

# Pennsylvania Learning Standards for Early Childhood Aligned with Frog Street Infant



**2014 Pennsylvania Learning Standards for Early Childhood  
 Infant/Toddler CURRICULUM ALIGNMENT  
 \*\* 75% alignment to domain is needed to meet alignment threshold \*\***

**Frog Street Infant program**

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<b>Approaches To Learning Through Play</b>	<b>Frog Street Infant Activity Cards</b> <b>P: Physical; C: Cognitive;</b> <b>L: Language; SE: Social Emotional</b>
<b>Standard AL.1: Constructing and Gathering Knowledge</b>	
Curiosity and Initiative AL1.1.A <b>Use the senses as a primary means to explore and learn from the environment.</b> <ul style="list-style-type: none"> <li>• Use hands, mouth, eyes in a coordinated manner to explore body, objects and surroundings</li> </ul> <p style="text-align: center;">----</p> <ul style="list-style-type: none"> <li>• Transfer items from hand to hand to investigate the feel or appearance</li> </ul>	<b>P3, P7, P10, P11, P12</b> <b>C14, C15, C17, C23</b> <b>SE2, SE17</b> <p style="text-align: center;">----</p> <b>P3, P7, P10, P11, P12</b> <b>C14, C15, C17, C23</b> <b>SE2, SE17</b>
AL.1.YT.A <b>Show interest in various environmental stimuli.</b> <ul style="list-style-type: none"> <li>• Ask questions to obtain an adult response</li> <li>• Point to and move towards an object or activity</li> <li>• Engage with objects to learn about them</li> <li>• Reach for or ask to play with a new toy or object after introduced by adult</li> </ul>	
AL.1.OT.A <b>Explore characteristics of and ask questions about objects people, activities and environments.</b> <ul style="list-style-type: none"> <li>• Explore object to see how they work (e.g. pushing buttons to start and stop turning object over)</li> <li>• Approach others at play and ask what they are doing or attempt to join in</li> <li>• Make independent play choices</li> <li>• Ask questions to seek information</li> </ul>	
Risk Taking AL. 1.1.B <b>Explore in the comfort of a familiar surrounding or adult.</b> Engage in play routines near a familiar adult <p style="text-align: center;">----</p> Engage with an unfamiliar adult to complete routine activity while a familiar adult is nearby <p style="text-align: center;">----</p> <ul style="list-style-type: none"> <li>• Try to take walking steps to reach a familiar adult</li> </ul>	<b>P1</b> <b>SE1, SE2, SE3, SE4, SE5, SE6, SE8, SE13, SE14, SE16, SE20, SE23, SE25, SE26, SE29, SE30, SE37, SE39</b> <b>C1, C2</b> <b>L2, L7</b> <p style="text-align: center;">----</p> <b>C16</b> <p style="text-align: center;">----</p> <b>P59</b>
AL.1.YT.B <b>Explore the environment in close proximity to and in the constant sight of familiar adult.</b> <ul style="list-style-type: none"> <li>• Engage with an unfamiliar adult while a familiar adult is nearby</li> <li>• Participate in new experiences initiated by familiar</li> </ul>	

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adult AL.1.OT.B <b>Explore the environment independently seeking occasional approval from adults.</b> <ul style="list-style-type: none"> <li>• Turn and look to adult for reassurance when attempting new things or meeting new people</li> <li>• Observe adult completing a task, then independently attempt the task</li> </ul>	
Stages of Play AL.1.1.C <b>Engage in parallel play.</b> Move toward an object  ----  Imitate adult actions in play   ----  Children will independently play near adults  ----  Play near others without interacting with them  AL.1.YT.C <b>Engage in associative play.</b> <ul style="list-style-type: none"> <li>• Imitate action of peers and adults in their play</li> <li>• Build with blocks alongside another block-builder, occasionally taking the other's blocks for own structure</li> <li>• Color on paper with crayons while seated next to another child who is coloring or painting</li> <li>• Place phone to ear and pretend to listen after watching a peer complete similar action</li> <li>• Join others at play, first watching and later joining in</li> </ul> AL.1.OT.C <b>Engage with others in simple cooperative play.</b> <ul style="list-style-type: none"> <li>• Interact with other children during play</li> <li>• Join others play, first watching and later joining in</li> <li>• Act out familiar scenarios</li> </ul>	SE10, SE18, SE19, SE41, SE42, SE43, SE48, SE50, SE52, SE54, SE60, SE62, SE63 C11 L50  ----  P21, P43, P51, P58, P62 SE14, SE20, SE24, SE42, SE45 C24, C48, C61 L22, L61  ----  P1 SE1, SE2, SE3, SE4, SE5, SE6  ----  P33, P36, P47 L14, L37 SE2, SE41
<b>Standard AL.2: Organizing and understanding information</b>	
Engagement and Attention AL.2.1.A <b>Interact with others, objects or activities for short periods of time.</b> <ul style="list-style-type: none"> <li>• Attend to adult during reciprocal interaction                ----</li> <li>• Gaze with interest at adult, peer, or object nearby</li> </ul>	C13, C15, C24, C36 L32 SE2, SE5, SE8, SE9, SE11, SE13, SE16  ----  P3 C11

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<p style="text-align: center;">----</p> <ul style="list-style-type: none"> <li>Engage in exploration of objects within the environment</li> </ul> <p>AL.2.YT.A <b>Engage with others, focus attention and participate in activities for longer periods of time.</b></p> <ul style="list-style-type: none"> <li>Engage in the same activity over and over</li> <li>Engage with adult in extended reciprocal interactions</li> <li>Examine an object with interest</li> <li>Read a book with an adult from start to finish</li> </ul> <p>AL.2.OT.A <b>Focus attention and participate in task oriented activities.</b></p> <ul style="list-style-type: none"> <li>Complete short, simple task with adult support</li> <li>Engage with peers in play for an extended period of time</li> <li>Participate with others focusing on a specific task</li> <li>Try a task or activity several times</li> </ul>	<p>L31 SE2, SE10, SE15, SE18, SE19, SE48, SE54</p> <p style="text-align: center;">----</p> <p>P1, P7, P8 SE14 C38 L3, L39</p>
<p>Task Analysis AL.2.I.B <b>Anticipate next step of a familiar routine or activity.</b></p> <ul style="list-style-type: none"> <li>Repeat routine actions (e.g. lift legs for clean diaper placement, hold out hand for washing following diaper change, go to seat in expectation of meal)</li> </ul> <p>AL.2.YT.B <b>Know the sequence of familiar routines.</b></p> <ul style="list-style-type: none"> <li>Complete the sequence of a familiar routine</li> <li>Demonstrate frustration when routine is changed</li> </ul> <p>AL.2.OT.B <b>Identify and complete the sequence of familiar routines and tasks.</b></p> <ul style="list-style-type: none"> <li>Complete a multi-step task with adult support</li> <li>Verbalize the daily schedule (e.g. breakfast comes after morning meeting)</li> <li>Talk about ways to complete a task or activity and act on it</li> <li>Describe the sequential steps of basic routines and activities</li> </ul>	<p>P12, P13, P32, P36 C15, C16, C35, C37 L19, L22, L27</p>
<p>Persistence AL.2.I.C <b>Engage with an object in more than one way.</b></p> <ul style="list-style-type: none"> <li>Repeat attempts to engage an adult to meet needs</li> </ul> <p style="text-align: center;">----</p> <ul style="list-style-type: none"> <li>Play with a variety of objects to determine similar and different outcomes</li> </ul> <p style="text-align: center;">----</p>	<p>P3, P7, P15, P29, P31 C6, C19, C22, C28, C31 SE7, SE10, SE21</p> <p style="text-align: center;">----</p> <p>C7 L25 SE41, SE58, SE65</p> <p style="text-align: center;">----</p>

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<ul style="list-style-type: none"> <li>• Explore objects in the environment</li> </ul> AL.2.YT.C <b>Attempt to accomplish challenging tasks.</b> <ul style="list-style-type: none"> <li>• Demonstrate frustration when attempting to complete a difficult task (e.g. may give up, walk away from task)</li> <li>• Persist in working with materials that are challenging</li> <li>• Solve simple problems independently</li> <li>• Attempt to complete task in more than one way (e.g. using materials in more than one way, trial and error)</li> <li>• Stick to a task for a short period of time before asking for help</li> <li>• Show excitement in completion of a challenging task</li> </ul> AL.2.OT.C <b>Attempt to accomplish challenging tasks by employing familiar strategies.</b> <ul style="list-style-type: none"> <li>• Attempt to complete a task in more than one way (e.g. using materials in more than one way, trial and error, and breaking tasks into steps)</li> <li>• Focus on an activity or object while other things are occurring in the environment</li> <li>• Stick to a task for a short period of time before asking for help</li> <li>• Show pride in completion of a challenging task</li> </ul>	P8, P35, P39 L18, L43 C50, C63
Patterning AL.2.YT.D <b>Recognize simple patterns in the environment.</b> <ul style="list-style-type: none"> <li>• Identify patterns in the environment (e.g. spots on an animal, stripes on a shirt)</li> <li>• Dance to rhythmic music</li> </ul> AL.2.OT.D <b>Recognize and create simple patterns.</b> <ul style="list-style-type: none"> <li>• Identify patterns in the environment (e.g. spots on an animal, stripes on a shirt, predictable text)</li> <li>• Clap out rhythmic patterns</li> <li>• Create simple patterns using manipulatives</li> </ul>	
Memory AL.2.I.E <b>Recognize and respond to familiar adults and routines.</b> <ul style="list-style-type: none"> <li>• Smile when familiar adult enters room                  ----</li> <li>• Act on familiar routines (e.g. go to changing table for diaper change)                  ----</li> <li>• Show excitement for familiar adult</li> </ul> AL.2.YT.E <b>Recall information from previous experiences.</b> <ul style="list-style-type: none"> <li>• Relate information and/or experiences from the past</li> <li>• Engage in memory games</li> </ul> AL.2.OT.E	C2 L1, L2, L17  C16  SE14, SE48

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<b>Retain and recall information from previous experiences.</b> <ul style="list-style-type: none"> <li>Relate information and/or experiences from the past</li> <li>Engage in memory games</li> <li>Recall details from stories, events, and experiences</li> </ul>	
<b>Standard AL.3: Applying Knowledge</b>	
Creativity and Invention AL.3.I.A/B <b>Respond to music, art and stories.</b> <ul style="list-style-type: none"> <li>Reference 9.1.V.I.B</li> </ul> AL.3.YT.A/B <b>Express self through simple actions, gestures and words.</b> <ul style="list-style-type: none"> <li>Reference 9.1.V.YT. A; 9.1.V.YT.B; 9.1.M.YT.E</li> </ul> AL.3.OT.A/B <b>Construct music, art and stories as a means of self-expression.</b> <ul style="list-style-type: none"> <li>Reference 9.1.V.OT. A; 9.1.V.OT.B; 9.1.M.OT.E</li> </ul>	P49, P58 <b>SE39</b> <b>C38, C43, C48</b> ---- L54, L56 <b>C54, C56, C57, C60</b>
Representation AL.3.I.C <b>Use a variety of materials to create.</b> <ul style="list-style-type: none"> <li>Explore a variety of materials</li> </ul> ----  <ul style="list-style-type: none"> <li>Imitate use of materials when modeled by adult</li> </ul> AL.3.YT.C <b>Use a variety of materials to represent familiar objects.</b> <ul style="list-style-type: none"> <li>Use non-conforming objects to create representations of real-life objects or activities (e.g. block for phone, stick for spoon)</li> </ul> AL.3.OT.C <b>Experiment with materials to represent objects.</b> <ul style="list-style-type: none"> <li>Use non-conforming objects to create representations of real-life objects or activities (e.g. block for phone, stick for spoon)</li> <li>Use real-life objects to represent make-believe or fantasy objects (e.g. spoon for magic wand, broom for a flying horse)</li> </ul>	P8, P35, P39 <b>L18, L43</b> <b>C50, C63</b> ---- P21, P43, P51, P58, P62 <b>SE24 SE42, SE45</b> <b>L22, L61</b> <b>C24, C48, C61</b> <b>Welcome to Frog Street Infant: pp. 59, 63, 65</b>
<b>Standard AL.4: Learning Through Experience</b>	
Making Connections AL.4.I.A <b>Demonstrate comfort in routines, objects and materials</b>	<b>P1, P2, P4, P11, P12, P22, P27,</b>

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<p><b>that reflect home experiences.</b></p> <ul style="list-style-type: none"> <li>• Show comfort when shown or provided a favorite object from home -----</li> <li>• Show excitement when steps of a routine mirror home experience -----</li> <li>• Respond to familiar family phrases</li> </ul> <p>AL.4.YT.A</p> <p><b>Relay experience from one setting to another.</b></p> <ul style="list-style-type: none"> <li>• Share new skills or tasks, learned or practiced, outside the school setting</li> <li>• Apply a skill to multiple tasks (e.g. use measuring cups in sensory table, outside and in cooking activity)</li> <li>• Use familiar phrases or behaviors from one setting in another setting</li> <li>• Engage in play that reflects home culture</li> </ul> <p>AL.4.OT.A</p> <p><b>Notice similarities and differences between settings.</b></p> <ul style="list-style-type: none"> <li>• Relate personal experiences during play</li> <li>• Identify things that can be done in one environment but not another (e.g. “I can serve my own food here, but mommy does it at home”)</li> <li>• Tell another that he or she is doing something wrong when it varies from a familiar routine</li> <li>• Ask questions about differences, similarities among peers</li> <li>• State similarities between activities</li> </ul>	<p>P37  <b>SE1, SE2, SE3, SE4, SE5, SE6, SE8, SE13, SE15, SE22, SE23, SE24</b>    <b>C16</b>    <b>L4, L22</b></p>
<p>Resiliency-Competence          AL.4.I.B</p> <p><b>Use comfort of familiar experiences to explore new activities and experiences.</b></p> <ul style="list-style-type: none"> <li>• REFERENCE 16.1.I.C</li> </ul> <p>AL.4.YT.B</p> <p><b>Repeat familiar activity to gain comfort and confidence.</b></p> <ul style="list-style-type: none"> <li>• REFERENCE 16.1.YT.C</li> </ul> <p>AL.4.OT.B</p> <p><b>Approach new experiences with confidence.</b></p> <ul style="list-style-type: none"> <li>• REFERENCE 16.1.OT.C</li> </ul>	<p><b>L7, L23</b>  <b>P12, P13</b>            ----  <b>P15, P22, P27, P34</b>  <b>C3</b>            ----  <b>P19, P21, P26, P28, P34</b></p>

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Problem Solving AL.4.IC <b>Play with a variety of objects to determine similar and different outcomes.</b> <ul style="list-style-type: none"> <li>• Interact with an object in more than one way                  ----</li> <li>• Repeat actions that have an interesting response                  ----</li> <li>• Explore objects to see how they work                  ----</li> <li>• Compare outcomes of actions upon objects (e.g. shake a rattle and then shake a ball to determine if they have similar responses)</li> </ul>	C18, C27, C28, C31 P19 ---- P7 C7, C18, C27, C28, C30, C31 L19, L25 SE41, SE58, SE62, SE65 ---- P4, P25, P30, P32 C26, C43 SE4, SE6, SE10, SE20 ---- P3, P31 C3, C7, C18, C19, C21, C22, C24, C25, C27, C28, C29, C36 L7, L12, L13, L26
AL.4.YTC <b>Solve simple problems independently.</b> <ul style="list-style-type: none"> <li>• Demonstrate inflexibility when attempting to solve a problem (e.g. stick to one strategy, repeat error multiple times, unwilling to try alternative solution)</li> <li>• Repeat actions in attempt to achieve desired outcome</li> <li>• Observe other's actions with materials to learn strategies for problem-solving</li> <li>• Explore objects to see how they work</li> <li>• Compare outcomes of actions upon objects (e.g. pour water through different objects and notice similarities and differences)</li> <li>• Try new ways to complete a familiar task</li> <li>• Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error)</li> <li>• Use a previously successful strategy</li> </ul>	
AL.4.OTC <b>Attempt problem solving activities to achieve a positive outcome.</b> <ul style="list-style-type: none"> <li>• Observe other's actions with materials to learn strategies for problem-solving</li> <li>• Try new ways to complete a familiar task</li> <li>• Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps, ask for assistance)</li> <li>• Use a previously successful strategy</li> <li>• Discuss the different ways used to accomplish a task or to solve a problem</li> </ul>	



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<b>Language and Literacy Development</b>	
<b>Standard 1.1 Foundational Skills</b>	
Book Handling 1.1.I.A <b>Explore books in a variety of ways.</b> <ul style="list-style-type: none"> <li>• Gaze, babble, pat, and point at books</li> <li style="text-align: center;">----</li> <li>• Attend to pictures in a book during lap-reading with an adult</li> </ul> 1.1 Y.T.A <b>Demonstrate beginning book handling skills.</b> <ul style="list-style-type: none"> <li>• Point to or frequently turn to favorite parts of a book</li> <li>• Turn pages</li> <li>• Pretend to read by tracking</li> </ul> 1.1 O.T.A <b>Demonstrate book handling skills.</b> <ul style="list-style-type: none"> <li>• Independently seek books to read during free play</li> <li>• Orient book correctly</li> <li>• Turn pages in order</li> <li>• Use pointer or finger to track print</li> </ul>	<b>SE9</b>  ---- <b>P36, P38</b> <b>L3, L14, L25, L26, L29, L30, L31, L36, L38, L40, L52</b> <b>C13, C27, C29, C31, C56</b> <b>Infant Board Books:</b> <i>Faces, Hands, Feet, Pets, Families, Dora's Ducks, Things that Go, Animals Talk, Merry-Go-Round, Little Miss Muffet, Little Boy Blue, Jack and Jill</i>
Print Concepts 1.1.I.B <b>Demonstrate interest in books that have color, pattern, and contrast.</b> <ul style="list-style-type: none"> <li>• Gaze, babble, pat, and point at books</li> <li style="text-align: center;">----</li> <li>• Attend to pictures in a book during lap-reading with an adult</li> </ul> 1.1 Y.T.B <b>Demonstrate interest in pictures and text.</b> <ul style="list-style-type: none"> <li>• Shows preference for favorite books or pages</li> <li>• Point to or frequently turn to favorite parts in a book.</li> <li>• Notice print in the environment</li> </ul>	<b>SE9</b>  ---- <b>P36, P38</b> <b>SE32, SE33, SE39</b> <b>C9, C10, C33</b> <b>L3, L14, L25, L26, L29, L30, L36, L38, L40, L52</b> <b>Infant Board Books:</b> <i>Faces, Hands, Feet, Pets, Families, Dora's Ducks, Things that Go, Animals Talk, Merry-Go-Round, Little Miss Muffet, Little Boy Blue, Jack and Jill</i>

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1.1 OT.B <b>Recognize that print has meaning.</b> <ul style="list-style-type: none"> <li>Chose books from a collection and name each one even if not using proper titles</li> <li>Differentiate between numbers and letters</li> <li>Recognize some letters in their name</li> </ul>	
Phonological Awareness 1.1 I.C <b>Respond to sounds in the environment.</b> <ul style="list-style-type: none"> <li>Startle to unfamiliar sounds (e.g. vacuum cleaner) ----</li> <li>Respond positively to familiar sounds and words (e.g. voice of familiar adult) ----</li> <li>Repeat sounds initiated by adult ----</li> <li>Look towards sounds</li> </ul>	 <b>SE1</b> ---- <b>L35, L47</b> ----  <b>SE14, SE20</b>  <b>C12</b> ----
1.1 YT.C <b>Identify and imitate familiar sounds in the environment.</b> <ul style="list-style-type: none"> <li>Label sounds when they are heard (e.g. say “dog” when they hear a dog barking)</li> <li>Repeat a sound sequence (e.g. “E, I, E, I, O”)</li> </ul>	
1.1 OT.C <b>Categorize familiar sounds.</b> <ul style="list-style-type: none"> <li>Identify animal sounds</li> <li>Listen to sounds and guess what they are</li> <li>Use and imitate sounds when playing</li> <li>Recognize sounds that are similar to those found in name</li> <li>Engage in activities that include rhyme and alliteration</li> </ul>	
Phonics and Word recognition 1.1.OT.D <b>Recognize familiar environmental print.</b> <ul style="list-style-type: none"> <li>Recognize and associate familiar logos (e.g. restaurants, stores, teams)</li> <li>Recognize objects labeled with his/her name</li> </ul>	
<b>Standard 1.2 Reading Informational Text</b>	
Key Ideas 1.2 I.B <b>Attend to a picture in a text when reading with an adult.</b> <ul style="list-style-type: none"> <li>Gaze at pages of a text ----</li> <li>Point to familiar objects pictured within a text ----</li> <li>Attempt to communicate about familiar objects in text (e.g. sees a ball and says “ba”, uses sign for apple)</li> </ul>	 <b>L26, L30, L31, L36</b>  <b>C27, C29, C31, C56</b>  <b>L20</b> <b>C12, C33, C60</b>

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<p>when seeing an apple)</p> <p>1.2.YT.B  <b>Respond to simple questions about a text.</b></p> <ul style="list-style-type: none"> <li>• Point to picture in a text when asked by an adult</li> <li>• Attempt to communicate about the text when asked by an adult</li> </ul> <p>1.2 OT.B  <b>Answer simple questions about a text.</b></p> <ul style="list-style-type: none"> <li>• Use some details from the text to answer questions</li> <li>• Answer “who” or “what” the text is about</li> </ul>	<p><b>Infant Board Books:</b> <i>Faces, Hands, Feet, Pets, Families, Dora’s Ducks, Things that Go, Animals Talk, Merry-Go-Round, Little Miss Muffet, Little Boy Blue, Jack and Jill</i></p> <p><b>Photo Activity Cards:</b> #17 (apple), #18 (orange), #19 (banana), #20 (strawberry)</p> <p><b>Welcome to Frog Street Infants:</b>          pp. 56, 57, 58</p>
<p>Key Ideas and Details</p> <p>1.2.YT.C  <b>Relate familiar objects in a text to personal experience.</b></p> <ul style="list-style-type: none"> <li>• Point to picture in a book when asked by adult</li> <li>• Answer a question about a book (e.g. “What is the bat eating?”)</li> <li>• Move to real object after viewing in a text</li> </ul> <p>1.3 OT.C  <b>Relate text to personal experiences when asked.</b></p> <ul style="list-style-type: none"> <li>• Respond to action in a story (e.g. jump when characters jump)</li> <li>• Share personal experience and prior knowledge that is relevant to the text</li> <li>• Answer questions about text that relate to personal experiences</li> <li>• Choose text based on personal interest and experiences</li> </ul>	
<p>Craft and Structure-Text Structure</p> <p>1.2. YT.E  <b>Identify a favorite book by its cover.</b></p> <ul style="list-style-type: none"> <li>• Use front cover to locate favorite text</li> <li>• Ask adult to read a favorite text often</li> </ul> <p>1.2 OT.E  <b>Identify a text by the front cover.</b></p> <ul style="list-style-type: none"> <li>• Locate a familiar text when provided with title</li> <li>• Locate an unfamiliar text when provided a description of the front cover</li> </ul>	
<p>Integration of Knowledge</p> <p>1.2 OT.G  <b>Notice details in illustration or picture.</b></p> <ul style="list-style-type: none"> <li>• Describe details about pictures in text</li> </ul>	
<p>Vocabulary Acquisition and Use</p> <p>1.2 I.J</p>	

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**Frog Street Infant program**

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<p><b>Use single words to identify family members and familiar objects.</b></p> <ul style="list-style-type: none"> <li>• Look at or move toward named person or object  <div style="text-align: center;">----</div> </li> <li>• Repeat sounds initiated by adult  <div style="text-align: center;">----</div> </li> <li>• Use newly acquired vocabulary to name objects</li> </ul> <p>1.2. YT.J  <b>Use new vocabulary in everyday speech.</b></p> <ul style="list-style-type: none"> <li>• Ask adults questions to learn names for new objects</li> <li>• Use newly acquired vocabulary to name objects</li> <li>• Understand about 200 words and use about 50 in everyday speech</li> </ul> <p>1.2. OT.J  <b>Use expanded vocabulary in everyday speech.</b></p> <ul style="list-style-type: none"> <li>• Talk about pictures using new vocabulary words or phrases</li> <li>• Use new vocabulary in the context of dramatic play, daily routines and classroom conversations</li> <li>• Begin to use new vocabulary when asking questions or describing situations or objects</li> <li>• Use prepositions and pronouns</li> <li>• Understand as many as 900 words and use about 300 in everyday speech</li> </ul>	<p>L5, L9, L18, L20, L23, L24, L27, L28, L31, L33, L37, L45, L66  <b>SE20</b>  <b>C13</b></p> <p style="text-align: center;">----</p> <p><b>C37</b>  <b>SE14, SE20</b></p> <p style="text-align: center;">----</p> <p>L5, L28, L33, L41, L45, L58, L66  <b>C37</b>  <b>Photo Activity Cards</b></p>
<p>Range of Reading            1.2 I.L  <b>Engage in reading activities.</b></p> <ul style="list-style-type: none"> <li>• Gaze, babble, pat and point at books or photos  <div style="text-align: center;">----</div> </li> <li>• Attend to pictures in a book during lap-reading with an adult</li> </ul> <p style="text-align: center;">----</p> <ul style="list-style-type: none"> <li>• Purposefully seek out opportunities to engage with books</li> </ul>	<p>L26, L30, L31, L36</p> <p style="text-align: center;">----</p> <p><b>P36, P38</b>  <b>SE32, SE33, SE39</b>  <b>C9, C10, C33</b>  <b>L3, L14, L25, L26, L29, L30, L36, L38, L40</b>  <b>Infant Board Books: <i>Faces, Hands, Feet, Pets, Families, Dora's Ducks, Things that Go, Animals Talk, Merry-Go-Round, Little Miss Muffet, Little Boy Blue, Jack and Jill</i></b></p> <p style="text-align: center;">----</p> <p>L25, L29, L38  <b>C27, C29, C35, C41</b>  <b>Infant Board Books: <i>Faces, Hands,</i></b></p>

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<p>1.2. YT.L  <b>Actively engage in reading activities for short periods of time.</b></p> <ul style="list-style-type: none"> <li>• Listen to and interact with adult</li> <li>• Point to or frequently turn to favorite parts of a book</li> <li>• Ask and answer questions about the text being read aloud</li> <li>• Purposefully seek out opportunities to engage with books</li> </ul> <p>1.2. OT.L  <b>Actively engage in small group reading activities.</b></p> <ul style="list-style-type: none"> <li>• Share prior knowledge about text being read aloud</li> <li>• Ask and answer questions about text being read aloud</li> <li>• Respond to comments from other children</li> <li>• Use ideas gained in group reading, other daily routines, learning centers and activities</li> </ul>	<p><i>Feet, Pets, Families, Dora’s Ducks, Things that Go, Animals Talk, Merry-Go-Round, Little Miss Muffet, Little Boy Blue, Jack and Jill</i></p>
Standard 1.3: Reading Literature	
<p>Key Ideas and Details-Theme            1.3.OT.A  <b>Recall an event from a story.</b></p> <ul style="list-style-type: none"> <li>• Name one event in a story</li> <li>• Talk about what the story is about</li> </ul>	
<p>Key Ideas and Details-Text Analysis            1.3 I.B  <b>Attend to a picture in a story when reading with an adult.</b></p> <ul style="list-style-type: none"> <li>• Gaze at pages of a story                  ----</li> <li>• Point to familiar objects pictured within a story                  ----</li> <li>• Attempt to communicate about familiar objects in story (e.g. sees a ball and says “ba”, uses sign for apple when seeing an apple)</li> </ul> <p>1.3 YT.B  <b>Respond to simple questions about a story.</b></p> <ul style="list-style-type: none"> <li>• Point to picture in a story when asked by an adult</li> <li>• Attempt to communicate about the story when asked</li> </ul>	<p>L26, L30, L31, L36            ----            C27, C29, C31, C56            ----</p> <p>L20            C12, C33, C60  <b>Infant Board Books:</b> <i>Faces, Hands, Feet, Pets, Families, Dora’s Ducks, Things that Go, Animals Talk, Merry-Go-Round, Little Miss Muffet, Little Boy Blue, Jack and Jill</i>  <b>Photo Activity Cards:</b> #17 (apple), #18 (orange), #19 (banana), #20 (strawberry)  <b>Welcome to Frog Street Infants:</b>            pp. 56, 57, 58</p>

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Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
by an adult 1.3 OT.B <b>Answer simple questions about a story.</b> <ul style="list-style-type: none"> <li>Use some details from the story to answer questions</li> <li>Answer “who” or “what” the story is about</li> </ul>	
Key Ideas and Details-Literacy Elements 1.3.OT.C <b>Recognize pictures of familiar characters in a book.</b> <ul style="list-style-type: none"> <li>Name characters in the story</li> </ul>	
Integration of Knowledge 1.3.OT.G <b>Notice details in illustration or picture.</b> <ul style="list-style-type: none"> <li>Describe details about pictures in stories</li> </ul>	
Vocabulary Acquisition and Use 1.3 I.J <b>Use single words to identify family members and familiar objects.</b> <ul style="list-style-type: none"> <li>Look at or move toward named person or object -----</li> <li>Repeat sounds initiated by adult -----</li> <li>Use newly acquired vocabulary to name objects</li> </ul> 1.3. YT.J <b>Use new vocabulary in everyday speech.</b> <ul style="list-style-type: none"> <li>Ask adults questions to learn names for new objects</li> <li>Use newly acquired vocabulary to name objects</li> <li>Understand about 200 words and use about 50 in everyday speech</li> </ul> 1.3. OT.J <b>Use expanded vocabulary in everyday speech.</b> <ul style="list-style-type: none"> <li>Talk about pictures using new vocabulary words or phrases</li> <li>Use new vocabulary in the context of dramatic play, daily routines and classroom conversations</li> <li>Begin to use new vocabulary when asking questions or describing situations or objects</li> <li>Use prepositions and pronouns</li> <li>Understand as many as 900 words and use about 300 in everyday speech</li> </ul>	L5, L9, L18, L20, L23, L24, L27, L28, L31, L33, L37, L45, L66 <b>SE20</b> ----- <b>SE14, SE20</b> ----- L5, L28, L33, L41, L45, L58, L66 <b>C37</b> <b>Photo Activity Cards</b>
Range of Reading 1.3 I.L <b>Engage in reading activities.</b> <ul style="list-style-type: none"> <li>Gaze, babble, pat and point at books or photos -----</li> <li>Attend to pictures in a book during lap-reading with an adult</li> </ul>	L26, L30, L31, L36 <b>Photo Activity Cards</b> ----- <b>P36, P38</b>

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Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p align="center">----</p> <ul style="list-style-type: none"> <li>Purposefully seek out opportunities to engage with books</li> </ul> <p>1.3. Y.T.L  <b>Actively engage in reading activities for short periods of time.</b></p> <ul style="list-style-type: none"> <li>Listen to and interact with adult</li> <li>Point to or frequently turn to favorite parts of a book</li> <li>Ask and answer questions about the story being read aloud</li> <li>Purposefully seek out opportunities to engage with books</li> </ul> <p>1.3. OT.L  <b>Actively engage in small group reading activities.</b></p> <ul style="list-style-type: none"> <li>Share prior knowledge about text being read aloud</li> <li>Ask and answer questions about text being read aloud</li> <li>Respond to comments from other children</li> <li>Use ideas gained in group reading, other daily routines, learning centers and activities</li> </ul>	<p>SE32, SE33, SE39            C9, C10, C33            L3, L14, L25, L26, L29, L30, L36,            L38, L40</p> <p align="center">----</p> <p>L25, L29, L38            C27, C29, C35, C41  <b>Infant Board Books:</b> <i>Faces, Hands, Feet, Pets, Families, Dora’s Ducks, Things that Go, Animals Talk, Merry-Go-Round, Little Miss Muffet, Little Boy Blue, Jack and Jill</i></p>
<b>Standard 1.4 Writing</b>	
<p>Narrative            1.4.OT.M  <b>Tell a story about a picture.</b></p> <ul style="list-style-type: none"> <li>Tell a real or make-believe story</li> <li>Describe the shapes in a drawn pictures (e.g. “This is a dog and that is her dog house”)</li> <li>Respond when asked “who” or “what” is in the picture</li> <li>When prompted, provide details to further support the description of the picture</li> <li>Communicate the beginning and end of an event</li> </ul>	
<p>Narrative Conventions of Language            1.4.I.R  <b>Make marks with writing and drawing tools.</b></p> <ul style="list-style-type: none"> <li>Use a variety of writing tools and surfaces during play</li> </ul> <p align="center">----</p> <ul style="list-style-type: none"> <li>Engage in tactile experiences</li> </ul>	<p>C38, C39, C57, C60            L54, L56</p> <p align="center">----</p> <p>P8, P23, P33, P61            C32, C39            L19, L39, L56</p>

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----	----
<ul style="list-style-type: none"> <li>• Imitate adult mark making (e.g. taps out dots on paper after adult models)</li> </ul> <p>1.4.YT.R  <b>Scribble with writing and drawing tools.</b></p> <ul style="list-style-type: none"> <li>• Make marks that appear in random order</li> <li>• Repeat scribbles</li> <li>• Choose from a variety of writing tools and surfaces during play</li> <li>• Engage in tactile experiences creating shapes and other forms</li> <li>• Create shapes and scribbles from tactile materials</li> </ul> <p>1.4.OT.R  <b>Intentionally make marks with writing and drawing tools.</b></p> <ul style="list-style-type: none"> <li>• Choose from a variety of writing tools and surfaces during play</li> <li>• Engage in tactile experiences creating letters and other forms</li> <li>• Scribble writes deliberately</li> <li>• Scribble lines, circles, zig-zags or in rows</li> <li>• Write segments of letter forms (e.g. lines, curves)</li> <li>• Begin to use letter like forms</li> <li>• Trace and create letters and other shapes using tactile materials (e.g. sand, sandpaper, glue, foam)</li> </ul>	<p>L54, L56</p>
<p>Conducting Research          1.4.OT.V  <b>Ask questions about topics of personal interest to gain information.</b></p> <ul style="list-style-type: none"> <li>• Ask about a new toy or object in the classroom (e.g. "How does that work?")</li> <li>• Ask questions about familiar and unfamiliar people</li> </ul>	
<b>Standard 1.5 Speaking and Listening</b>	
<p>Comprehension and Collaboration          1.5.I.A  <b>Use sounds and gestures as a form of reciprocal communication.</b></p> <ul style="list-style-type: none"> <li>• Use verbal and nonverbal language to have needs met</li> </ul> <p style="text-align: center;">----</p> <ul style="list-style-type: none"> <li>• Use verbal and nonverbal language to show interest in objects and people</li> </ul> <p style="text-align: center;">----</p> <ul style="list-style-type: none"> <li>• Engage in conversational turn taking</li> </ul>	<p>L27, L59  <b>SE3, SE23</b>  <b>Welcome to Frog Street Infants:</b>          pp. 56, 57, 58</p> <p style="text-align: center;">----</p> <p>P17, P35, P36  <b>L4, L22, L27</b>  <b>SE23</b>  <b>Welcome to Frog Street Infants:</b>          pp. 56, 57, 58</p> <p style="text-align: center;">----</p> <p>L10, L13, L24  <b>C53</b></p>



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<p>1.5.YT.A  <b>Use sounds, gestures, and words as a form of reciprocal communication.</b></p> <ul style="list-style-type: none"> <li>• Use verbal and nonverbal language to have needs met</li> <li>• Use verbal and nonverbal language to show interest in objects and people</li> <li>• Engage in conversational turn taking</li> </ul> <p>1.5.OT.A  <b>Engage in reciprocal conversations and interactions with peers and adults.</b></p> <ul style="list-style-type: none"> <li>• Engage in conversational turn taking</li> <li>• Pose questions</li> <li>• Allow wait time before responding</li> </ul>	
<p>Comprehension and Collaboration Evaluation            1.5.I.C  <b>Respond in ways that indicate understanding of what is being communicated.</b></p> <ul style="list-style-type: none"> <li>• Respond to tone of others voice  <div style="text-align: center;">----</div></li> <li>• Connect voice to specific person  <div style="text-align: center;">----</div></li> <li>• Follow simple direction  <div style="text-align: center;">----</div></li> <li>• Turn head toward speaker  <div style="text-align: center;">----</div></li> </ul> <p>1.5.YT.C  <b>Respond to questions, comments or directions.</b></p> <ul style="list-style-type: none"> <li>• Focus attention on speaker and attempt to imitate speech</li> <li>• Respond to adults' requests showing understanding of what is being asked (e.g. answer a simple question with a nod of head, go to wash hands when asked)</li> <li>• Follow a one-step simple direction</li> </ul> <p>1.5.OT.C  <b>Respond to questions, comments or directions.</b></p> <ul style="list-style-type: none"> <li>• Respond to adults' requests showing understanding of what is being asked (e.g. answer a simple question with a nod of head, go to wash hands when asked)</li> <li>• Demonstrate understanding of position words</li> <li>• Follow 2-step directions with reminders</li> <li>• Respond to a question with an answer or details</li> </ul>	<p><b>P53</b>  <b>C6, C11</b>  <div style="text-align: center;">----</div></p> <p><b>L35, L47</b>  <div style="text-align: center;">----</div></p> <p><b>P23, P40</b>  <b>L9, L19, L33, L37, L48, L49</b>  <b>C28</b>  <b>SE58</b>  <div style="text-align: center;">----</div></p> <p><b>C12</b>  <b>L4, L22</b></p>

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<p align="center">related to the topic being discussed</p> <p>Presentation of Knowledge            1.5.I.D/E  <b>Babble and begin to use single words and/or signs.</b></p> <ul style="list-style-type: none"> <li>• Change tone to express feelings                  ----</li> <li>• Babble using strings of consonant sounds and sounds and rhythms of native language                  ----</li> <li>• Actively imitate the sounds of speech and/or signs</li> </ul> <p>1.5.YT.D/E  <b>Use 1-2 words and/or signs to communicate.</b></p> <ul style="list-style-type: none"> <li>• Use simple words and/or signs to indicate wants or needs</li> <li>• Use simple gestures</li> <li>• Use inflection when speaking</li> <li>• Express thoughts, feelings and ideas</li> <li>• Talk about stories, experiences and interests</li> </ul> <p>1.5.OT.D/E  <b>Use simple sentences; communicating clearly enough to be understood by familiar adults.</b></p> <ul style="list-style-type: none"> <li>• Express thoughts, feelings and ideas</li> <li>• Talk about stories, experiences and interests</li> <li>• Use appropriate volume to be heard by group, paying attention to inside and outside voices</li> <li>• Use pronouns more frequently</li> <li>• Use inflection when speaking</li> </ul>	<p align="center">L62</p> <p align="center">-----</p> <p>P10, P30            C1, C2, C47, C49            L10, L26, L45</p> <p align="center">-----</p> <p>SE14, SE20, SE23            L27, L59  <b>Welcome To Frog Street Infant:</b>            pp. 56, 57, 58</p>
<p>Conventions of Standard English            1.5.OT.G  <b>Demonstrate command of the conventions of standard English when speaking based on older toddler development.</b></p> <ul style="list-style-type: none"> <li>• Speak in simple sentences</li> <li>• Use pronouns for self</li> <li>• May omit some words or use some words incorrectly (e.g. "Mommy goed to work", "I want banana")</li> <li>• End words in "s" to indicate plural (e.g. trucks, mouses)</li> <li>• Begin to use prepositions</li> </ul>	
<b>Mathematical Thinking and Expression</b>	
<b>Standard 2.1: Numbers and Operation</b>	
<p>Counting and Cardinality: Cardinality            2.1. I.A.1  <b>Explore objects</b></p> <ul style="list-style-type: none"> <li>• Stack and unstack objects                  ----</li> </ul>	<p align="center">C19, C23, C62            L44</p>

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<ul style="list-style-type: none"> <li>• Dump and fill objects into and out of containers</li> </ul> <p align="center">----</p> <ul style="list-style-type: none"> <li>• Repeat sound patterns (e.g. repeatedly beat on drums, clap hands)</li> </ul> <p>2.1 YT.A.1  <b>Imitate rote counting using some names of numbers.</b></p> <ul style="list-style-type: none"> <li>• Attempt to count, not always in the correct order</li> </ul> <p>2.1 OT.A.1  <b>Know some number names and the count sequence.</b></p> <ul style="list-style-type: none"> <li>• Rote count to 5</li> <li>• Recognize some numerals (e.g. notice numerals in the environment and names some of them, point to a numeral when asked)</li> <li>• Engage in experiences related to numbers (e.g. counting songs, finger plays, reading number books)</li> </ul>	<p align="center">----</p> <p><b>P30, P42</b>  <b>Welcome to Frog Street Infant: p. 52</b></p> <p align="center">----</p> <p><b>P43, P63</b>  <b>C21</b>  <b>Welcome to Frog Street Infant: pp. 62, 66, 67, 68, 74</b></p>
<p>Counting and Cardinality: Counting          2.1 OT.A.2  <b>Count to tell the number of objects.</b></p> <ul style="list-style-type: none"> <li>• Subtilize (visually quantify) to determine how many: attach a numeric value to a set of objects without counting up to 3</li> <li>• Practice one to one correspondence (e.g. setting out snack, counting children, matching objects)</li> <li>• Verbalize how many objects they have</li> <li>• Use counting and numbers as part of play and as a means for determining quantity</li> </ul>	
<p>Counting and Cardinality: Comparing          2.1 I.A.3  <b>Explore relationships between objects.</b></p> <ul style="list-style-type: none"> <li>• Stack and unstack objects</li> </ul> <p align="center">----</p> <ul style="list-style-type: none"> <li>• Dump and fill objects into and out of containers</li> </ul> <p align="center">----</p> <ul style="list-style-type: none"> <li>• Place objects inside of other objects</li> </ul> <p>2.1. YT.A.3  <b>Explore simple comparisons of quantity.</b></p> <ul style="list-style-type: none"> <li>• Ask for “more”</li> <li>• Notice differences in size (e.g. big, small)</li> <li>• Indicate when something is gone</li> <li>• Participate</li> </ul> <p>2.1 .OT.A.3  <b>Use comparative language to show understanding of more or less.</b></p> <ul style="list-style-type: none"> <li>• Recognize who has more than another</li> </ul>	<p><b>C19, C23, C62</b>  <b>L44</b></p> <p align="center">----</p> <p><b>P30, P42</b>  <b>Welcome to Frog Street Infant: p. 52</b></p> <p align="center">----</p> <p><b>C47</b>  <b>L60</b></p>

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<ul style="list-style-type: none"> <li>• Use terms like “more,” “less,” “bigger than,” “smaller than,” “the same”</li> <li>• Identify groups of more or less</li> </ul>	
<p>Mathematical Processes            2.1.I.MP  <b>Engage in numerical play.</b></p> <ul style="list-style-type: none"> <li>• Stack and unstack objects                  ----</li> <li>• Dump and fill objects into and out of containers                  -----</li> <li>• Place objects inside of other objects                  -----</li> <li>• Engage in experiences related to numbers (e.g. counting songs, finger plays, reading number books)                  -----</li> </ul> <p>2.1.YT.MP  <b>Engage and persist in numerical play.</b></p> <ul style="list-style-type: none"> <li>• Stack and unstack objects</li> <li>• Dump and fill objects into and out of containers</li> <li>• Place objects inside of other objects</li> <li>• Engage in experiences related to numbers (e.g. counting songs, finger plays, reading number books)</li> </ul> <p>2.1.OT.MP  <b>Use mathematical processes when quantifying, comparing and representing numbers.</b></p> <ul style="list-style-type: none"> <li>• Engage in numerical play</li> <li>• Persist in numerical play</li> <li>• (Reference AL.2.OT.C)</li> <li>• When prompted, communicate thinking while engaged in numerical play</li> <li>• Talk and listen to peers during numerical play</li> <li>• Use simple forms of numerical representations (e.g. pictures, objects, fingers)</li> </ul>	<p>C19, C23, C62            L44                -----</p> <p>P30, P42  <b>Welcome to Frog Street Infant: p. 52</b>                -----</p> <p>C47            L60                -----</p> <p>C34, C35, C58, C62  <b>Welcome to Frog Street Infant: pp. 59, 66, 70, 74</b></p>
<b>Standard 2.2: Algebraic Concepts</b>	
<p>Operations and Algebraic Thinking            2.2 YT.A.1  <b>Sort manipulatives into sets.</b></p> <ul style="list-style-type: none"> <li>• Group like objects into sets</li> <li>• Engage in experiences related to adding and</li> </ul>	

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subtracting (e.g. songs, finger plays, books) 2.2 .OT.A.1 <b>Add to and take apart sets.</b> <ul style="list-style-type: none"> <li>• Group like objects into sets</li> <li>• Engage in experiences related to adding and subtracting (e.g. songs, finger plays, books)</li> <li>• Use vocabulary that includes subtraction or addition concepts (e.g. "I need one more," "They're all gone")</li> </ul>	
Standard 2.3: Geometry	
Geometric Identification 2.3.I.A.1 <b>Explore objects of different sizes and shapes.</b> <ul style="list-style-type: none"> <li>• Explore similarities and differences in the shape of objects              ----</li> <li>• Explore puzzles with assistance              ----</li> <li>• Stack and build with various shaped and sized blocks              ----</li> <li>• Manipulate various shapes              ----</li> <li>• Explore the ways that shapes and objects fit together</li> </ul> 2.3.YT.A.1 <b>Match identical shapes.</b> <ul style="list-style-type: none"> <li>• Put together simple puzzles with assistance</li> <li>• Place shapes in shape sorter</li> </ul> 2.3.OT.A.1 <b>Recognize and identify basic shapes in the environment.</b> <ul style="list-style-type: none"> <li>• Describe objects in the environment and name shapes</li> <li>• Complete simple puzzles</li> <li>• Manipulate objects of various shape and size</li> </ul>	C20, C46 L11, L64 SE57, SE64 ---- SE51 <b>Welcome to Frog Street Infant: p. 54</b> ---- C19, C23, C62 L44 ---- C24, C27, C40, C51 ---- C33, C45, C46, C47, C62
Geometry: Application 2.3.OT.A.2 <b>Create and compose simple shapes.</b> <ul style="list-style-type: none"> <li>• Use simple shapes in drawing</li> <li>• Use 3-D materials to represent simple shapes</li> <li>• Use fingers or body to represent shapes when asked</li> </ul>	
Geometry: Math Process 2.3.I.MP <b>Engage in geometric play.</b> <ul style="list-style-type: none"> <li>• Explore similarities and differences in the shape of objects              ----</li> </ul>	C20, C46 L11, L64 SE57, SE64 ----

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<ul style="list-style-type: none"> <li>• Explore puzzles with assistance ----</li>   <li>• Stack and build with various shaped and sized blocks ----</li>   <li>• Manipulate various shapes ----</li>   <li>• Explore the ways that shapes and objects fit together.</li> </ul> <p>2.3.YT.MP  <b>Engage and persist in geometric play.</b></p> <ul style="list-style-type: none"> <li>• Put together simple puzzles with assistance</li> <li>• Place shapes in shape sorter</li> </ul> <p>2.3.OT.MP  <b>Use mathematical processes when creating and composing shapes.</b></p> <ul style="list-style-type: none"> <li>• Describe objects in the environment and name shapes</li> <li>• Complete simple puzzles</li> <li>• Manipulate objects of various shape and size</li> <li>• Persist in geometric play (Reference AL.2.OT.C)</li> <li>• Engage in geometric play</li> <li>• Problem solve during geometric play (Reference AL.4.OT.C)</li> <li>• When prompted, communicate thinking while engaged in numerical play</li> <li>• Talk and listen to peers during numerical play</li> </ul>	<p><b>SE51</b>  <b>Welcome to Frog Street Infant: p. 54</b></p> <p><b>C33, C37</b>    ----</p> <p><b>C24, C27, C40, C51</b>    ----</p> <p><b>C33, C45, C46, C47, C62</b></p>
<b>Standard 2.4: Measurement, Data and Probability</b>	
<p>Measurement and Data: Measurement          2.4.YT.A.1  <b>Engage in measurement experiences.</b></p> <ul style="list-style-type: none"> <li>• Begin to use size words</li> <li>• Explore objects to determine size</li> <li>• Explore measuring tools</li> <li>• Fills and empties containers in the water table</li> </ul> <p>2.4.OT.A.1  <b>Use basic measurement vocabulary.</b></p> <ul style="list-style-type: none"> <li>• Use size words (e.g. many, big and little)</li> <li>• Compare sizes of objects</li> <li>• Explore objects to determine size</li> <li>• Explore measuring tools</li> <li>• Measure objects with adult assistance</li> <li>• Begin to use nonstandard (e.g. hand, shoe, yarn, block) or standard tools to measure objects</li> </ul>	
<p>Measurement and Data: Data          2.4 YT.A.2  <b>Participate in sorting objects.</b></p>	

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<ul style="list-style-type: none"> <li>• Put similar objects into piles</li> <li>• Begin to sort objects by size or shape (e.g. beads, blocks, counting bears) with teacher support</li> </ul> <p>2.4 OT.A.2  <b>Classify objects and count the number of objects in each category.</b></p> <ul style="list-style-type: none"> <li>• Sort objects by one attribute (e.g. color, size, shape)</li> <li>• Classify up to five objects using one attribute into categories</li> <li>• Count the number of objects in each category and with adult assistance display the number of objects in each category</li> </ul>	
<p>Measurement and Data            2.4.YT.MP  <b>Engage and persist when measuring and sorting objects.</b></p> <ul style="list-style-type: none"> <li>• Begin to use size words</li> <li>• Explore objects to determine size</li> <li>• Explore measuring tools</li> <li>• Fills and empties containers in the water table</li> <li>• Put similar objects into piles</li> <li>• Begin to sort objects by size or shape (e.g. beads, blocks, counting bears) with teacher support</li> </ul> <p>2.4.OT.MP  <b>Use mathematical processes when measuring; organizing data.</b></p> <ul style="list-style-type: none"> <li>• Engage in measurement activities</li> <li>• Engage in activities that include organizing data</li> <li>• Persist in measurement activities (Reference AL.2.OT.C)</li> <li>• Persist in activities that include organizing data (Reference AL.2.OT.C)</li> <li>• Problem solve during measurement activities (Reference AL.4.OT.C)</li> <li>• Problem solve in activities that include organizing data (Reference AL.4.OT.C)</li> <li>• When prompted, communicate thinking while engaged in measurement activities and organizing</li> <li>• Talk and listen to peers</li> </ul>	
<b>Scientific Thinking and Expression: Exploring, Inquiry and Discovery</b>	
<b>Standard 3.1.A Biological Sciences Living and Non-living Organisms</b>	
<p>Common Characteristics of Life            3.1 I.A.1  <b>Show interest in the natural world.</b></p> <ul style="list-style-type: none"> <li>• Reach for and move to objects and people                ----</li> <li>• Explore using all senses</li> </ul>	<p><b>P15, P22, P27, P34            C3</b>            ----  <b>P4, P25, P30, P32            L18</b></p>

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<p style="text-align: center;">----</p> <ul style="list-style-type: none"> <li>• Observe basic caretaking of non-toxic plants and safe animals</li> </ul> <p>3.1 YT.A.1  <b>Explore the characteristics of living things.</b></p> <ul style="list-style-type: none"> <li>• Show interest in and respond to plants, animals and people in the environment</li> <li>• Explore using all senses</li> <li>• Engage in basic caretaking of non-toxic plants and safe animals</li> </ul> <p>3.1 OT.A.1  <b>Identify basic characteristics of some living and non-living things.</b></p> <ul style="list-style-type: none"> <li>• Use technology (e.g. magnifying glass, digital camera, light table) to observe and describe objects</li> <li>• Identify the external characteristics of living things (e.g. size, shape, color, and texture of leaves or insects)</li> <li>• Identify the external characteristics of non-living things (e.g. size, shape, color, and texture of rocks and toys)</li> <li>• Engage in activities to sort by living and non-living</li> </ul>	<p>C26, C43            SE4, SE6, SE10, SE20</p> <p style="text-align: center;">----</p> <p><b>Literature Library:</b> <i>Pets</i>  <b>Photo Activity Cards:</b> #13 (dog), #14 (cat), #15 (bird), #16 (goldfish)</p>
<p>Energy Flow            3.1.YT.A.2  <b>Explore the basic needs of plants and animals.</b></p> <ul style="list-style-type: none"> <li>• Engage in basic caretaking of non-toxic plants and safe animals</li> </ul> <p>3.1. OT.A.2  <b>Recognize that plants and animals have basic needs.</b></p> <ul style="list-style-type: none"> <li>• Engage in basic caretaking of non-toxic plants and safe animals</li> <li>• State that living things need food and water to survive.</li> </ul>	
<p>Life Cycles            3.1.OT.A.3  <b>Notice plants and animals growing and changing.</b></p> <ul style="list-style-type: none"> <li>• Ask questions about plants and animals growing and changing</li> <li>• Observe and document the growth of a living thing through scribbles, drawings, and/or photos</li> <li>• Describe changes in people and animals over time (e.g. losing teeth, growing out of clothing, beans sprouting)</li> <li>• Care for plants and animals in the classroom</li> </ul>	
<p>Form and Function            3.1.I.A.5  <b>Explore parts of living things in their environment.</b></p> <ul style="list-style-type: none"> <li>• Explore own body parts</li> </ul>	<p>P5, P14, P43</p>



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<p align="center">----</p> <ul style="list-style-type: none"> <li>• Explore parts of other living things</li> </ul> <p>3.1.YT.A.5  <b>Recognize parts of living things in their environment.</b></p> <ul style="list-style-type: none"> <li>• Point to basic body parts when asked</li> <li>• Participate in simple body part games (e.g. “Head, shoulders, Knees and Toes”)</li> <li>• Point to and match basic parts of plants and animals (e.g. flower, leaf, tail)</li> </ul> <p>3.1.OT.A.5  <b>Identify basic parts of living things.</b></p> <ul style="list-style-type: none"> <li>• Point to basic body parts when asked</li> <li>• <input type="checkbox"/> Participate in simple body part games (e.g. Head, shoulders, Knees and Toes”)</li> <li>• Name basic parts of plants and animals (e.g. flower, leaf, tail)</li> <li>• Name basic body parts</li> <li>• Include basic parts (e.g. head, flower) in drawing of people, animals or plants</li> </ul>	<p>C6, C7            SE9, SE17, SE38  <b>Literature Library:</b> <i>Faces, Hands, Feet</i></p> <p align="center">----</p> <p>SE24, SE26</p>
<p>Science and Inquiry            3.1.I.A.9  <b>Participate in simple investigations of living and non-living things.</b></p> <ul style="list-style-type: none"> <li>• Use senses to explore</li> </ul> <p align="center">----</p> <ul style="list-style-type: none"> <li>• Engage with adult provided materials</li> </ul> <p align="center">----</p> <ul style="list-style-type: none"> <li>• Observe living and non-living things in their environment</li> </ul> <p>3.1.YT.A.9  <b>Participate in simple investigations to observe living and non-living things.</b></p> <ul style="list-style-type: none"> <li>• Use senses and simple equipment to explore</li> <li>• Engage with adult provided materials</li> <li>• Observe living and non-living things in their environment</li> <li>• Collect objects during a nature walk</li> <li>• Point out objects of interest in the environment</li> </ul> <p>3.1.OT.A.9</p>	<p>P1, P7, P8, P12, P13, P14, P15, P24, P29, P33, P35, P40            C3, C4, C13, C15, C16, C17, C21, C23, C27, C29, C30, C32            SE2, SE5, SE6, SE7, SE9, SE15, SE16, SE17, SE20, SE24, SE28, SE30, SE31</p> <p align="center">----</p> <p>P3, P5, P7, P8, P10, P12P13, P14, P15, P19, P20, P21, P22, P23, P25, P29, P30, P31, P33, P34, P40</p> <p align="center">----</p> <p>C14, C20, C40</p>

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<p><b>Participate in simple investigations of living and non-living things to answer a question.</b></p> <ul style="list-style-type: none"> <li>• Ask questions about objects, organisms, and events.</li> <li>• Use the five senses and simple equipment to gather data</li> <li>• Collect objects during a nature walk</li> <li>• Describe observations</li> </ul>	
Standard 3.1.B Biological Sciences: Genetics	
<p>Heredity            3.1.I.B.1  <b>Recognize self and family members.</b></p> <ul style="list-style-type: none"> <li>• Look at self in mirror</li> </ul> <p align="center">----</p> <ul style="list-style-type: none"> <li>• Direct gaze to named person when asked (e.g. Look for family member when caregiver says, "Here's Mommy!")</li> </ul> <p>3.1.YT.B.1  <b>Recognize familiar animals and their babies.</b></p> <ul style="list-style-type: none"> <li>• Point to adult and baby animals in pictures when asked</li> <li>• Name a familiar animal when seen</li> <li>• Match familiar animals to their baby's</li> </ul> <p>3.1.OT.B.1  <b>Notice similarities and differences between living things from the same species.</b></p> <ul style="list-style-type: none"> <li>• Identify characteristics of own family (e.g. hair color, eye color and height)</li> <li>• Match parent animal with offspring</li> <li>• Identify characteristics of animals from the same species (e.g. color, size)</li> </ul>	<p><b>P47            C6            L31            SE11</b></p> <p align="center">----</p> <p><b>L4, L57            P35, P41            C11, C63            SE27, SE34, SE36, SE39, SE41,            SE48</b></p>
<p>Science as Inquiry            3.1. I.B.6  <b>Participate in simple investigations of physical characteristics of living things.</b></p> <ul style="list-style-type: none"> <li>• Use senses to explore</li> </ul> <ul style="list-style-type: none"> <li>• Engage with adult provided materials</li> </ul>	<p><b>P1, P7, P8, P12, P13, P14, P15,            P24, P29, P33, P35, P40            C3, C4, C13, C15, C16, C17, C21,            C23, C27, C29, C30, C32            SE2, SE5, SE6, SE7, SE9, SE15,            SE16, SE17, SE20, SE24, SE28,            SE30, SE31</b></p> <p align="center">----</p> <p><b>P3, P5, P7, P8, P10, P12P13, P14,</b></p>

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<p align="center">----</p> <ul style="list-style-type: none"> <li>• Observe living things in their environment</li> </ul> <p>3.1.YT.B.6  <b>Participate in simple investigations to observe physical characteristics of living things.</b></p> <ul style="list-style-type: none"> <li>• Use senses and simple equipment to explore</li> <li>• Engage with adult provided materials</li> <li>• Observe living things in their environment</li> <li>• Participate in nature walks to observe living things</li> <li>• Point out living things in the environment</li> </ul> <p>3.1.OT.B.6  <b>Participate in simple investigations of physical characteristics of living things from same species to answer a question.</b></p> <ul style="list-style-type: none"> <li>• Ask questions about the physical characteristics of living things from the same species</li> <li>• Use the five senses and simple equipment to gather data</li> <li>• Collect observations of living things during a nature walk</li> <li>• Describe observations</li> </ul>	<p>P15, P19, P20, P21, P22, P23, P25, P29, P30, P31, P33, P34, P40</p> <p align="center">----</p> <p><b>C40</b> <b>L6</b></p>
Standard 3.1.C Biological Sciences: Evolution	
<p>Unifying Themes (Constancy and Change)          3.1.OT.C.3  <b>Notice changes that occur in animals.</b></p> <ul style="list-style-type: none"> <li>• Talk about changes that occur in animals during the seasons</li> </ul>	
<p>Science as Inquiry          3.1.OT.C.4  <b>Participate in simple investigations of changes that occur in animals.</b></p> <ul style="list-style-type: none"> <li>• Ask questions about changes that occur in animals</li> <li>• Use the five senses and simple equipment to gather data</li> <li>• Observe during a nature walk</li> <li>• Describe observations</li> </ul>	
Standard 3.2.A Physical Sciences: Chemistry	
<p>Properties of Matter          3.2.I.A.1  <b>Explore objects with varying characteristics.</b></p> <ul style="list-style-type: none"> <li>• Use senses to explore objects</li> </ul>	<p><b>P1, P7, P8, P12, P13, P14, P15, P24, P29, P33, P35, P40</b>  <b>C3, C4, C13, C15, C16, C17, C21, C23, C27, C29, C30, C32</b>  <b>SE2, SE5, SE6, SE7, SE9, SE15, SE16, SE17, SE20, SE24, SE28,</b></p>

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<p align="center">----</p> <ul style="list-style-type: none"> <li>Explore objects of varying sizes</li> </ul> <p align="center">----</p> <ul style="list-style-type: none"> <li>Explore objects of varying shapes</li> </ul> <p align="center">----</p> <ul style="list-style-type: none"> <li>Explore objects of varying textures</li> </ul> <p align="center">----</p> <ul style="list-style-type: none"> <li>Explore objects of varying colors</li> </ul>	<p>SE30, SE31</p> <p align="center">----</p> <p>C35, C37, C46, C47</p> <p align="center">----</p> <p>P7 C10, C45 L41</p> <p align="center">----</p> <p>P8, P10, P22, P23, P33 C5, C23, C30, C32, C39 L19, L39</p> <p align="center">----</p> <p>C8, C9, C10, C20, C43 SE17</p>
<p>3.2.YT.A.1  <b>Engage with objects to learn about their characteristics.</b></p> <ul style="list-style-type: none"> <li>Use senses to explore objects</li> <li>Explore objects of varying sizes</li> <li>Explore objects of varying shapes</li> <li>Explore objects of varying textures</li> <li>Explore objects of varying colors</li> <li>Participate in teacher-led exploration of matter (e.g. water and sensory play, explore novel objects introduced into classroom)</li> </ul> <p>3.2.OT.A.1  <b>Describe objects by their characteristics.</b></p> <ul style="list-style-type: none"> <li>Use senses to explore objects</li> <li>Explore and describe objects of varying sizes</li> <li>Explore and describe objects of varying shapes</li> <li>Explore and describe objects of varying textures</li> <li>Explore and describe objects of varying colors</li> <li>Participate in teacher-led exploration of matter (e.g. water and sensory play, explore novel objects introduced into classroom)</li> <li>Collect and sort objects according to characteristics</li> </ul>	
<p>Matter and Energy          3.2.I.A.3  <b>Observe activities involving changes in matter.</b></p> <ul style="list-style-type: none"> <li>Observe adult combining materials to make a new substance (e.g. cooking, making volcano, mixing paint colors)</li> </ul> <p align="center">----</p> <ul style="list-style-type: none"> <li>Observe differences in water (e.g. ice cube or snow melting and freezing)</li> </ul> <p align="center">----</p> <ul style="list-style-type: none"> <li>Observe changes in solid materials (e.g. crayon melting)</li> </ul>	<p>C54, C59</p> <p align="center">----</p> <p align="center">----</p>

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<p>3.2.YT.A.3  <b>Engage in activities involving changes in matter.</b></p> <ul style="list-style-type: none"> <li>• Combine materials to make a new substance (e.g. mix paint color, mix water and soil)</li> <li>• Participate in teacher-led cooking activities</li> <li>• Observe differences in water (e.g. an ice cube or snow melting and freezing)</li> <li>• Observe changes in solid materials (e.g. crayon melting)</li> </ul> <p>3.2.OT.A.3  <b>Notice changes in matter.</b></p> <ul style="list-style-type: none"> <li>• Combine materials to make a new substance (e.g. mix paint color, mix water and soil) and describe the result</li> <li>• Point out when a change in matter occurs</li> <li>• Discuss changes in water (e.g. an ice cube or snow melting and freezing)</li> <li>• Discuss changes in solid materials (e.g. a crayon melting)</li> <li>• Describe changes in food substances during cooking</li> </ul>	
<p>Science as Inquiry          3.2.I.A.6  <b>Participate in simple investigations of matter.</b></p> <ul style="list-style-type: none"> <li>• Use senses to explore objects</li>   <li>• Explore objects of varying sizes</li>   <li>• Explore objects of varying shapes</li>   <li>• Explore objects of varying textures</li>   <li>• Explore objects of varying colors</li>   <li>• Engage with adult provided materials</li> </ul>	<p><b>P1, P7, P8, P12, P13, P14, P15, P24, P29, P33, P35, P40          C3, C4, C13, C15, C16, C17, C21, C23, C27, C29, C30, C32          SE2, SE5, SE6, SE7, SE9, SE15, SE16, SE17, SE20, SE24, SE28, SE30, SE31</b></p> <p align="center">----</p> <p><b>C35, C37, C46, C47</b></p> <p align="center">----</p> <p><b>P7          C10, C45          L41</b></p> <p align="center">----</p> <p><b>P8, P10, P22, P23, P33          C5, C23, C30, C32, C39          L19, L39</b></p> <p align="center">----</p> <p><b>C8, C9, C10, C20, C43          SE17</b></p> <p align="center">----</p> <p><b>P3, P5, P7, P8, P10, P12, P13, P14, P15, P19, P20, P21, P22, P23, P25, P29, P30, P31, P33, P34, P40</b></p>

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<p>3.2.YT.A.6 <b>Participate in simple investigations to observe changes in matter.</b></p> <ul style="list-style-type: none"> <li>• Use senses and simple equipment to explore objects</li> <li>• Explore objects of varying sizes</li> <li>• Explore objects of varying shapes</li> <li>• Explore objects of varying textures</li> <li>• Explore objects of varying colors</li> <li>• Participate in teacher-led exploration of matter (e.g. water and sensory play, explore novel objects introduced into classroom)</li> </ul> <p>3.2.OT.A.6 <b>Participate in simple investigations of matter to answer a question.</b></p> <ul style="list-style-type: none"> <li>• Ask questions about matter</li> <li>• Use the five senses and simple equipment to gather data</li> <li>• Collect and sort objects according to characteristics</li> <li>• Describe observations</li> </ul>	
<b>Standard 3.2.B Physical Sciences: Physics</b>	
<b>Force &amp; Motion of Practices &amp; Rigid Bodies</b>	
<p>3.2.I.B.1 <b>Explore the motion of objects.</b></p> <ul style="list-style-type: none"> <li>• Recognize that objects can be moved ----</li> <li>• Act upon objects to make them move in various ways ----</li> <li>• Participate in teacher-led activities involving moving objects</li> </ul>	<p><b>C5, C10, C28, C55</b> ----</p> <p><b>P32</b> <b>C22, C34</b> ----</p> <p><b>C42</b> <b>SE10</b></p>
<p>3.2.YT.B.1 <b>Recognize and explore how objects move.</b></p> <ul style="list-style-type: none"> <li>• Recognize that objects can be moved</li> <li>• Act upon objects to make them move in various ways</li> <li>• Participate in teacher-led activities involving moving objects</li> </ul>	
<p>3.2.OT.B.1 <b>Communicate about the motion of objects.</b></p> <ul style="list-style-type: none"> <li>• Recognize that objects can be moved</li> <li>• Act upon objects to make them move in various ways</li> <li>• Participate in teacher-led activities involving moving objects</li> <li>• Comment about the motion of a variety of objects during play</li> <li>• Use words related to motion (e.g. fast, slow)</li> </ul>	

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<ul style="list-style-type: none"> <li>Participate in discussions about the motion of objects</li> </ul>	
Nature of Waves (Sound and Light Energy) 3.2.I.B.5 <b>Respond to sounds in the environment.</b> <ul style="list-style-type: none"> <li>Reference 1.1.I.C</li> </ul> 3.2.YT.B.5 <b>Identify and imitate familiar sounds in the environment.</b> <ul style="list-style-type: none"> <li>Reference 1.1.YT.C</li> </ul> 3.2.OT.B.5 <b>Categorize familiar sounds.</b> <ul style="list-style-type: none"> <li>Reference 1.1.OT.C</li> </ul>	<b>SE1, SE14, SE20</b> <b>L35, L47</b> <b>C12</b>
Science as Inquiry 3.2.I.B.7 <b>Participate in simple investigations of motion and sound.</b> <ul style="list-style-type: none"> <li>Use senses to explore the motion and sound of objects -----</li> <li>Explore the motion of objects with varying sizes -----</li> <li>Explore the motion of objects with varying shapes -----</li> <li>Explore the motion of objects with varying weights -----</li> <li>Engage with adult provided materials</li> </ul> 3.2.YT.B.7 <b>Participate in simple investigations to observe motion and sound.</b> <ul style="list-style-type: none"> <li>Use senses to explore the motion and sound of objects</li> <li>Explore the motion of objects with varying sizes</li> <li>Explore the motion of objects with varying shapes</li> <li>Explore the motion of objects with varying weights</li> <li>Engage with adult provided materials</li> <li>Participate in teacher-led exploration of motion and sound (e.g. ramp and ball experiments, sound bingo)</li> </ul> 3.2.OT.B.7 <b>Participate in simple investigations of motion and sound to answer a question.</b> <ul style="list-style-type: none"> <li>Ask questions about motion and sound</li> <li>Use the five senses and simple equipment to gather data</li> <li>Describe observations</li> <li>Participate in teacher-led exploration of motion and</li> </ul>	<b>P30, P32, P35</b> <b>SE10</b> <b>C25, C29, C64</b>  <b>P32</b> <b>C22, C34, C37</b>  <b>C22, C43</b>  <b>C15, C42, C55</b>  <b>P3, P5, P7, P8, P10, P12P13, P14, P15, P19, P20, P21, P22, P23, P25, P29, P30, P31, P33, P34, P40, P58</b>

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sound (e.g. ramp and ball experiments, sound bingo, sound comparisons)	
<b>Standard 3.3.A Earth and Space Sciences: Earth Structures, Processes and Cycles</b>	
Earth Features and the Processes that Change it 3.3.I.A.1 <b>Explore earth materials.</b> <ul style="list-style-type: none"> <li>• Use senses to explore earth materials</li> </ul> <p align="center">----</p> <ul style="list-style-type: none"> <li>• Explore a variety of earth materials (e.g. large rocks, soil, wood)</li> </ul> 3.3.YT.A.1 <b>Engage with earth materials.</b> <ul style="list-style-type: none"> <li>• Use senses and simple tools to explore earth materials</li> <li>• Explore a variety of earth materials (e.g. large rocks, soil, wood, minerals)</li> <li>• Participate in teacher-led activities (e.g. sorting rocks, mixing water and soil)</li> </ul> 3.3.OT.A.1 <b>Describe earth materials.</b> <ul style="list-style-type: none"> <li>• Use senses and simple tools to explore earth materials</li> <li>• Explore a variety of earth materials (e.g. large rocks, soil, wood, minerals)</li> <li>• Participate in teacher-led activities (e.g. sorting rocks, mixing water and soil, gardening)</li> <li>• Use simple scientific vocabulary to label earth materials (e.g. rock, stone, soil, dirt)</li> <li>• Answer questions about observations of earth matter</li> </ul>	<p align="center">P44</p> <p align="center">C44, C57</p> <p align="center">----</p>
Water 3.3.I.A.4 <b>Explore water.</b> <ul style="list-style-type: none"> <li>• Use senses and simple tools to explore water</li> </ul> 3.3.YT.A.4 <b>Engage with water.</b> <ul style="list-style-type: none"> <li>• Use senses and simple tools to explore water</li> <li>• Participate in teacher-led activities (e.g. watering plants, filling fish tank, washing hands, sponges and water)</li> </ul> 3.3.OT.A.4 <b>Discuss basic uses of water.</b> <ul style="list-style-type: none"> <li>• Use senses and simple tools to explore water</li> <li>• Participate in teacher-led activities (e.g. watering plants, filling fish tank, washing hands, sponges and water)</li> <li>• Use simple scientific vocabulary to label water (e.g. wet, sink, float, warm, cold)</li> <li>• Answer questions about observations of water</li> </ul>	<p align="center">P44 C59</p>



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Weather and Climate <b>3.3.I.A.5</b> <b>Observe weather conditions.</b> <ul style="list-style-type: none"> <li>• Respond to weather (e.g. point to or move to window when raining or snowing)</li> </ul> <p style="text-align: center;">----</p> <ul style="list-style-type: none"> <li>• Use senses to observe weather conditions</li> </ul> <b>3.3.YT.A.5</b> <b>Observe and begin to label weather conditions.</b> <ul style="list-style-type: none"> <li>• Respond to weather (e.g. point to or move to window when raining or snowing, notice puddles)</li> <li>• Use senses to observe weather conditions</li> <li>• Use simple words or signs to label weather (e.g. sun, snow, rain, cloud)</li> </ul> <b>3.3.OT.A.5</b> <b>Describe changes in weather conditions, and discuss how weather affects daily life.</b> <ul style="list-style-type: none"> <li>• Respond to weather (e.g. point to or move to window when raining or snowing, notice puddles)</li> <li>• Use senses to observe weather conditions</li> <li>• Use words or signs to label weather (e.g. sun, snow, rain, cloud)</li> <li>• Name the four seasons and an observable condition for that season (e.g. falling leaves, snow, rain, buds on trees or green grass)</li> <li>• Match types of clothing or activities to seasonal weather conditions (e.g. we use an umbrella when it is raining; we wear coats, hats, scarves and mittens when it's cold outside)</li> </ul>	<b>L6</b> <b>P37, P56</b> <b>C5, C52, C57</b> <b>SE15</b> <p style="text-align: center;">----</p> <b>C5</b>
Science as Inquiry <b>3.3.I.A.7</b> <b>Participate in simple investigations of earth materials, processes, and cycles.</b> <ul style="list-style-type: none"> <li>• Use senses to explore earth materials, processes, and cycles</li> </ul> <b>3.3.YT.A.7</b> <b>Participate in simple investigations of earth materials, processes, and cycles.</b> <ul style="list-style-type: none"> <li>• Use senses to explore earth materials, processes, and cycles</li> <li>• Engage with adult provided materials</li> <li>• Participate in teacher-led exploration of earth materials, processes, and cycles</li> </ul> <b>3.3.OT.A.7</b> <b>Participate in simple investigations of earth materials, processes, and cycles to answer a question.</b> <ul style="list-style-type: none"> <li>• Ask questions about earth materials, processes, and cycles</li> <li>• Use the five senses and simple equipment to gather data</li> </ul>	<b>P44</b> <b>C44, C57</b>

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<ul style="list-style-type: none"> <li>• Describe observations</li> <li>• Participate in teacher-led exploration of earth materials, processes, and cycles</li> </ul>	
<b>Standard 4.1 Ecology</b>	
<p>The Environment</p> <p>4.1.I.A</p> <p><b>Show interest the environment.</b></p> <ul style="list-style-type: none"> <li>• Reach for and move to objects and people</li> </ul> <p style="text-align: center;">----</p> <ul style="list-style-type: none"> <li>• Explore using all senses</li> </ul> <p style="text-align: center;">----</p> <ul style="list-style-type: none"> <li>• Observe basic caretaking of non-toxic plants and safe animals</li> </ul> <p>4.1.YT.A</p> <p><b>Explore the characteristics of living and non-living things.</b></p> <ul style="list-style-type: none"> <li>• Show interest in and respond to plants, animals and people, and man-made objects in the environment</li> <li>• Explore using all senses</li> <li>• Engage in basic caretaking of non-toxic plants and safe animals</li> </ul> <p>4.1.OT.A</p> <p><b>Identify basic characteristics of some living and non-living things.</b></p> <ul style="list-style-type: none"> <li>• Use technology (e.g. magnifying glass, digital camera, light table) to observe and describe objects</li> <li>• Identify the external characteristics of living (e.g. size, shape, color, and texture of leaves or insects)</li> <li>• Identify the external characteristics of non-living things (e.g. size, shape, color, and texture of rocks and toys)</li> <li>• Engage in activities to sort by living and non-living</li> </ul>	<p>P15, P22, P27, P34 C3</p> <p style="text-align: center;">----</p> <p>L18</p> <p style="text-align: center;">----</p> <p><b>Literature Library:</b> <i>Pets, Dora's Ducks</i></p>
<p>Biodiversity</p> <p>4.1.YT.D</p> <p><b>Explore the basic needs of plants and animals.</b></p> <ul style="list-style-type: none"> <li>• Reference 3.1.YT.A.2</li> </ul> <p>4.1.OT.D</p> <p><b>Recognize that plants and animals have basic needs.</b></p> <ul style="list-style-type: none"> <li>• Reference 3.1.OT.A.2</li> </ul>	
<p>Succession</p> <p>4.1.I.E</p> <p><b>Observe weather conditions.</b></p> <p>4.1.YT.E</p> <p><b>Observe and begin to label weather conditions.</b></p> <ul style="list-style-type: none"> <li>• Reference 3.3.YT.A.5</li> </ul> <p>4.1.OT.E</p>	<p>L6</p>

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<b>Describe changes in weather conditions, and discuss how weather affects daily life.</b> <ul style="list-style-type: none"> <li>Reference 3.3.OT.A.5</li> </ul>	
<b>Standard 4.2 Watersheds and Wetlands</b>	
Watersheds 4.2.OT.A <b>Participate in discussions about water in the environment.</b> <ul style="list-style-type: none"> <li>Name basic bodies of water (e.g. rivers, lakes, streams, creeks, puddles)</li> <li>Recognize differences in types of water (e.g. moving versus still)</li> </ul>	
Aquatic Ecosystems 4.2.OT.C <b>Discuss different places animals can live</b> <ul style="list-style-type: none"> <li>Match animals to an aquatic (water) or terrestrial (land) habitat</li> <li>Participate in discussions about animals that live in various places</li> <li>Engage in various media (e.g. posters, books, digital media) showcasing different places animals can live</li> </ul>	
<b>Standard 4.4 Agriculture and Society</b>	
Food and Fiber Systems 4.4.YT.A <b>Explore the basic needs of plants and animals.</b> <ul style="list-style-type: none"> <li>Reference 3.1.YT.A.2</li> </ul> 4.4.OT.A <b>Recognize that plants and animals have basic needs.</b> <ul style="list-style-type: none"> <li>Reference 3.1.OT.A.2</li> </ul>	
Applying Sciences to Agriculture 4.4. OT.C <b>Notice plants and animals growing and changing.</b> <ul style="list-style-type: none"> <li>Reference 3.1. OT.A.3</li> </ul>	
Technology Influences on Agriculture 4.4.I.D <b>Observe basic gardening tools being used.</b> <ul style="list-style-type: none"> <li>Observe adult engaged in gardening</li> </ul> <p align="center">----</p> <ul style="list-style-type: none"> <li>With adult assistance, engage with child-size garden tools</li> </ul> <p align="center">----</p> <ul style="list-style-type: none"> <li>Listen to simple discussions about gardening (e.g. on a nature walk)</li> </ul> 4.4.YT.D <b>Imitate the use of basic gardening tools.</b> <ul style="list-style-type: none"> <li>Observe and imitate adult engaged in gardening</li> <li>With adult assistance, engage with child-size garden tools</li> </ul>	<p><b>Literature Library: <i>Dora's Ducks</i></b></p> <p align="center">----</p> <p><b>C44</b></p> <p align="center">----</p> <p><b>L6</b></p>

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<ul style="list-style-type: none"> <li>Listen to simple discussions about gardening (e.g. on a nature walk)</li> </ul> 4.4.OT.D <b>Label basic garden tools.</b> <ul style="list-style-type: none"> <li>Communicate about gardening</li> <li>Use basic, child-size gardening tools</li> <li>Listen to discussions about gardening (e.g. on a nature walk)</li> </ul>	
<b>Standard 4.5 Humans and the Environment</b>	
Sustainability 4.5.OT.A <b>Communicate about the basic needs of people.</b> <ul style="list-style-type: none"> <li>Label human needs (e.g. food, water, home, clothing)</li> </ul>	
Integrated Pest Management 4.5.OT.B <b>Communicate about insects and animals that can be harmful.</b> <ul style="list-style-type: none"> <li>Recognize and avoid unsafe insects and animals within the immediate natural environment</li> <li>Discuss insects and animals that could be harmful; share personal experiences when relevant</li> </ul>	
Waste Management 4.5.YT.D <b>Use appropriate trash receptacles.</b> <ul style="list-style-type: none"> <li>Imitate the disposing of waste</li> </ul> 4.5.OT.D <b>Communicate about and use appropriate trash receptacles.</b> <ul style="list-style-type: none"> <li>Participate in discussions about ways people pollute the environment</li> <li>Participate in discussions about appropriate disposal of waste</li> <li>Attempt to sort waste into those things that can be recycled and those things that cannot</li> <li>Practice recycling as part of routine</li> </ul>	
<b>Standard 15.4 Computer and Information Technology</b>	
Influence of Emerging Technologies 15.4.I.A <b>Imitate use of various technologies in play.</b> <ul style="list-style-type: none"> <li>Observe use of technology (e.g. telephone, cell phone, computer, camera, tablet)</li> </ul> ---- <ul style="list-style-type: none"> <li>Use technology props (e.g. old cell phones, toy or real cameras, computer keyboard) in play</li> </ul> 15.4.YT.A <b>Imitate use of various technologies in play.</b> <ul style="list-style-type: none"> <li>Observe use of technology (e.g. telephone, cell phone, computer, camera, tablet)</li> <li>Use technology props (e.g. old cell phones, toy or real cameras, computer keyboard) in play</li> </ul> 15.4.OT.A	L46, L57  ----  L46, L57 C29

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<p><b>Communicate about technology in their environment.</b></p> <ul style="list-style-type: none"> <li>• Observe use of technology (e.g. telephone, cell phone, computer, camera, tablet)</li> <li>• Use technology props (e.g. old cell phones, toy or real cameras, computer keyboard) in their play</li> <li>• Label technology with appropriate vocabulary when using or shown (e.g. telephone, cell phone, computer, TV, camera, tablet)</li> <li>• Discuss personal experiences with technology</li> </ul>	
<p>Emerging Technologies in Careers            15.4.I.M  <b>Explore pictures and objects that represent workplace technologies.</b></p> <ul style="list-style-type: none"> <li>• Explore medical equipment and materials                  ----</li> <li>• Play with real or model medical equipment (e.g. stethoscope, blood pressure cuff)                  ----</li> <li>• Explore transportation vehicles                  ----</li> <li>• Explore simple construction tools and vehicles</li> </ul> <p>15.4.YT.M  <b>Engage with objects that represent workplace technologies.</b></p> <ul style="list-style-type: none"> <li>• Use simple workplace technologies for intended purpose (e.g. hold stethoscope to teddy bear’s heart, use hammer to pound peg into pegboard, fill a dump truck)</li> <li>• Explore medical equipment and materials</li> <li>• Play with real or model medical equipment (e.g. stethoscope, blood pressure cuff)</li> <li>• Explore simple construction tools and vehicles</li> </ul> <p>15.4.OT.M  <b>Communicate about workplace technologies and their uses.</b></p> <ul style="list-style-type: none"> <li>• Use simple workplace technologies for intended purpose (e.g. hold stethoscope to teddy bear’s heart, use hammer to pound peg into pegboard, fill a dump truck)</li> <li>• Identify the types of tools and materials used in construction</li> <li>• Talk about various types of vehicles used in the workplace (e.g. construction vehicles, fire fighting vehicles, boats, airplanes)</li> <li>• Ask and answer questions about workplace technologies and their uses</li> <li>• Match workplace technology to worker</li> </ul>	<p align="center">-----</p> <p align="center">-----</p> <p><b>Literature Library: <i>Things That Go</i></b></p> <p align="center">-----</p> <p><b>P42 C44</b></p>
<p><b>Social Studies Thinking: Connecting to</b></p>	

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<b>Communities</b>	
<b>Standard 5.1 Principles and Documents of Government</b>	
Rule of Law 5.1. I. A <b>Respond to adult guidance about behavior.</b> <ul style="list-style-type: none"> <li>• Reference 16.3.I.B</li> </ul>  5.1. Y.T. A <b>Demonstrate basic understanding of rules.</b> <ul style="list-style-type: none"> <li>• Reference 16.3.YT.B</li> </ul> 5.1 .OT.A <b>Follow basic rules.</b> <ul style="list-style-type: none"> <li>• Reference 16.3.OT.B</li> </ul>	SE25, SE34, SE44  ---- SE40, SE66  ---- SE54
<b>5.2 Rights and Responsibilities of Citizenship</b>	
Civic Rights and Responsibilities 5.2.YT.A <b>Demonstrate sense of belonging to a group such as a class or family.</b> <ul style="list-style-type: none"> <li>• Point to pictures of family members</li> <li>• Follow the established daily routine</li> <li>• Demonstrate familiarity with people and settings (e.g. upon arrival walk to their classroom, place belongings in personal space)</li> </ul> 5.2.OT.A <b>Communicate a sense of belonging to a group such as a class or family.</b> <ul style="list-style-type: none"> <li>• Talk about family members</li> <li>• Participate in decision making</li> <li>• Identify self in relationship to others in a group (e.g. brother, sister, son, daughter, friend)</li> <li>• Talk about things the family does together</li> <li>• Talk about things the class does together</li> </ul>	
Conflict 5.2.I.B <b>Express emotion relating to a conflict.</b> <ul style="list-style-type: none"> <li>• Reference 16.2.I.D</li> </ul> 5.2.YT.B <b>Express emotion relating to a conflict.</b> <ul style="list-style-type: none"> <li>• Reference 16.2.YT. D</li> </ul> 5.2.OT.B <b>Communicate about a conflict and seek help to solve.</b> <ul style="list-style-type: none"> <li>• Reference 16.2.OT. D</li> </ul>	C65
Government Services 5.3.I.C <b>Explore costumes and props that represent community workers.</b>	

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<ul style="list-style-type: none"> <li>Play with real or model equipment (e.g. stethoscope, blood pressure cuff, fire hose, play workbench)</li> </ul> <p align="center">----</p> <ul style="list-style-type: none"> <li>Engage in dress up play</li> </ul> <p>5.3.YT.C  <b>Engage with costumes and props that represent community workers.</b></p> <ul style="list-style-type: none"> <li>Use costumes and props of community workers for intended purpose (e.g. hold stethoscope to teddy bear's heart, use hammer to pound peg into pegboard, fill a dump truck)</li> <li>Engage in dress up play</li> </ul> <p>5.3.OT.C  <b>Recognize community workers through their uniforms and equipment.</b></p> <ul style="list-style-type: none"> <li>Use costumes and props of community workers for intended purpose (e.g. hold stethoscope to teddy bear's heart, use hammer to pound peg into pegboard, fill a dump truck)</li> <li>Engage in dress up play</li> <li>Identify the types of equipment and materials community workers use</li> <li>Ask and answer questions about community workers and their roles</li> <li>Match workplace equipment and uniform to worker</li> <li>Label community workers in their neighborhood</li> </ul>	<p align="center">----</p> <p><b>SE61</b>  <b>C43, C66</b></p>
<b>Standard 6.1 Scarcity and Choice</b>	
<p>Incentives and Choice          6.1.I.D  <b>Demonstrate preference for specific objects and people.</b></p> <ul style="list-style-type: none"> <li>Reference 16.3.I.A</li> </ul> <p>6.1.YT.D  <b>Make simple choices.</b></p> <ul style="list-style-type: none"> <li>Reference 16.3.YT.A</li> </ul> <p>6.1.OT.D  <b>Communicate about a choice based on individual interest.</b></p> <ul style="list-style-type: none"> <li>Make a choice and explain the reason for the choice</li> </ul>	<p><b>SE43, SE44, SE47, SE52, SE63,</b>  <b>C24, C36</b>  <b>P54</b></p> <p align="center">----</p> <p><b>SE41, SE48, SE50, SE53, SE54,</b>  <b>C37</b></p> <p align="center">----</p> <p><b>C38, C39, C40</b></p> <p align="center">----</p> <p><b>P13, P15, P22, P23, P29, P33, P34,</b></p> <p align="center">----</p> <p><b>P41</b>  <b>L52</b>  <b>SE21</b></p>
<b>Standard 6.3 Functions of Government</b>	
<b>Government's Role in International Trade</b>	

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6.3.OT.D <b>Communicate about products produced locally.</b> <ul style="list-style-type: none"> <li>• Talk about products that can be found around their home</li> <li>• Ask and answer questions about items that come from farms, factories, and/or businesses within the community</li> </ul>	
<b>Standard 6.5 Income, Profit and Wealth</b>	
Types of Businesses 6.5.OT.C <b>Communicate about local businesses.</b> <ul style="list-style-type: none"> <li>• Ask and answer questions about local businesses</li> <li>• Act out play scenarios that relate to local businesses (e.g. getting haircut, pet school, farmer's market)</li> </ul>	
<b>Standard 7.1 Basic Geographic Literacy</b>	
Geographic Tools 7.1.OT.A <b>Use maps in play.</b> <ul style="list-style-type: none"> <li>• Follow a pathway or roadway on a large car mat</li> <li>• Follow a teacher-made map (e.g. locate something in the environment, follow a course)</li> <li>• Ask and answer questions about maps</li> </ul>	
<b>Standard 7.2 Physical Characteristics of Places and Regions</b>	
Physical Characteristics 7.2. OT. A <b>Describe the characteristics of home to gain understanding of physical features.</b> <ul style="list-style-type: none"> <li>• Identify the characteristics of one's home (e.g. door color, exterior type, type of home)</li> <li>• Describe the locations and uses of important areas within the home</li> <li>• Identify the room in which certain items might be found</li> </ul>	
<b>Standard 8.1 Historical Analysis and Skills Development</b>	
Continuity and Change Over Time 8.1.1.A <b>Anticipate next step of a familiar routine or activity.</b> <ul style="list-style-type: none"> <li>• Reference AL.2.1.B</li> </ul> 8.1.YT.A <b>Know the sequence of familiar routines.</b> <ul style="list-style-type: none"> <li>• Reference AL.2.YT.B</li> </ul> 8.1.OT.A <b>Identify and complete the sequence of familiar routines and tasks.</b> <ul style="list-style-type: none"> <li>• Reference AL.2.OT.B</li> </ul>	<b>P24            SE31, SE47</b>
<b>Creative Thinking and Expression:            Communicating through the Arts</b>	
<b>Standard 9.1.M Production and Performance: Music and Movement</b>	
Elements and Principles	



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<p>9.1. M.YT.A <b>Demonstrate an understanding of basic elements of music and movement.</b></p> <ul style="list-style-type: none"> <li>• Explore rhythm instruments</li> <li>• Participate in teacher guided music and movement activities</li> <li>• Demonstrate understanding of fast, slow, loud and soft</li> </ul> <p>9.1.M.OT.A <b>Know and use basic elements of music and movement.</b></p> <ul style="list-style-type: none"> <li>• Explore rhythm instruments</li> <li>• Use rhythm instruments as intended</li> <li>• Participate in teacher guided music and movement activities</li> <li>• Demonstrate understanding of fast, slow, loud and soft</li> </ul>	
<p>Demonstration 9.1.M.I.B <b>Respond to music.</b></p> <ul style="list-style-type: none"> <li>• Respond to a variety of music types, including culturally diverse music ----</li> <li>• Turn head to source of music ----</li> <li>• React to music with body movements</li> </ul> <p>9.1.M.YT.B <b>Engage with music.</b></p> <ul style="list-style-type: none"> <li>• Respond to a variety of music types, including culturally diverse music</li> <li>• Turn head to source of music</li> <li>• React to music with body movements (e.g. move, dance, clap, sway: movements may not match rhythm)</li> <li>• Use props in response to music (e.g. scarves, instruments, ribbons)</li> <li>• Attempt to sing a familiar melodic pattern</li> <li>• Attempt to imitate music patterns using available materials</li> </ul> <p>9.1.M.OT.B <b>Respond to and communicate about music.</b></p> <ul style="list-style-type: none"> <li>• Respond to a variety of music types, including culturally diverse music</li> <li>• Request favorite types of music</li> <li>• Sing songs in recognizable ways</li> <li>• React to music with increasingly coordinated body</li> </ul>	<p><b>SE8</b> <b>L7, L20</b> -----</p> <p><b>C1, C3, C7</b> <b>L21</b> -----</p> <p><b>P2, P11, P16, P17, P24, P47, P48,</b> <b>P63, P65</b> <b>SE1, SE15, SE16, SE28, SE29,</b> <b>SE52, SE66</b></p>

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<b>Pennsylvania Learning Standards for Early Childhood</b>	<b>Alignment to Curriculum</b>
<p>movements (e.g. move, dance, clap, sway: movements may not match rhythm)</p> <ul style="list-style-type: none"> <li>• Use props in response to music (e.g. scarves, instruments, ribbons)</li> <li>• Attempt to imitate music patterns and dance movements</li> <li>• Participate in group music activities for short periods of time</li> <li>• Indicate likes and dislikes in regard to music</li> </ul>	
<p>Representation            9.1.M.I.E  <b>Respond to music and dance.</b></p> <ul style="list-style-type: none"> <li>• Respond to a variety of music types, including culturally diverse music                  ----</li> <li>• Turn head to source of music                  ----</li> <li>• React to music with body movements</li> </ul> <p>9.1.M.YT.E  <b>Engage with music and dance.</b></p> <ul style="list-style-type: none"> <li>• Respond to a variety of music types, including culturally diverse music</li> <li>• Turn head to source of music</li> <li>• React to music with body movements (e.g. move, dance, clap, sway: movements may not match rhythm)</li> <li>• Use props in response to music (e.g. scarves, instruments, ribbons)</li> <li>• Attempt to sing a familiar melodic pattern</li> <li>• Attempt to imitate music patterns using available materials</li> </ul> <p>9.1.M.OT.E  <b>Respond to and communicate about music and dance.</b></p> <ul style="list-style-type: none"> <li>• Respond to a variety of music types, including culturally diverse music</li> <li>• Request favorite types of music</li> <li>• Sing songs in recognizable ways</li> <li>• React to music with increasingly coordinated body movements (e.g. move, dance, clap, sway: movements may not match rhythm)</li> <li>• Use props in response to music (e.g. scarves, instruments, ribbons)</li> <li>• Attempt to imitate music patterns and dance movements</li> <li>• Participate in group music activities for short periods of time</li> <li>• Indicate likes and dislikes in regard to music</li> </ul>	<p><b>SE8</b>  <b>L7, L20</b></p> <p style="text-align: center;">----</p> <p><b>C1, C3, C7</b>  <b>L21</b></p> <p style="text-align: center;">----</p> <p><b>P2, P11, P16, P17, P24, P47, P48, P63, P65</b>  <b>SE1, SE15, SE16, SE28, SE29, SE52, SE66</b></p>

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Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Technologies 9.1.M.I.J <b>Use technologies for producing music.</b></p> <ul style="list-style-type: none"> <li>Explore musical instruments, including those which are culturally diverse</li> </ul> <p style="text-align: center;">----</p> <ul style="list-style-type: none"> <li>Use a variety of props to respond to music (e.g. scarves, ribbons, bean bags)</li> </ul> <p>9.1.M.YT.J <b>Use a variety of technologies for producing music or performing movements.</b></p> <ul style="list-style-type: none"> <li>Explore musical instruments, including those which are culturally diverse</li> <li>Use a variety of props to respond to music (e.g. scarves, ribbons, bean bags)</li> <li>Attempt to imitate music patterns using musical instruments</li> </ul> <p>9.1.M.OT.J <b>Use a variety of technologies for producing music or performing movements.</b></p> <ul style="list-style-type: none"> <li>Explore musical instruments, including those which are culturally diverse</li> <li>Use instruments to accompany music</li> <li>Use instruments as intended</li> <li>Use a variety of props to respond to music (e.g. scarves, ribbons, bean bags)</li> <li>Attempt to imitate music patterns using musical instruments</li> </ul>	<p>L62 C21</p> <p style="text-align: center;">----</p> <p>P47, P48, P58, P63, P65</p>
Standard 9.1.D Production and Performance: Dramatic and Performance Play	
<p>Demonstrations 9.1.D.I.B <b>Act out familiar scenarios.</b></p> <ul style="list-style-type: none"> <li>Imitate familiar actions in play (e.g. hold phone to ear, stir using spoon, use cups and plates to serve pretend meal)</li> </ul> <p>9.1.D.YT.B <b>Act out familiar scenarios using objects with intended purpose.</b></p> <ul style="list-style-type: none"> <li>Imitate familiar actions in play (e.g. hold phone to ear, stir using spoon, use cups and plates to serve pretend meal)</li> <li>Use object for intended purpose during play</li> </ul> <p>9.1.D.OT.B <b>Explore real or make believe scenarios through dramatic play.</b></p> <ul style="list-style-type: none"> <li>Imitate familiar actions in play (e.g. hold phone to ear, stir using spoon, use cups and plates to serve pretend meal)</li> <li>Use object for intended purpose during play</li> </ul>	<p>P39, P41, P51, P66 L21, L24, L57, L61, L62 C29, C34, C53, C57, C61 SE61</p>

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<ul style="list-style-type: none"> <li>• Use one object to represent another object during play</li> <li>• Create own dramatic play scenarios</li> <li>• Act out experiences that are new or unknown (e.g. dentist)</li> <li>• Pretend to be a person or animal</li> </ul>	
Representation 9.1.D.OT.E <b>Use imagination and creativity to express self through dramatic play.</b> <ul style="list-style-type: none"> <li>• Imitate and repeat voice inflections and facial expressions to entertain others</li> <li>• Use non-conforming objects to create representations of real life objects or activities</li> <li>• Represent fantasy and real-life experiences through pretend play</li> <li>• Imitate roles of people, animals, or objects observed in life experiences</li> <li>• Use props and costumes during dramatic play</li> <li>• Ask others to watch a performance</li> </ul>	
Standard 9.1.V Production and Performance: Visual Arts	
Elements and Principles 9.1. V.YT.A. <b>Demonstrate an understanding of basic elements of visual arts.</b> <ul style="list-style-type: none"> <li>• Participate in teacher guided visual art activities</li> <li>• Demonstrate an understanding of color</li> <li>• Create a picture using different colors</li> <li>• Combine colors</li> <li>• Explore a variety of art materials</li> </ul> 9.1.V.OT.A <b>Know and use basic elements of visual arts.</b> <ul style="list-style-type: none"> <li>• Participate in teacher guided visual art activities</li> <li>• Communicate about art, demonstrating an understanding of color and shape</li> <li>• Create a picture using different colors</li> <li>• Combine colors</li> <li>• Explore a variety of art materials</li> <li>• Use art materials as intended</li> </ul>	
Demonstration 9.1.V.I.B <b>Combine a variety of materials to engage in the process of art.</b> <ul style="list-style-type: none"> <li>• Participate in teacher-guided art activities                ----</li> <li>• Use a variety of non-toxic materials (e.g. paint, crayons, markers, wood, play dough)</li> </ul> 9.1.V.YT.B <b>Combine a variety of materials to engage in the process of art.</b> <ul style="list-style-type: none"> <li>• Participate in teacher-guided art activities</li> </ul>	P49, P58 <b>SE39</b> <b>C38, C43, C48</b> ---- <b>L54, L56</b> <b>C54, C56, C57, C60</b>

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<ul style="list-style-type: none"> <li>• Use a variety of non-toxic materials (e.g. paint, crayons, markers, chalk, wood, stampers, play dough)</li> <li>• Demonstrate increased control of art technologies</li> </ul> 9.1.V.OT.B <b>Combine a variety of materials to engage in the process of art.</b> <ul style="list-style-type: none"> <li>• Participate in teacher-guided art activities</li> <li>• Use a variety of non-toxic materials (e.g. paint, crayons, markers, wood, play dough, plastic safety scissors, stampers, rubbing plates)</li> <li>• Demonstrate increased control of art technologies</li> <li>• Initiate independent works of art</li> </ul>	
Representation 9.1.V.OT.E <b>Use imagination and creativity to express self through the process of art.</b> <ul style="list-style-type: none"> <li>• Initiate art activities</li> <li>• Participate in teacher-guided visual art activities</li> <li>• Select art materials during free choice</li> <li>• Draw simple pictures to represent something</li> <li>• Attempt to draw self portrait</li> <li>• Create basic shapes</li> <li>• Label own creations</li> </ul>	
Technologies 9.1.V.I.J <b>Use technologies in the process of creating art.</b> <ul style="list-style-type: none"> <li>• Explore a variety of tools and non-toxic art materials, including those which are culturally diverse                ----</li> <li>• Participate in teacher-guided visual art activities                ----</li> <li>• Manipulate materials in a variety of ways (e.g. pounding, squeezing, poking)</li> </ul> 9.1.V.YT.J <b>Use a variety of technologies in the process of creating art.</b> <ul style="list-style-type: none"> <li>• Explore a variety of tools and non-toxic art materials, including those which are culturally diverse</li> <li>• Participate in teacher-guided visual art activities</li> <li>• Manipulate materials in a variety of ways (e.g. pounding, squeezing, poking)</li> </ul> 9.1.V.OT.J <b>Use a variety of technologies in the process of creating art.</b> <ul style="list-style-type: none"> <li>• Explore a variety of tools and non-toxic art materials, including those <i>which are culturally diverse</i></li> <li>• Participate in teacher-guided visual art activities</li> <li>• Manipulate materials in a variety of ways (e.g. pounding, squeezing, rolling, tearing, poking)</li> </ul>	L46 C52 ---- P23 SE52 ---- P23 C30

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Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<ul style="list-style-type: none"> <li>Use art materials and tools as intended</li> </ul>	
<b>Standard 9.3 Critical Response to Works of Art</b>	
Identification 9.3.1.F <b>Explore a variety of art forms.</b> <ul style="list-style-type: none"> <li>Recognize and point to familiar objects or persons in photos or books                  ----</li> <li>Engage with photographs and paintings                  ----</li> <li>Engage in tactile art experiences                  ----</li> <li>Engage with music                  ----</li> <li>Participate in teacher-guided music and movement activities</li> </ul>	C40 L29, L30, L36, L38 ---- P20 L30, L36, L38, L65 SE51 ---- P61 L19 C38 ---- P2 L2, L7 ---- P16, P17 L7, L11, L20, L51, L61 SE15, SE16
9.3.YT.F <b>Engage with a variety of art forms.</b> <ul style="list-style-type: none"> <li>Engage with photographs and paintings</li> <li>Engage in tactile art experiences</li> <li>Engage with music</li> <li>Participate in teacher-guided music and movement activities</li> </ul>	
9.3. OT.F <b>Communicate about a variety of art forms.</b> <ul style="list-style-type: none"> <li>Describe photographs and paintings</li> <li>Engage in tactile art experiences</li> <li>Communicate about the specific tools needed to perform a specific type of art (e.g. "I need crayons")</li> <li>Engage with music</li> <li>Participate in teacher-guided music and movement activities</li> <li>Communicate likes and dislikes</li> <li>Answer questions about different art forms</li> </ul>	
Critical Response 9.3.1.G <b>Respond to various art forms.</b> <ul style="list-style-type: none"> <li>Gaze at or point to a picture, painting or photo</li> </ul>	C40

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<p style="text-align: center;">----</p> <ul style="list-style-type: none"> <li>• Respond to a variety of music types, including culturally diverse music</li> </ul> <p style="text-align: center;">----</p> <ul style="list-style-type: none"> <li>• Turn head to source of music</li> </ul> <p style="text-align: center;">----</p> <ul style="list-style-type: none"> <li>• React to music with body movements</li> </ul> <p style="text-align: center;">----</p> <ul style="list-style-type: none"> <li>• Respond to various art forms.</li> </ul> <p>9.3.YT.G  <b>Show interest in others' artistic expressions.</b></p> <ul style="list-style-type: none"> <li>• Intentionally look at displayed pictures</li> <li>• Watch others dance</li> <li>• Imitate the artistic actions of others (e.g. copy dance moves, choose a similar art tool after observing peer use)</li> </ul> <p>9.3.OT.G  <b>Comment on characteristics of others' artistic expressions.</b></p> <ul style="list-style-type: none"> <li>• Describe pictures</li> <li>• Notice the way others are dancing to music</li> <li>• Comment on the tools peers are using</li> </ul>	<p>L29, L30, L36, L38</p> <p style="text-align: center;">----</p> <p><b>SE8</b>  L7, L20,</p> <p style="text-align: center;">----</p> <p><b>C1, C3, C7</b>  L21</p> <p style="text-align: center;">----</p> <p><b>P16, P37, P39</b>  L 35, L55</p> <p style="text-align: center;">----</p> <p><b>C38, C39, C60</b></p>
<b>Health and Wellness and Physical Development:    Learning About My Body</b>	
<b>Standard 10.1 Concepts of Health</b>	
<p>Interaction of Body Systems  10.1.1.B  <b>Locate basic body parts when named by an adult.</b></p> <ul style="list-style-type: none"> <li>• Point to or move fingers, hands, toes, feet and head when asked</li> </ul> <p>10.1.YT.B  <b>Locate basic body parts when asked.</b></p> <ul style="list-style-type: none"> <li>• Point to or move fingers, hands, toes, feet and head when asked</li> <li>• Use fingers and hands during finger plays and songs with motions</li> </ul> <p>10.1.OT.B  <b>Identify and locate basic body parts.</b></p> <ul style="list-style-type: none"> <li>• Name basic body parts</li> <li>• Follow basic directions in a movement song (e.g. shake your feet or wiggle your arms)</li> <li>• Point to or move fingers, hands, toes, feet and head when asked</li> <li>• Use fingers and hands during finger plays and songs</li> </ul>	<p>L17, L34, L48  <b>SE58</b>  <b>Welcome to Frog Street Infant Book:</b> pp. 59, 63, 65  <b>Infant Board Books:</b> <i>Faces, Hands, Feet</i></p>

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with motions	
Nutrition 10.1. OT. C <b>Participate in experiences related to healthy food choices.</b> <ul style="list-style-type: none"> <li>• Explore health food options</li> <li>• Choose between healthy food options</li> <li>• Participate in discussions about food options</li> </ul>	
<b>Standard 10.2 Healthful Living</b>	
Health Practices, Products and Services 10.2.1.A <b>Participate in fundamental practices for good health.</b> <ul style="list-style-type: none"> <li>• Establish and engage in individualized daily routines (e.g. eating, toileting, sleeping)               <p style="text-align: center;">----</p> </li> <li>• Use verbal and non-verbal cues to express needs (e.g. hunger, tired, diaper change)               <p style="text-align: center;">----</p> </li> <li>• Actively participate with adult in daily hygiene routines               <p style="text-align: center;">----</p> </li> <li>• Imitate basic hygiene practices (e.g. wash hands, wipe nose)               <p style="text-align: center;">----</p> </li> </ul>	P12, P66 SE21 C16  SE1, SE3, SE37  P32 SE13 C15  P45 <b>Welcome to Frog Street Infant: p. 69, 73, 74</b>
10.2.YT.A <b>Engage in fundamental practices for good health.</b> <ul style="list-style-type: none"> <li>• Establish and engage in individualized daily routines (e.g. eating, toileting, sleeping)</li> <li>• Engage in daily activities that promote good health (e.g. exercise, rest, eating, tooth brushing)</li> <li>• Use verbal and non-verbal cues to express needs (e.g. hunger, tired, diaper change)</li> <li>• Imitate and practice basic hygiene practices (e.g. use tissue to wipe nose, wash hands, attempt to brush teeth, cough into elbow)</li> <li>• Recognize basic health care workers</li> </ul>	
10.2.OT.A <b>Discuss fundamental practices for good health.</b> <ul style="list-style-type: none"> <li>• Establish and engage in individualized daily routines (e.g. eating, toileting, sleeping)</li> <li>• Use verbal and non-verbal cues to express needs (e.g. hunger, tired, toileting)</li> <li>• Engage in daily activities that promote good health (e.g. exercise, rest, eating, tooth brushing)</li> <li>• Practice basic hygiene practices with adult reminders (e.g. use tissue to wipe nose, wash hands, attempt to brush teeth, cough into elbow)</li> </ul>	



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<ul style="list-style-type: none"> <li>• Discuss basic hygiene practices</li> <li>• Ask and answer questions about health practices (e.g. “Why do I need a nap?”, explain that we need to eat well, get rest and exercise to stay healthy)</li> <li>• Identify people that help keep us healthy</li> </ul>	
<b>Standard 10.3 Safety and Injury Prevention</b>	
<p>Safe and Unsafe Practices            10.3.I.A  <b>Respond to basic safety words.</b>            Stop behavior when told “no” or “stop”            ----</p> <p>Look at adult before repeating a behavior            10.3.YT.A  <b>Cooperate with basic safety practices.</b></p> <ul style="list-style-type: none"> <li>• Understand one word rules such as “no” or “stop”</li> <li>• Indicate that a behavior should not be done by saying “no, no”</li> <li>• Follow basic safety rules with adult reminders (e.g. use walking feet, slide down the slide, hold railing when climbing stairs)</li> </ul> <p>10.3.OT.A  <b>Use and communicate about basic safety practices.</b></p> <ul style="list-style-type: none"> <li>• Respond appropriately when adult identifies an unsafe practice</li> <li>• Understand clearly stated rules</li> <li>• Ask questions about basic safety rules</li> <li>• Indicate that a behavior should not be done</li> <li>• Follow basic safety rules with adult reminders (e.g. use walking feet, slide down the slide, hold railing when climbing stairs)</li> <li>• Seek support when trying something new or meeting new people</li> <li>• Participate in discussions about basic safety rules</li> </ul>	<p><b>SE40</b>            ----</p> <p><b>SE21, SE22, SE24, SE31</b></p>
<b>Standard 10.4 Physical Activity: Gross Motor Coordination</b>	
<p>Control and Coordination            10.4.I.A  <b>Develop control of the body.</b></p> <ul style="list-style-type: none"> <li>• Control head and back              ----</li> <li>• Coordinate movement of arms and legs              ----</li> </ul> <p>• Use body to move (e.g. rolling, pulling self to standing position, crawling, creeping)            ----</p> <p>10.4.YT.A  <b>Control and coordinate the movement of the body.</b></p> <ul style="list-style-type: none"> <li>• Walk with increasing coordination</li> <li>• Coordinate movements of arms, legs and neck (e.g.</li> </ul>	<p><b>P3, P5, P14</b>            ----</p> <p><b>P6, P8, P18, P19, P20</b>            ----</p> <p><b>P5, P6, P9, P16, P18, P20</b></p>



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<b>Movement: Fine Motor Development</b>	
Strength Coordination and Muscle 10.5.I.A <b>Use fingers and hands to accomplish actions.</b> <ul style="list-style-type: none"> <li>Hold objects in hand ----</li> <li>Use pincer grasp to pick up objects (e.g. cereal, banana slices or small objects) ----</li> <li>Transfer objects from hand to hand ----</li> <li>Imitate motions of basic finger plays</li> </ul> 10.5.YT.A <b>Coordinate use of fingers, hands and wrists to accomplish actions.</b> <ul style="list-style-type: none"> <li>Manipulate a variety of objects</li> <li>Pick up more than one object in the same hand</li> <li>Transfer objects from one hand to another</li> <li>Twist wrists to turn hands</li> <li>Imitate motions of basic finger plays</li> <li>Hold object in one hand and manipulate it with another hand (e.g. tearing paper, brushing a dolls hair)</li> </ul> 10.5.OT.A <b>Coordinate use of fingers, hands and wrists to accomplish actions.</b> <ul style="list-style-type: none"> <li>Manipulate a variety of objects</li> <li>Pick up more than one object in the same hand</li> <li>Transfer objects from one hand to another</li> <li>Twist wrists to turn hands</li> <li>Imitate motions of basic finger plays</li> <li>Hold object in one hand and manipulate it with another hand (e.g. tearing paper, brushing a dolls hair, string larger beads)</li> <li>Practice manual self-help skills (e.g. snapping, Velcro)</li> </ul>	  P13, P14, P22, P31, P34 ---- P15, P23, P30,  P29, P33, ---- ---- L35, L61
Eye/Hand Coordination 10.5.I.B <b>Use eye and hand coordination to perform a task.</b> <ul style="list-style-type: none"> <li>Pick up object and place in range of vision ----</li> <li>Pick up and manipulate objects ----</li> <li>Attempt to turn pages of a board book using thumb and fingertips</li> </ul>	  P15, P19, P31 ---- P13, P22, P23, P29, P30, P33, P34 C27, C39, C40, C56 Literature Library: My Hands ---- L25, L40

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<p align="center">----</p> <ul style="list-style-type: none"> <li>• Point to objects</li> </ul> <p>10.5.YT.B  <b>Coordinate eye and hand movements to perform a task.</b></p> <ul style="list-style-type: none"> <li>• Pick up object and place in range of vision</li> <li>• Pick up and manipulate objects</li> <li>• Attempt to turn pages of a book using thumb and fingertips</li> <li>• Stack toys and blocks</li> <li>• Place objects in containers</li> <li>• Use nesting toys and place on inside another</li> <li>• Point to objects</li> <li>• Manipulate pieces of age-appropriate puzzles</li> </ul> <p>10.5.OT.B  <b>Coordinate eye and hand movements to perform a task.</b></p> <ul style="list-style-type: none"> <li>• Pick up and manipulate objects</li> <li>• Stack toys and blocks</li> <li>• Place objects in containers</li> <li>• Use nesting toys and place on inside another</li> <li>• Point to objects</li> <li>• Manipulate pieces of a puzzle</li> <li>• Hold book with one hand while turning pages with the other</li> </ul>	<p align="center">----</p> <p><b>L25, L29, L30, L36, L38</b></p>
<p>Use of Tools            10.5.I.C  <b>Manipulate basic tools.</b></p> <ul style="list-style-type: none"> <li>• Attempt to use feeding utensils</li> </ul> <p align="center">----</p> <ul style="list-style-type: none"> <li>• Hold basic art implements and make marks on paper</li> </ul> <p>10.5.YT.C  <b>Use basic tools.</b></p> <ul style="list-style-type: none"> <li>• Use spoon and fork for eating</li> <li>• Use writing or drawing tools with limited coordination</li> <li>• Use cups to practice pouring</li> </ul> <p>10.5.OT.C  <b>Use basic tools demonstrating refined skill.</b></p> <ul style="list-style-type: none"> <li>• Use writing or drawing tools to make recognizable shapes, lines or dots</li> <li>• Use spoon and fork for eating</li> <li>• Use cups to practice pouring</li> <li>• Use safety scissors to make simple snips or cuts</li> <li>• Use child-sized household or classroom tools (e.g. broom, plastic hammer, sponge, cloth)</li> <li>• Use basic tools to manipulate play dough</li> </ul>	<p><b>C61</b></p> <p align="center">----</p> <p><b>C38, C39, C57, C60            L54</b></p>
<p align="center"><b>Social and Emotional Development</b></p> <p>Standard 16.1 Self-Awareness and Self-Regulation</p>	

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Regulates Emotions and Behaviors <b>16.1.I.A</b> <b>Demonstrate an emotional response to the environment.</b> <ul style="list-style-type: none"> <li>• Use facial expressions to indicate emotions                  ----</li>   <li>• Express feelings (e.g. crying, smiling, laughing, cooing)</li>   <li>• Self soothe                  -----</li>   <li>• Show pleasure in familiar surroundings                  -----</li>   <li>• Withdrawal when over-stimulated</li> </ul> 16.1.YT.A <b>Demonstrate an emotional response in reaction to an experience.</b> <ul style="list-style-type: none"> <li>• Show joy, pleasure or excitement when new things are learned</li> <li>• Demonstrate a beginning sense of humor</li> <li>• Use body to demonstrate emotions</li> <li>• Imitate other’s emotional reactions</li> <li>• Manage emotions with adult support</li> <li>• Display intense emotions (e.g. temper tantrums, stranger anxiety)</li> </ul> 16.1.OT.A <b>Make connections between emotions and behavior.</b> <ul style="list-style-type: none"> <li>• Demonstrate an emotional response in reaction to an experience.</li> <li>• Label basic emotions (e.g. happy, sad, mad, scared)</li> <li>• Use pretend play as a way to practice feelings</li> <li>• Answer questions that connect behavior to emotion</li> <li>• State how actions connect to emotions (e.g. “I pound play dough, I’m mad”, “I love you, hug!”)</li> </ul>	  <b>SE22, SE24, SE30</b> <b>Literature Library: Faces</b> -----  <b>SE24, SE25, SE26, SE29, SE31, SE37</b> <b>C2</b> <b>L1, L2, L10</b> <b>Welcome to Frog Street Infant: p. 28</b> <b>Literature Library: Faces</b> ----- <b>SE1, SE3, SE19, SE21</b> ----- <b>P20</b> <b>C10</b> <b>L3, L7</b>  ----- <b>SE2</b> <b>L6</b>
Influences of Personal Traits 16.1. I. B <b>Demonstrate preference for specific objects and people.</b> <ul style="list-style-type: none"> <li>• Attend to adult during reciprocal interaction</li> </ul>	<b>P2, P4, P11, P12,</b> <b>SE5, SE7, SE9, SE15</b> <b>C1</b>

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<p align="center">----</p> <ul style="list-style-type: none"> <li>Gaze with interest at adult, peer, or object nearby</li> </ul> <p align="center">----</p>	<p align="center">----</p> <p><b>P3</b> <b>SE2, SE15, SE48, SE54</b></p>
<ul style="list-style-type: none"> <li>Engage in exploration of objects within the environment</li> </ul>	<p align="center">----</p> <p><b>P1</b> <b>SE14</b> <b>L3, L18, L39</b> <b>C41</b></p>
<p align="center">----</p> <ul style="list-style-type: none"> <li>Accept and reach for objects offered by adult</li> </ul> <p align="center">----</p>	<p align="center">----</p> <p><b>P15, P22, P27, P34</b> <b>C3</b></p>
<ul style="list-style-type: none"> <li>Seek favorite object or book</li> </ul>	<p align="center">----</p> <p><b>C38, C41</b></p>
<p>16.1.YT.B  <b>Demonstrate preference for specific objects or activities.</b></p> <ul style="list-style-type: none"> <li>Make simple choices</li> <li>Ask for activity to be repeated</li> <li>Engage in the same activity over and over</li> <li>Demonstrate resistance when asked to end an activity they are engaged in</li> </ul>	
<p>16.1.OT.B  <b>Communicate preference for people, objects, and activities.</b></p> <ul style="list-style-type: none"> <li>Convey ownership of objects and people (e.g. say "that's mine", "that's my mommy")</li> <li>Request preferred activity</li> <li>Show preference for familiar adults</li> <li>Communicate resistance when asked to end an activity they are engaged in</li> <li>Engage in the same activity over and over</li> <li>Communicate choice</li> </ul>	
<p>Resiliency          16.1.I.C  <b>Use comfort of familiar experiences to explore new activities and experiences.</b></p> <ul style="list-style-type: none"> <li>Show interest in new experiences (e.g. try new foods)</li> </ul> <p align="center">----</p> <ul style="list-style-type: none"> <li>Reach for and accept new objects with interest</li> </ul> <p align="center">----</p> <ul style="list-style-type: none"> <li>Repeat attempted action for mastery (e.g. standing, falling, and getting back up)</li> </ul>	<p><b>P12, P13</b></p> <p align="center">----</p> <p><b>P15, P22, P27, P34</b> <b>C3</b></p> <p align="center">----</p> <p><b>P19, P21, P26, P28, P34</b></p>
<p>16.1.YT.C  <b>Repeat familiar activity to gain comfort and confidence.</b></p> <ul style="list-style-type: none"> <li>Show pleasure at own actions</li> <li>Explore environment with interest</li> </ul>	

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<ul style="list-style-type: none"> <li>• Indicate “more” to try something over and over</li> <li>• Repeat challenging tasks or activities many times to achieve mastery</li> <li>• Repeat familiar activity to gain comfort and confidence</li> </ul> 16.1.OT.C <b>Approach new experiences with confidence.</b> <ul style="list-style-type: none"> <li>• Show confidence and pleasure in the completion of a task or activity</li> <li>• Demonstrate pride in completed accomplishments</li> <li>• Attempt a teacher-suggested alternate solution to accomplish a task</li> </ul>	
Goal Setting 16.1.OT.D <b>Establish goals independently.</b> <ul style="list-style-type: none"> <li>• Make simple choices</li> <li>• Set and discuss goals for play and activities when asked</li> </ul>	
Identity Development 16.1.I.E <b>Respond to self in mirror.</b> <ul style="list-style-type: none"> <li>• Move toward mirrors in the environment                  ----</li> <li>• Smile when held to a mirror                  ----</li> <li>• Coo when looking in mirror                  ----</li> <li>• Point to and babble at self in mirror</li> </ul> 16.1.YT.E <b>Convey ownership of objects and people.</b> <ul style="list-style-type: none"> <li>• Say “mine”</li> <li>• Take object from peer and adult</li> <li>• Collect objects</li> <li>• Display possessiveness or jealousy towards others</li> <li>• Demonstrate resistance when asked to end an activity they are engaged in</li> </ul> 16.1.OT.E <b>Use language that indicates knowledge of self.</b> <ul style="list-style-type: none"> <li>• Use words that mean self when speaking (e.g. “Me do it”, “I can”)</li> <li>• Tell stories about self</li> <li>• Relate personal experiences to other experiences</li> </ul>	C6 ----  C6 SE11 ----  C6 SE11 ----  C6 SE11
<b>Standard 16.2 Establishing and Maintaining Relationships</b> Relationships: Trust and Attachment 16.2.I.A	<b>P2, P4, P11, P12,</b>

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<p><b>Show affection and bond with familiar adults.</b></p> <ul style="list-style-type: none"> <li>• Respond and attend to adult's interactions -----</li> <li>• Accept physical comfort and respond to cuddling -----</li> <li>• Seek to be near familiar adults -----</li> <li>• Display recognition of trusted adults</li> </ul> <p>16.2.YT.A  <b>Use trusted adult as a secure base from which to explore the environment.</b></p> <ul style="list-style-type: none"> <li>• Watch adults for their response to actions</li> <li>• Use gestures and simple words to express need to trusted adults for comfort</li> <li>• Respond and attend to adult's interactions</li> <li>• Seek to be near familiar adults</li> <li>• Display apprehension when an unfamiliar adult comes near</li> <li>• Seek attention from trusted adults</li> </ul> <p>16.2.OT.A  <b>Develop relationships that extend beyond trusted adults.</b></p> <ul style="list-style-type: none"> <li>• Engage in reciprocal conversation with familiar peer and adults</li> <li>• Respond to familiar adult's questions and directions</li> <li>• Demonstrate appropriate affection for familiar adults and peers</li> <li>• Seek out companionship from another child</li> <li>• Use words denoting friendship</li> <li>• Ask a child to play (e.g. "Do you want to make a block house with me?")</li> <li>• Play cooperatively with a few peers for a short period of time</li> <li>• Show interest in unfamiliar adults</li> <li>• Demonstrate increasing ability to separate from trusted adults without distress</li> </ul>	<p><b>SE5, SE7, SE9, SE15            C1</b>            ----</p> <p><b>SE1, SE3, SE13</b>            ----</p> <p><b>C13</b>            ----</p> <p><b>SE4, SE6, SE8, SE20            C2            L11</b></p>
<p>Diversity            16.2. I.B  <b>Notice differences in others.</b></p> <ul style="list-style-type: none"> <li>• React to something unfamiliar (e.g. scent, appearance, dress, voice, touch) -----</li> <li>• Attempt to touch face or hair of peer -----</li> <li>• Cry when unfamiliar adult approaches</li> </ul> <p>16.2. YT. B  <b>Recognize similarities and differences between self and</b></p>	<p><b>P23, P33, P40, P45, P49            SE17            C15, C16, C21, C32, C39            L17, L18</b>            ----</p> <p><b>L31</b>            ----</p> <p><b>C11</b>            ----</p>



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<p><b>others.</b></p> <ul style="list-style-type: none"> <li>• Engage in activities that reflect home culture (e.g. dramatic play – cooking food served in the home)</li> <li>• Engage in activities that promote labeling of personal characteristics (e.g. likes, dislikes, physical characteristics, family make-up)</li> <li>• Attempt to touch face or hair of peer</li> <li>• Cry when unfamiliar adult approaches</li> </ul> <p>16.2. OT.B <b>Communicate about similarities and differences between self and others.</b></p> <ul style="list-style-type: none"> <li>• Make drawings of people including self portraits</li> <li>• Engage in activities that reflect home culture (e.g. dramatic play – cooking food served in the home)</li> <li>• Engage in activities that promote labeling of personal characteristics (e.g. likes, dislikes, physical characteristics, family make-up)</li> </ul>	
<p>Communication 16.2.I.C <b>Use sounds and gestures as a form of reciprocal communication.</b></p> <ul style="list-style-type: none"> <li>• Reference 1.5.I.A</li> </ul> <p>16.2.YT.C <b>Use sounds, gestures and words as a form of reciprocal communication.</b></p> <ul style="list-style-type: none"> <li>• Reference 1.5.YT.A</li> </ul> <p>16.2.OT.C <b>Engage in reciprocal conversations and interactions with peers and adults.</b></p> <ul style="list-style-type: none"> <li>• Reference 1.5.OT.A</li> </ul>	L10, L13, L24
<p>Managing Interpersonal Conflicts <b>Express emotion relating to a conflict.</b> 16.2. I. D.</p> <ul style="list-style-type: none"> <li>• Cry or use inappropriate action to express frustration</li> </ul> <p>16.2. YT. D. <b>Express emotion relating to a conflict.</b></p> <ul style="list-style-type: none"> <li>• Cry or use inappropriate action to express frustration</li> <li>• Use some language to express emotion (e.g. “no,” “mine”)</li> </ul> <p>16.2. OT.D. <b>Communicate about a conflict and seek help to solve.</b></p> <ul style="list-style-type: none"> <li>• Use language to express emotion and describe needs (e.g. “I want that block,” “Hey, that’s mine”)</li> <li>• With adult support, engage in simple conflict resolution strategies (e.g. turn taking, redirection)</li> <li>• Ask adult to intervene</li> </ul>	C65
<p>Support: Asking for Help 16.2. I.E <b>Indicate needs through vocalizations and body</b></p>	

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<p><b>movements.</b></p> <ul style="list-style-type: none"> <li>• Cry to express need ----</li> <li>• Point and move towards desired object ----</li> <li>• Use basic sign language to indicate need</li> </ul> <p>16.2.Y.T. E  <b>Communicate needs.</b></p> <ul style="list-style-type: none"> <li>• Cry to express need</li> <li>• Point and move towards desired object</li> <li>• Use basic language to indicate need (e.g. "mine," basic signs)</li> <li>• Use gestures to indicate need</li> </ul> <p>16.2.O.T. E  <b>Ask for help when needed.</b></p> <ul style="list-style-type: none"> <li>• Attempt tasks independently before asking for help</li> <li>• Recognize when help is needed</li> <li>• Recognize appropriate sources of help (e.g. familiar adult, community helpers, peers)</li> <li>• Ask for adult help to solve a problem or to complete a task</li> </ul>	<p><b>SE3, SE21</b> ----</p> <p><b>P10</b>  <b>SE34, SE39</b>  <b>C3, C4, C5, C7, C13, C31</b>        ----</p> <p><b>L27</b>  <b>SE23</b>  <b>Welcome To Frog Street Infant: p. 31</b></p>
<b>Standard 16.3 Decision Making and Responsibility</b>	
<p>Decision Making Skills  <b>16.3.I.A</b>  <b>Demonstrate preference for specific objects and people.</b></p> <ul style="list-style-type: none"> <li>• Attend to adult during reciprocal interaction ----</li> <li>• Gaze with interest at adult, peer, or object nearby ----</li> <li>• Engage in exploration of objects within the environment ----</li> <li>• Accept and reach for objects offered by adult ----</li> <li>• Seek favorite object or book</li> </ul> <p>16.3.YT.A  <b>Make simple choices.</b></p> <ul style="list-style-type: none"> <li>• Choose between two options provided by adult</li> <li>• Seek favorite object or activity</li> </ul>	<p><b>SE43, SE44, SE47, SE52, SE63, C24, C36</b>  <b>P54</b>        ----</p> <p><b>SE41, SE48, SE50, SE53, SE54, C37</b>        ----</p> <p><b>C38, C39, C40</b>        ----</p> <p><b>P13, P15, P22, P23, P29, P33, P34,</b>        ----</p> <p><b>P41</b>  <b>L52</b>  <b>SE21</b></p>

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16.3.OT.A <b>Recognize the consequences of choices.</b> <ul style="list-style-type: none"> <li>• Make simple choices</li> <li>• Discuss consequences of choices</li> <li>• Seek reinforcement for behavior</li> <li>• Test limits set by adults</li> </ul>	
Understanding Social Norms (Social Identity) 16.3.I.B <b>Respond to adult guidance about behavior.</b> <ul style="list-style-type: none"> <li>• Smile when acknowledged for positive behavior                  ----</li> <li>• Stop behavior when told “no” or “stop”                  ----</li> <li>• Look at adult before repeating a behavior</li> </ul>	SE25, SE34, SE44  SE40, SE66  SE54
16.3.YT.B <b>Demonstrate basic understanding of rules.</b> <ul style="list-style-type: none"> <li>• Understand one word rules such as “no” or “stop”</li> <li>• Indicate that a behavior should not be done by saying “no, no”</li> <li>• Test limits</li> <li>• Follow simple rules with adult guidance</li> </ul>	
16.3.OT.B <b>Follow basic rules.</b> <ul style="list-style-type: none"> <li>• Put toys away at clean-up time</li> <li>• Keep toys in a specific location</li> <li>• Join group for circle time</li> <li>• Test limits</li> <li>• Demonstrate autonomy by saying “no” but will cooperate with teacher guidance</li> <li>• Respond appropriately when adult identifies an unsafe practice</li> </ul>	
Responsible Active Engagement: Empathy 16.3.I.C <b>React to others’ expressions of emotion.</b> <ul style="list-style-type: none"> <li>• Show interest in another child (e.g. touch or pat on back)                  ----</li> <li>• Begin to cry or show distress when another child is crying                  ----</li> <li>• Smiles and turns head to look at a person when laughing</li> </ul>	L31 SE46, SE52  SE57, SE61, SE62, SE63  L1 SE22, SE44
16.3.YT.C <b>Engage in empathy and compassion in some situations.</b> <ul style="list-style-type: none"> <li>• Attempt to soothe another who is distressed</li> <li>• Hand another child an object when he/her notices him/her looking at it</li> </ul>	

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<ul style="list-style-type: none"> <li>• Give hugs</li> </ul> 16.3.OT.C <b>Demonstrate empathy and compassion for others.</b> <ul style="list-style-type: none"> <li>• Tell or indicate that another child appears to be distressed</li> <li>• Recognize and name others' feelings</li> <li>• Help a child with a task (e.g. clean up)</li> <li>• Attempt to soothe another who is distressed</li> <li>• Engage in signs of affection (e.g. hand holding, hugs)</li> </ul>	