b> 3, 6, 8, 9, 13, 19, 23, 29, 33, 36, 39</p> <p><b>Resources:</b> Manipulatives (bouncing balls, beach ball, beanbags, easy-grip ball), Classroom Poster—“5 Ways to Support Physical Development” provides at-a-glance reminders for caregivers.</p>
Combine and coordinate arm and leg movements when engaged in active play with objects and equipment. (2.2)	<p><i>Physical Development</i> activities in <i>Frog Street Toddler</i> support large muscle balance, stability, control and coordination, including arms and legs, while playing with objects and equipment.</p> <p><b>AG1:</b> 9, 19, 29, 39 <b>AG2:</b> 9, 19, 29, 39 <b>AG3:</b> 9, 19, 29, 39 <b>AG4:</b> 9, 19, 29, 39 <b>AG5:</b> 9, 19, 29, 39 <b>AG6:</b> 9, 19, 29, 39 <b>AG7:</b> 9, 19, 29, 39 <b>AG8:</b> 9, 19, 29, 39 <b>AG9:</b> 9, 19, 29, 39 <b>AG10:</b> 9, 19, 29, 39 <b>AG11:</b> 9, 19, 29, 39 <b>AG12:</b> 9, 19, 29, 39 <b>AG13:</b> 9, 19, 29, 39</p> <p><b>Resources:</b> Manipulatives (bouncing balls, beach ball, beanbags, easy-grip ball), Classroom Poster—“5 Ways to Support Physical Development” provides at-a-glance reminders for caregivers.</p>



<b>PM 2: Develop small muscle control and coordination.</b>	
<b>Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Complete tasks that require more refined control of small muscles when using hands to reach, grasp, and release objects. (2.1)	<i>Children control small muscles in hands (reach, grasp, and release) during songs, chants, finger plays and <u>Fine Motor</u> activities. Children control small muscles in hands when doing simple tasks.</i> <b>AG1:</b> 3, 9, 13, 19, 23, 27, 29, 33, 39 <b>AG2:</b> 3, 7, 8, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG3:</b> 3, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <b>AG4:</b> 3, 7, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 <b>AG5:</b> 3, 8, 9, 13, 17, 19, 23, 29, 33, 34, 37, 38, 39 <b>AG6:</b> 3, 8, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 <b>AG7:</b> 3, 7, 8, 9, 13, 17, 18, 19, 23, 29, 33 39; <b>AG8:</b> 3, 7, 9, 13, 17, 19, 23, 29, 33, 37, 39 <b>AG9:</b> 3, 7, 9, 13, 18, 19, 23, 27, 29, 33, 37, 38, 39 <b>AG10:</b> 3, 7, 9, 13, 17, 19, 23, 26, 28, 29, 33, 37, 38, 39 <b>AG11:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <b>AG12:</b> 3, 6, 7, 9, 13, 19, 23, 29, 33, 37, 39 <b>AG 13:</b> 3, 7, 9, 13, 16, 17, 19, 23, 27, 28, 29, 33, 37, 39
Coordinate eye and hand movements to carry out simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads). (2.2)	<i>Children coordinate eye and hand movements when doing simple tasks.</i> <b>AG1:</b> 3, 9, 13, 19, 23, 27, 29, 33, 39 <b>AG2:</b> 3, 7, 8, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG3:</b> 3, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <b>AG4:</b> 3, 7, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 <b>AG5:</b> 3, 8, 9, 13, 17, 19, 23, 29, 33, 34, 37, 38, 39 <b>AG6:</b> 3, 8, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 <b>AG7:</b> 3, 7, 8, 9, 13, 17, 18, 19, 23, 29, 33 39 <b>AG8:</b> 3, 7, 9, 13, 17, 19, 23, 29, 33, 37, 39 <b>AG9:</b> 3, 7, 9, 13, 18, 19, 23, 27, 29, 33, 37, 38, 39 <b>AG10:</b> 3, 7, 9, 13, 17, 19, 23, 26, 28, 29, 33, 37, 38, 39 <b>AG11:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <b>AG12:</b> 3, 6, 7, 9, 13, 19, 23, 29, 33, 37, 39 <b>AG 13:</b> 3, 7, 9, 13, 16, 17, 19, 23, 27, 28, 29, 33, 37, 39
<b>PM 3: Participate in a variety of physical activities to enhance strength and stamina.</b>	
<b>Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Participate in a variety of indoor and outdoor play activities. (2.1)	<i>During <u>Learning Center</u> experiences children have many opportunities to build, construct, create, and experiment. During <u>Outdoor Play</u> activities children have opportunities to investigate their environment and explore cause-and-effect. Activity choices in the cognitive development domain offer many opportunities for children to solve problems and ask questions, such as in Theme 10, ‘Back Scratch’ (p. 8) in which children brainstorm ways to scratch an itch.</i> <b>AG1:</b> 3, 6, 7, 13, 17, 18, 23, 27, 29, 33, 37, 39 <b>AG2:</b> 3, 13, 19, 23, 29, 33 <b>AG3:</b> 3, 7, 8, 9, 13, 17, 23, 27, 33, 37 <b>AG4:</b> 3, 7, 8, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 <b>AG5:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 <b>AG6:</b> 3, 7, 8, 13, 17, 19, 23, 27, 28, 29, 33, 37, 39 <b>AG7:</b> 3, 7, 13, 17, 19, 23, 27, 28, 33, 37, 38 <b>AG8:</b> 3, 7, 9, 13, 17, 23, 27, 39, 33, 37, 38 <b>AG9:</b> 3, 7, 8, 13, 17, 18, 23, 27, 29, 33, 37, 39 <b>AG10:</b> 3, 7, 8, 9, 13, 17, 23, 27, 28, 33, 37, 39 <b>AG11:</b> 3, 7, 8, 13, 17, 18, 19, 23, 27, 29, 33, 37 <b>AG12:</b> 3, 7, 9, 13, 17, 18,

	19, 23, 27, 28, 33, 37, 38 <b>AG13:</b> 3, 7, 8, 13, 17, 23, 27, 33, 37, 38
Engage in regular and sustained play activities that are physically demanding for short periods of time. (2.2)	<i>Regular play activities involving physical demand for short periods of time are included in the <u>Physical Development</u> domain and incorporated into <u>Outdoor Play</u>.</i> <b>AG1:</b> 3, 9, 13, 19, 23, 29, 33, 39 <b>AG2:</b> 3, 9, 13, 19, 23, 29, 33, 39 <b>AG3:</b> 3, 9, 13, 19, 23, 29, 33, 39 <b>AG4:</b> 3, 9, 13, 19, 23, 29, 33, 39 <b>AG5:</b> 3, 9, 13, 19, 23, 29, 33, 39 <b>AG6:</b> 3, 9, 13, 19, 23, 29, 33, 39 <b>AG7:</b> 3, 9, 13, 19, 23, 29, 33, 39 <b>AG8:</b> 3, 9, 13, 19, 23, 29, 33, 39 <b>AG9:</b> 3, 9, 13, 19, 23, 29, 33, 39 <b>AG10:</b> 3, 9, 13, 19, 23, 29, 33, 39 <b>AG11:</b> 3, 9, 13, 19, 23, 29, 33, 39 <b>AG12:</b> 3, 9, 13, 19, 23, 29, 33, 39 <b>AG13:</b> 3, 9, 13, 19, 23, 29, 33, 39
<b>HEALTH AND HYGIENE</b>	
<b>PM 4: Develop appropriate health and hygiene skills.</b>	
<b>Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Identify a variety of healthy foods. (2.1)  Eat a variety of healthy foods. (2.2)	<i>The <u>Welcome to Frog Street Toddler Guide</u> includes specific ways to encourage healthy eating habits on p. 36-38. During snack time, children are exposed to a variety of foods. They learn to distinguish between healthy an unhealthy foods. <u>Welcome to Frog Street Toddler</u> (pp. 36-38) describes specific ways to encourage healthy eating habits.</i> <b>AG3:</b> 13, 16, 17, 18 <b>AG4:</b> 38 <b>AG5:</b> 8, 17, 18, 28 <b>AG6:</b> 3, 8, 18, 28, 31, 38 <b>AG7:</b> 8, 18, 38 <b>AG8:</b> 18, 28 <b>AG9:</b> 28 <b>AG10:</b> 8, 28, 38 <b>AG11:</b> 7, 8, 28 <b>AG12:</b> 8, 18, 28 <b>AG13:</b> 28  <b>Resources:</b> Patterns CD—Foods: Healthy, Foods: Unhealthy, Classroom Posters “5 Ways to Encourage Healthy Eating Habits”
Carry out some parts of personal care routines with adult guidance supervision and assistance. (2.3)	<i>In <u>Frog Street Toddler</u>, children are reminded how to safely cross a street, wear seat belts, and to wash their hands before eating and after toileting. In Theme 3, Week 2 <u>Friends Who Keep Us Healthy</u>, the entire week is centered on healthy habits and the friends (doctor, nurse, dentist) who help us stay healthy..</i> <b>AG1:</b> 7, 17, 18, 28, 33 <b>AG2:</b> 27 <b>AG3:</b> 12, 13, 14, 15, 16, 17, 18, 19, 36 <b>AG4:</b> 8, 40 <b>AG7:</b> 28 <b>AG8:</b> 10 <b>AG9:</b> 18, 28 <b>AG10:</b> 10, 18, 20 <b>AG11:</b> 30 <b>AG12:</b> 8, 18, 28, 38 <b>AG13:</b> 8, 10, 18, 28, 38  <b>Resources:</b> Classroom Posters—“5 Steps for Washing Hands,” and “5 Ways to Encourage Healthy Eating Habits”
Initiate and participate in sleep routines. (2.4)  Fall asleep on their own and returns to sleep if awaken. (2.5)	<i>It is important for toddlers to become confident in their ability to take care of their needs, including sleep and sleep routines. Lullaby songs are used frequently as part of naptime preparation.</i>  <i><u>Frog Street Toddler</u> provides ongoing support for teachers on <u>Teaching Tips</u> pages. Example—Theme 3, p. 10 <u>Spruce Up Your Space</u>—“Toddlers should be able to rest or</i>

	<p><i>sleep whenever they are tired rather than according to a schedule. Be sure your environment offers space where children can nap with their own bedding whenever they need rest.”</i></p> <p><i>Parents partner with caregivers by completing the <u>All About Me</u> sheet in the beginning of the year to assist in establishing routines at school based on children’s routines at home. <u>Toddler Daily Report</u> allows parents to indicate caregivers each morning how the child slept the night before. This helps the caregiver to be more aware of the possibility that the child may need an additional nap.</i></p> <p><b>AG1:</b> 8 <b>AG2:</b> 8 <b>AG3:</b> 10, 20 <b>AG4:</b> 21 <b>AG7:</b> 17, 19</p> <p><b>Resources:</b> Parents as Partner Cards—#14, #45, All About Me—Toddler Daily Report, Classroom Poster—“Sign Language”</p>
<b>SAFETY</b>	
<b>PM 5: Demonstrate safe behaviors.</b>	
<b>Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Recognize some harmful situations. (2.1)	<p><i>Children are reminded how to safely cross a street, wear seat belts, and wash their hands before eating and after toileting. Theme 3, <u>Friends</u> (Week 3 - Friends Who Keep Us Safe) the weeks activities are related to healthy habits and the “friends” (doctor, nurse, dentist) who help us stay safe and healthy.</i></p> <p><b>AG 1:</b> 7, 17, 18, 28, 33 <b>AG 2:</b> 27 <b>AG 3:</b> 12, 13, 14, 15, 16, 17, 18, 19, 36 <b>AG 4:</b> 8, 40 <b>AG 7:</b> 28 <b>AG 8:</b> 10 <b>AG 9:</b> 18, 28 <b>AG 10:</b> 10, 18, 20 <b>AG 11:</b> 30 <b>AG 12:</b> 8, 18, 28, 38 <b>AG 13:</b> 8, 10, 18, 28, 38</p>
<p>Follow directions from an adult to avoid potential harmful conditions/situations. (2.2)</p> <p>Follow safety rules with assistance and guidance from adults. (2.3)</p>	<p><i><u>Starting the Day</u> is a 4-step routine (<u>Unite</u>, <u>Calm</u>, <u>Connect</u>, <u>Build Community</u>). Children learn to internalize rules, routines, and directions, including those related to potentially harmful situations and safety rules. <u>Did You Know?</u> statements provide guidance for caregivers. Examples—Theme 4, <u>Did You Know?</u> p. 33 “When a toddler figures out that he can climb a strategically-placed chair to reach something, he has engaged in highly creative problem solving. Praise children for such solutions but be sure to remind children of safety rules as well.” Theme 13, <u>Did You Know?</u> p. 13, “Car safety is an important topic for toddlers. They often resist wearing their seat belts and they are not aware of the dangers posed by getting behind a car or crossing a street without looking both directions. Focus on safety this week as you introduce information about road vehicles.”</i></p> <p><b>AG1:</b> 7, 17 <b>AG3:</b> 24, 28, 29 <b>AG9:</b> 18, 26, 28 <b>AG12:</b> 18, 28, 38 <b>AG13:</b> 18, 38</p>

## SOCIAL EMOTIONAL DEVELOPMENT

One of the unique cornerstones of *Frog Street Toddler* is *Conscious Discipline*®—a comprehensive classroom management and social, emotional program that creates learning environments where young children feel safe and loved. The daily *Conscious Discipline*® routine consists of four parts: **Unite**, **Calm**, **Connect**, and **Build Community**. *Welcome to Frog Street Toddler* provides Emotional Coach guidelines on pages 28 and 34. *Starting the Day* activities are presented in each guide on pages 4,5, 14,15, 24,25, and 34,35. These *Brain Smart* experiences set the tone for children’s emotional well-being and help them focus on progressive pro-social skill development.

### SOCIAL RELATIONSHIPS

#### SE 1: Develop healthy relationships and interactions with peers and adults.

Indicators	Frog Street Toddler—Activity Guide Page References
Sometimes recognize the feelings of others and respond with words and/or behaviors to express care	<p><i>Throughout <u>Frog Street Toddler</u>, children engage in activities that help develop understanding of the emotional expressions/actions of other people. In <u>Starting the Day</u>, p. 5 they commit to being responsible members of the class by focusing on specific social skills, such as using listening ears. In Theme 6, <u>Shapes and Sizes—Starting the Day</u> (p. 5) children discuss listening to another person’s ‘big voice.’ (A big voice is what children use to tell others that they don’t like something.)</i></p> <p><i>The <u>Did You Know?</u> in Them 12, <u>Zoo Animals</u> (p. 8) describes how children learn empathy from watching adults.</i></p> <p><b>Activity Guide – (AG) AG1:</b> 5, 15, 25, 28, 35, 40 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 30, 35 <b>AG4:</b> 5, 8, 15, 25, 35 <b>AG5:</b> 5, 7, 15, 20, 25, 27, 35 <b>AG6:</b> 5, 15, 20, 25, 26, 35 <b>AG7:</b> 5, 8, 10, 15, 25, 35, 40 <b>AG8:</b> 5, 10, 15, 17, 25, 35 <b>AG9:</b> 5, 15, 25, 28, 30, 35, 40 <b>AG10:</b> 5, 15, 25, 28, 35 <b>AG11:</b> 5, 15, 25, 28, 35, 40 <b>AG12:</b> 3, 5, 13, 15, 20, 25, 35 <b>AG13:</b> 5, 15, 25, 35</p>
Make connection between choice and consequence that follows. (2.2)	<p><i>Throughout <u>Frog Street Toddler</u>, children are encouraged to make appropriate choices. <u>Cognitive Development</u> activities and <u>Learning Centers</u> offer children opportunities to explore cause-and-effect relationships. Understanding of cause-and-effect provides a critical tool for selecting a workable option when trying to solve a problem, and supports making connections between choice and consequence.</i></p> <p><b>AG1:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 30, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 20, 23, 33, 37 <b>AG7:</b> 3, 5, 7, 13, 17, 23, 33, 35, 37 <b>AG8:</b> 3, 7, 13, 15, 17, 23, 33, 37 <b>AG9:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 25, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 25, 33, 37 <b>AG12:</b> 3, 7, 8, 13, 17, 23, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 33, 37</p> <p><b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”</p>
Notice differences in others, objects, and	<i>Children are provided with many opportunities to notice differences in other, objects and</i>

<p>environment. (2.3)</p>	<p><i>the environment. Each <u>Starting the Day: Connect</u> component involves naming children who are absent—and sending them wishes to get well. <u>Outdoor Play</u> encourages awareness of self during group activities. Theme 1 focuses on <u>All About Me</u>.</i></p> <p><b>AG1:</b> 3, 4, 5, 6, 11, 13, 14, 15, 16, 23, 24, 25, 26, 33, 34, 35, 40 <b>AG2:</b> 3, 4, 5, 8, 13, 14, 15, 23, 24, 25, 33, 34, 35 <b>AG3:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 28, 33, 34, 35, 38 <b>AG4:</b> 3, 5, 13, 14, 15, 23, 24, 25, 34, 33, 35 <b>AG5:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 34, 33, 35 <b>AG6:</b> 3, 4, 5, 13, 14, 15, 20, 23, 24, 25, 33, 34, 35, 38 <b>AG7:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 34, 35 <b>AG8:</b> 3, 4, 5, 10, 13, 14, 15, 20, 23, 24, 25, 34, 35 <b>AG9:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 34, 35 <b>AG10:</b> 3, 13, 23, 25, 28, 33, 35, 38 <b>AG11:</b> 3, 5, 13, 15, 23, 25, 33, 35 <b>AG12:</b> 3, 4, 5, 9, 13, 14, 15, 19, 23, 24, 25, 27, 33, 34, 35 <b>AG13:</b> 3, 5, 13, 15, 23, 31, 33, 35</p> <p><b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”</p>
<p>Engage in social play alongside other children and, on occasion, with other children. (2.4)</p>	<p><i>The <u>Starting the Day: Connect</u> section of each guide encourages children to engage in an activity with a partner. <u>Outdoor Play</u> provides opportunities for children to form relationships through games and interactions with others. Activities with a heart icon are intended to help children build peer-to-peer relationships. In Theme 3, <u>Friends</u> (Week 1: <u>Everyday Friends</u>) children learn how to interact with each other in respectful and appropriate ways.</i></p> <p><b>AG1:</b> 2, 5, 9, 13, 19, 23, 29, 33, 39 <b>AG2:</b> 3, 5, 6, 7, 8, 10, 13, 15, 16, 18, 23, 25, 26, 33, 35, 38 <b>AG3:</b> 3, 5, 6, 10, 13, 15, 23, 25, 28, 33, 35 <b>AG4:</b> 3, 5, 6, 8, 13, 15, 18, 20, 23, 25, 28, 33, 35, 36, 38 <b>AG5:</b> 4, 5, 10, 14, 15, 24, 25, 34, 35 <b>AG6:</b> 3, 5, 13, 18, 23, 25, 33, 35 <b>AG7:</b> 5, 6, 7, 8, 15, 16, 25, 26, 35, 36, 38, 40 <b>AG8:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 34, 35, 40 <b>AG9:</b> 3, 5, 13, 23, 33 <b>AG10:</b> 3, 5, 13, 23, 33 <b>AG11:</b> 3, 5, 13, 23, 33 <b>AG12:</b> 3, 5, 13, 23, 33 <b>AG13:</b> 3, 5, 13, 23, 33</p>
<p>Follow adult guidance to respond to conflict. (2.5)</p>	<p><i><u>What Should You Do?</u> sections in each theme (signified by a sun icon) often provide detailed scenarios and information to help caregivers interact with children and help them solve social problems (such as grabbing a toy while another child is using it).</i></p> <p><i><u>Did You Know?</u> in <u>Nursery Rhymes</u> (Theme 7, p. 28) describes how it is often hard to determine when to step in to help a child and when to stand back. (Although all children will feel more secure when they know you are there.)</i></p> <p><i><u>Starting the Day</u> is designed to help little ones develop self-control and strategies for interacting appropriately with peers.</i></p> <p><i>The <u>Welcome to Frog Street Toddler</u> guidebook provides research and background</i></p>

	<p><i>information on Learning Domains—Social Interactions (p. 26, 27, and 28). It contains <u>Becoming an Emotional Coach—Teaching Strategies</u> on p. 34.</i></p> <p><b>AG1:</b> 4, 5, 10 <b>AG2:</b> 4, 5, 7, 18, 20 <b>AG3:</b> 4, 5, 8, 28, 30, 33, 38 <b>AG4:</b> 4, 5, 18, 19, 30 <b>AG5:</b> 4, 5, 10, 18 <b>AG6:</b> 4, 5, 20 <b>AG7:</b> 4, 5, 20 <b>AG8:</b> 4, 5, 10, 20 <b>AG9:</b> 4, 5, 20, 30 <b>AG10:</b> 4, 5, 8, 10, 20, 28, 40 <b>AG11:</b> 4, 5, 40 <b>AG12:</b> 4, 5, 10 <b>AG13:</b> 4, 5</p> <p><b>Resources:</b> Classroom Posters—“5 Ways to be an Emotional Coach,” and “5 Ways to Support Social and Emotional Development”</p>
<p>Show affection for adults that care for him/her on a regular basis. (2.6)</p>	<p><i>The development of caregiver and family attachment is supported throughout <u>Frog Street Toddler</u>. Example—<u>Did You Know?</u> (Theme 1, p. 8) wherein children are divided into groups and assigned a designated group caregiver. When children are stressed, they have access to this trusted adult.</i></p> <p><b>AG1:</b> 4, 8, 14, 18, 24, 30, 34 <b>AG2:</b> 4, 5, 6, 7, 8, 10, 14, 15, 16, 18, 24, 25, 26, 34, 35, 38, 41 <b>AG3:</b> 4, 5, 6, 14, 15, 18, 24, 25, 28, 34, 35, 36 <b>AG4:</b> 4, 5, 6, 8, 14, 15, 24, 25, 28, 34, 35, 36, 38 <b>AG5:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35 <b>AG6:</b> 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 28, 34, 35, 36 <b>AG7:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG8:</b> 4, 5, 6, 8, 14, 15, 18, 24, 25, 26, 28, 34, 35, 36, 38 <b>AG9:</b> 4, 5, 6, 8, 14, 15, 16, 24, 25, 26, 27, 34, 35, 36, 38 <b>AG10:</b> 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG11:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG12:</b> 4, 5, 6, 7, 8, 14, 15, 16, 18, 18, 24, 25, 26, 28, 34, 35, 36, 38 <b>AG13:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 34, 35, 36</p> <p><b>Resources:</b> Classroom Posters—“5 Ways to Show Children They Are Loved,” “5 Ways to be an Emotional Coach,” “5 Steps to Say Goodbye,” and “5 Ways to Support Social and Emotional Development” offer at-a-glance reminders for caregivers.</p>
<p>Willingness to explore, but will seek help from trusted adults in new situations or when fearful. (2.7)</p>	<p><i><u>Starting the Day</u> in each Activity Guide features strategies that encourage children to feel safe in new environments and situations.</i></p> <p><b>AG1:</b> 4, 5, 14, 15, 23, 30, 34, 35 <b>AG2:</b> 4, 5, 10, 14, 23, 24, 34, 25, 40; <b>AG3:</b> 4, 5, 8, 10, 14, 15, 23, 24, 25, 34, 35 <b>AG4:</b> 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 <b>AG5:</b> 4, 5, 14, 15, 23, 24, 25, 34, 35 <b>AG6:</b> 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 <b>AG7:</b> 4, 5, 8, 14, 15, 18, 23, 24, 25, 34, 35 <b>AG8:</b> 4, 5, 8, 14, 23, 24, 25, 34, 35 <b>AG9:</b> 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 <b>AG10:</b> 4, 5, 14, 15, 23, 34, 35 <b>AG11:</b> 4, 5, 14, 15, 23, 24, 34, 35 <b>AG12:</b> 4, 5, 14, 15, 23, 24, 34, 35, 38 <b>AG13:</b> 4, 5, 14, 15, 23, 24, 34, 35</p>
<p>Interact more regularly with one or two familiar children. (2.8)</p>	<p><i><u>Frog Street Toddler</u> provides support for showing concern for others and using words to express feelings, needs, and wants throughout the program. During <u>Starting the Day</u>, children interact regularly with a partner during step 3 (<u>Connect</u>).</i></p> <p><b>AG1:</b> 5, 15, 25, 28, 35, 40 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 30, 35 <b>AG4:</b> 5, 8, 15, 25, 35 <b>AG5:</b> 5, 7, 15, 20, 25, 27, 35 <b>AG6:</b> 5, 15, 20, 25, 26, 35 <b>AG7:</b> 5, 8, 10, 15, 25,</p>

	35, 40 <b>AG8:</b> 5, 10, 15, 17, 25, 35 <b>AG9:</b> 5, 15, 25, 28, 30, 35, 40 <b>AG10:</b> 5, 15, 25, 28, 35 <b>AG11:</b> 5, 15, 25, 28, 35, 40 <b>AG12:</b> 3, 5, 13, 15, 20, 23, 25, 33, 35 <b>AG13:</b> 5, 15, 25, 35
<b>SELF-CONCEPT AND SELF-EFFICACY</b>	
<b>SE 2: Develop positive self-identity and sense of belonging.</b>	
<b>Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Identify self in photographs. (2.2)  Express self-awareness using “Me” or “mine.” (2.3)	<i>Starting the Day</i> is a 4-step routine (Unite, Calm, Connect, Build Community). Children learn to internalize rules, routines, and directions. Daily during Step 4: <u>Build Community</u> , children place their name and photo in a <u>Safekeeper Box</u> as a reminder that they are a community of learners and are in a safe place together. They identify themselves in the photo each day as they place their photo in the Safekeeper Box.  <i>Theme 1: All About Me</i> , children learn about their facial features, senses, and body parts. <u>Cognitive Development</u> includes <u>Photo Activity Cards</u> to stimulate discussion. These cards provide children with opportunities to use self-awareness expressions using words such as “Me” or “mine.” <b>AG1:</b> 5, 6, 8, 15, 25, 35 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 35 <b>AG4:</b> 5, 15, 25, 35 <b>AG5:</b> 5, 15, 25, 35 <b>AG61:</b> 5, 15, 25, 35 <b>AG7:</b> 5, 15, 25, 35 <b>AG8:</b> 5, 15, 25, 35 <b>AG9:</b> 5, 15, 25, 35 <b>AG10:</b> 5, 15, 25, 35 <b>AG11:</b> 5, 15, 25, 35 <b>AG12:</b> 5, 15, 25, 35 <b>AG13:</b> 5, 15, 25, 35  <b>Resources:</b> Photo Activity Card—#1 (face)
Express own desires and preferences. (2.1)	<i>Frog Street Toddler</i> provides support for showing concern for others, and expressing desires and preferences appropriately. Example— <i>Starting the Day—Build Community</i> (Theme 6, p. 5) wherein children discuss listening to another person’s ‘big voice.’ (A big voice is what children use to tell others that they don’t like something, such as ‘I don’t like it when you take my blocks.’) <b>AG1:</b> 5, 28, 40 <b>AG2:</b> 5 <b>AG3:</b> 5, 30 <b>AG4:</b> 5, 8, 25 <b>AG5:</b> 5, 7, 20, 27 <b>AG6:</b> 5, 20, 26 <b>AG7:</b> 5, 8, 10, 40 <b>AG8:</b> 5, 10, 15, 17 <b>AG9:</b> 5, 28, 30, 40; <b>AG10:</b> 5, 28 <b>AG11:</b> 5, 25, 28, 35, 40 <b>AG12:</b> 3, 5, 13, 20, 23, 33 <b>AG13:</b> 5, 15
<b>SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.</b>	
<b>Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Demonstrate confidence when completing familiar tasks. (2.1)	Children have many opportunities to interact with others while working in <u>Enrichment Activity</u> centers and other activities. <u>Cognitive Development</u> activities offer children the opportunity to develop an understanding that their actions can impact their environment, and to show confidence when completing tasks.

	<p><b>AG1:</b> 3, 7, 13, 17, 23, 27, 33, 36, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 27, 33, 36, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 27, 33, 36, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 22, 23, 27, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG9:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 27, 33, 37</p> <p><b>Resources:</b> Classroom Posters—“5 Ways to Support Social and Emotional Development,” “5 Ways to Support Cognitive Development” provides at-a-glance reminders for caregivers</p>
Express preferences and may have strong emotions and/or actions (e.g., may say “no” to adult). (2.2)	<p><i>Throughout <u>Frog Street Toddler</u>, children are asked to share their preferences, such as in <u>I Like School</u> (Theme 3, p. 6) wherein they are asked to name their favorite school activity. A foundation of the program is to celebrate the joy of learning.</i></p> <p><b>AG1:</b> 13, 29 <b>AG2:</b> 10, 27, 36, 38, 39, 43 <b>AG3:</b> 6, 26, 36 <b>AG5:</b> 4, 14, 16, 18, 24, 26, 28, 38, 40 <b>AG6:</b> 5, 15, 16, 25, 35 <b>AG7:</b> 7, 10, 13, 27, 30, 36 <b>AG8:</b> 10, 16, 17, 18, 25 <b>AG9:</b> 20, 36 <b>AG10:</b> 7, 16, 36 <b>AG11:</b> 16, 23, 36 <b>AG12:</b> 36 <b>AG13:</b> 5, 7, 16, 36</p>
Use some language to express feelings of pleasure over accomplishments (e.g., says "I did it!" after using potty successfully). (2.3)	<p><i><u>Learning Centers and Outdoor Play</u> opportunities for children to increase abilities and express their feelings over their accomplishments in all the domains.</i></p> <p><b>AG1:</b> 10, 40 <b>AG2:</b> 18 <b>AG3:</b> 5, 20, 25, 27, 35, 37, 40 <b>AG4:</b> 20 <b>AG5:</b> 10, 30 <b>AG6:</b> 4, 5, 6, 10, 15, 20, 29, 34, 38 <b>AG7:</b> 5, 9, 10, 16, 20, 30 <b>AG8:</b> 20, 35, 37 <b>AG9:</b> 15, 16, 20, 24, 25, 39 <b>AG10:</b> 20 <b>AG11:</b> 14, 20, 38 <b>AG12:</b> 6, 25, 33, 40 <b>AG13:</b> 9, 14, 15, 20</p>
Try new experiences with adult prompting and support. (2.4)	<p><b>AG1:</b> 3, 4, 5, 8, 13, 18, 23, 33 <b>AG2:</b> 3, 5, 7, 8, 11, 13, 18, 23, 28, 31, 33 <b>AG3:</b> 3, 4, 5, 13, 18, 23, 24, 25, 33 <b>AG4:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 38 <b>AG5:</b> 3, 4, 5, 13, 23, 33 <b>AG6:</b> 3, 11, 13, 15, 21, 23, 31, 33, 34, 35, 41 <b>AG7:</b> 3, 8, 11, 13, 17, 18, 21, 23, 33 <b>AG8:</b> 11, 21, 27, 31, 41 <b>AG9:</b> 3, 8, 13, 15, 23, 33, 34, 35 <b>AG10:</b> 3, 4, 5, 13, 14, 15, 23, 33 <b>AG11:</b> 3, 4, 5, 13, 18, 21, 23, 24, 25, 31, 33, 34, 35, 41 <b>AG12:</b> 3, 4, 5, 11, 13, 14, 15, 21, 23, 30, 31, 33, 34, 35 <b>AG13:</b> 3, 13, 23, 24, 25, 33, 40, 41</p>
Make simple choices with guidance from adults. (2.5)	<p><i>During <u>Enrichment Activities</u> and <u>Cognitive Development</u>, children engage in activities and discussions. These activities provide children with opportunities develop the ability to make decisions and choices, with guidance as appropriate.</i></p> <p><b>AG1:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG9:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 27, 33, 37</p>
<b>SELF-REGULATION</b>	



<b>SE 4: Regulate own emotions and behavior.</b>	
<b>Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Recognize feelings when named by an adult. (2.1)	<p><i>Welcome to Frog Street Toddler</i> describes ways to help children learn self-regulation, impulse control, and appropriate social interactions. <i>Starting the Day—Calm</i> and other <i>Conscious Discipline</i>® routines support them regulating their emotions. <i>Emotional Coaching</i> describes 32 simple steps to guide children toward identifying and naming their emotions. Example—<i>What Should You Do?</i> (Theme 1, p. 30) and <i>Did You Know?</i> (p. 28)</p> <p><b>AG1:</b> 5, 15, 25, 28, 31, 35, 40 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 30, 35 <b>AG4:</b> 5, 15, 25, 35, 60 <b>AG5:</b> 5, 15, 18, 25, 35, 37 <b>AG6:</b> 5, 15, 18, 20, 25, 35 <b>AG7:</b> 5, 15, 20, 25, 33, 35 <b>AG8:</b> 5, 15, 18, 20, 25, 28, 30, 35, 40 <b>AG9:</b> 5, 8, 15, 25, 28, 35 <b>AG10:</b> 5, 15, 25, 35 <b>AG11:</b> 5, 15, 18, 25, 30, 31, 35, 40 <b>AG12:</b> 5, 10, 15, 25, 35 <b>AG13:</b> 5, 15, 25, 35</p> <p><b>Resources:</b> Classroom Posters—“5 Ways to be an Emotional Coach,” “5 Ways to Diffuse a Toddler Meltdown,” and “5 Ways to Support Social and Emotional Development” provides at-a-glance reminders for caregivers.</p>
Find comfort in rituals and routines (e.g., uses special “lovey” or comfort object for naptime) with adult assistance as needed. (2.2)	<p><i>Throughout the day, children in Frog Street Toddler classrooms are taught how to handle their emotions—such as during a <i>Calm</i> de-stressing (deep breathing) activity and a <i>Safe Place</i> designed for children to move away and isolate themselves in a relaxing environment.</i></p> <p><b>AG1:</b> 2, 4, 5, 14, 15, 24, 25, 34, 35 <b>AG2:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG3:</b> 44, 5, 14, 15, 24, 25, 34, 35 <b>AG4:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG5:</b> 4, 5, 14, 15, 18, 24, 25, 34, 35 <b>AG6:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG7:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG8:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG9:</b> 4, 5, 9, 14, 15, 24, 25, 34, 35, 39 <b>AG10:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG11:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG12:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG13:</b> 4, 5, 14, 15, 24, 25, 34, 35</p> <p><b>Resources:</b> Classroom Posters—<i>5 Ways to be an Emotional Coach</i>, <i>5 Ways to Diffuse a Toddler Meltdown</i>, and <i>5 Ways to Support Social and Emotional Development</i> offer at-a-glance reminders for caregivers.</p>
Express more complex emotions through behaviors, facial expression and some words. (2.3)	<p><i>Did You Know?</i> (Theme 1, p. 3) describes how young infants are able to ‘read’ facial expressions. Children are extremely sensitive to the expressions on faces and use them to assess moods. They will often try strategies to change a sad face into a happy face. Children begin to develop and demonstrate control over some of their feelings and behavior, such as saying, “no, no” as they throw toys.</p> <p><i>Throughout Frog Street Toddler, children are encouraged to express their feelings. An</i></p>

	<p><i>example is in <u>Being Afraid</u> (Theme 8, p. 28) wherein they are encouraged to think of a time when they were afraid.</i></p> <p><b>AG1:</b> 3, 4, 5, 6 14, 15, 24, 25, 28, 34, 35 <b>AG2:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG3:</b> 4, 5, 14, 15, 19, 24, 25, 28, 34, 35, 40 <b>AG4:</b> 4, 5, 6, 14, 15, 24, 25, 34, 35 <b>AG5:</b> 4, 5, 8, 14, 15, 18, 24, 25, 27, 34, 35 <b>AG6:</b> 4, 5, 14, 15, 20, 24, 25, 34, 35 <b>AG7:</b> 4, 5, 8, 14, 15, 20, 24, 25, 34, 35 <b>AG8:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG9:</b> 4, 5, 14, 15, 20, 24, 25, 34, 35, 38 <b>AG10:</b> 4, 5, 10, 14, 15, 20, 24, 25, 34, 35, 38 <b>AG11:</b> 4, 5, 14, 15, 20, 24, 25, 34, 35, 37, 40 <b>AG12:</b> 4, 5, 14, 15, 20, 24, 25, 34, 35, 40 <b>AG13:</b> 4, 5, 14, 15, 18, 20, 24, 25, 28, 34, 35</p> <p><b>Resources:</b> Classroom Posters—“5 Ways to be an Emotional Coach,” “5 Ways to Diffuse a Toddler Meltdown,” and “5 Ways to Support Social and Emotional Development” provides at a glance reminders for caregivers.</p>
<b>SE 5: Regulate attention, impulses, and behavior.</b>	
<b>Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
<p>Show some understanding of simple rules and routines with adult support. (2.1)</p> <p>Accept some redirection from adults. (2.2)</p> <p>Respond positively to choices and limits set by an adult to help control their behavior. (2.3)</p>	<p><i>Throughout <u>Frog Street Toddler</u> activities, children learn rules for behaving appropriately in the classroom and in society. Children are reminded each day to commit to being a responsible member of the class by focusing on specific skills, such as using kind words, helpful hands, and listening ears.</i></p> <p><b>AG1:</b> 5, 8, 14, 15, 24, 25, 34, 35 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 35, 38, 39 <b>AG4:</b> 5, 15, 25, 35 <b>AG5:</b> 5, 15, 25, 35 <b>AG6:</b> 5, 15, 25, 35 <b>AG7:</b> 5, 15, 25, 35 <b>AG8:</b> 5, 15, 25, 35 <b>AG9:</b> 5, 15, 25, 26, 35 <b>AG10:</b> 5, 15, 25, 35 <b>AG11:</b> 5, 15, 25, 35 <b>AG12:</b> 5, 15, 25, 28, 35 <b>AG13:</b> 5, 15, 25, 35</p>



