



CORRELATION TO  
Texas Infant, Toddler and Three-Year-Old  
Early Learning Guidelines  
For Classrooms Serving Children  
**18 to 36 Months Old**





**TEXTBOOK COMPANY: Frog Street Press, Inc.**

**CORRELATION TO the Texas Infant, Toddler, and Three-Year-Old  
Early Learning Guidelines  
For CLASSROOMS SERVING CHILDREN 18 TO 36 MONTHS OLD**

**DIFFERENTIATED INSTRUCTION**

Children are at many different developmental levels during the period of grown from 18 to 36 months of age. Children also vary in culture, language, motivation, abilities and interests. All children can learn effectively regardless of these differences. *Frog Street Toddler* offers opportunities to meet the needs of all learners by offering “Adaptations” for less mature or developmentally delayed learners and more challenging activities (signified by an upward blue arrow icon) for ready learners. *Welcome to Frog Street Toddler* provides differentiated instruction guidelines for educators on pages 47-53.

The complete *Frog Street Toddler* program includes **13 Activity Guides (AG), Welcome Guide, Photo Activity Cards, Literature Library, Manipulatives, Classroom Posters, Patterns CD, Planning and Assessment CD, Max the Puppet, and Music CDs.**

<b>Domain: Physical Health and Motor Development</b>	
<b>Component 1: Health and Well-being Indicators</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
1.1: Shows signs of healthy development	<p><i>Physical Development activities provide opportunities for children to develop, combine and coordinate arm and leg movements. Children also move their body, arms and legs with coordination during Sing-Along Songs and Chants</i></p> <p><b>Activity Guide - (AG) AG1:</b> 3, 9, 13,16, 19, 23, 28, 29, 36, 39 <b>AG2:</b> 3, 9, 13, 19, 23,26, 29, 33, 39 <b>AG3:</b> 3, 9, 13, 19, 23, 28, 29, 33 39 <b>AG4:</b> 3, 9, 13, 16, 19, 23, 29, 33,38, 39 <b>AG5:</b> 3, 6, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG6:</b> 3, 7, 9, 13, 17, 19, 23, 29, 33, 39<b>AG7:</b> 3, 9, 13, 19, 23, 27, 29, 33, 39 <b>AG8:</b> 3, 9, 13, 16, 17, 19, 23, 29, 33, 39 <b>AG9:</b> 3,9, 13, 19, 23, 29, 33, 39 <b>AG10:</b> 3, 9, 13, 14, 19, 23, 24, 29, 33, 34, 39 <b>AG11:</b> 3, 9, 13,18, 19, 23, 29, 33, 38, 39 <b>AG12:</b> 3, 9, 13, 17, 19, 23, 28, 29, 33, 39 <b>AG13:</b> 3, 6, 8, 9,13, 19, 23, 29, 33, 36, 39</p>

	<p><b>Resources:</b> Manipulatives (bouncing balls, beach ball, beanbags, easy-grip ball), Classroom Poster—“5 Ways to Support Physical Development” provides at-a-glance reminders for caregivers.</p>
1.2: Responds when physical needs are met	<p><b>AG1:</b> 5, 14, 15, 17, 22, 25, 28, 35, 37 <b>AG2:</b> 5, 8, 10, 15, 18, 25, 30, 35 <b>AG3:</b> 5, 10, 14, 15, 16, 17, 18, 20, 25, 35, 40 <b>AG4:</b> 5, 20, 35, 40 <b>AG5:</b> 5, 20, 25, 40 <b>AG6:</b> 5, 10, 30, 35 <b>AG7:</b> 5 <b>AG8:</b> 5, 10, 15, 18, 20, 28, 30, 40 <b>AG9:</b> 5, 9, 19, 30, 39 <b>AG10:</b> 5, 30 <b>AG11:</b> 5, 15, 30, 38 <b>AG12:</b> 5, 20, 30, 40 <b>AG13:</b> 5, 6, 7, 10, 18, 20, 30, 40</p>
1.3: Expresses physical needs nonverbally or verbally	<p><i>Starting the Day activities include prompts for children to use language to develop social skills, including asking for help.</i></p> <p><b>AG1:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG2:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG3:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG4:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG5:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG6:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG7:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG8:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG9:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG10:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG11:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG12:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG13:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37</p> <p><b>Resources:</b> Photo Activity Cards, Classroom Posters –“Sign Language,” “5 Ways to Encourage Toddlers to Talk” and “5 Reasons to Read to Children” offer at-a-glance reminders for caregivers.</p>
1.4: Participates in physical care routines	<p><b>AG1:</b> 7, 17, 18, 28, 33 <b>AG2:</b> 27 <b>AG3:</b> 12, 13, 14, 15, 16, 17, 18, 19, 36 <b>AG4:</b> 8, 40 <b>AG7:</b> 28 <b>AG8:</b> 10 <b>AG9:</b> 18, 28 <b>AG10:</b> 10, 18, 20 <b>AG11:</b> 30 <b>AG12:</b> 8, 18, 28, 38 <b>AG13:</b> 8, 10, 18, 28, 38</p> <p><b>Resources:</b> Classroom Posters—“5 Steps for Washing Hands,” and “5 Ways to Encourage Healthy Eating Habits”</p>
1.5: Begins to develop self-care skills	<p><i>Frog Street provides ongoing support for toddlers’ expanding independence in the form of ‘Teaching Tips’ for educators (such as in AG2, <u>What Should You Do?</u> p. 20 involving independence)—and activities specifically designed for 2 to 3 year-old children.</i></p>

	<p><b>AG1:</b> 4, 5, 8, 16, 18, 21, 26, 18, 38, 41 <b>AG2:</b> 3, 13, 20, 23, 33 <b>AG3:</b> 3, 4, 5, 13, 18, 19, 23, 24, 25, 33 <b>AG4:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 38 <b>AG5:</b> 3, 4, 5, 13, 15, 23, 33 <b>AG6:</b> 3, 13, 23, 33, 34, 35, 38 <b>AG7:</b> 3, 8, 11, 13, 17, 18, 23, 33 <b>AG8:</b> 3, 13, 23, 33, 40 <b>AG9:</b> 3, 8, 10, 13, 23, 33, 34, 35 <b>AG10:</b> 3, 4, 5, 13, 14, 15, 23, 33 <b>AG11:</b> 3, 4, 5, 13, 18, 23, 24, 25, 33,</p>
1.6: Begins to understand safe and unsafe behaviors	<p><i>In Frog Street Toddler, children are reminded how to safely cross a street, wear seat belts, and to wash their hands before eating and after toileting. In Theme 3, Week 2 Friends Who Keep Us Healthy, the entire week is centered on healthy habits and the friends (doctor, nurse, dentist) who help us stay healthy..</i></p> <p><i>Starting the Day is a 4-step routine (Unite, Calm, Connect, Build Community). Children learn to internalize rules, routines, and directions, including those related to potentially harmful situations and safety rules. Did You Know? statements provide guidance for caregivers. Examples—Theme 4, Did You Know? p. 33 “When a toddler figures out that he can climb a strategically-placed chair to reach something, he has engaged in highly creative problem solving. Praise children for such solutions but be sure to remind children of safety rules as well.” Theme 13, Did You Know? p. 13, “Car safety is an important topic for toddlers. They often resist wearing their seat belts and they are not aware of the dangers posed by getting behind a car or crossing a street without looking both directions. Focus on safety this week as you introduce information about road vehicles.”</i></p> <p><b>AG1:</b> 7, 17 <b>AG3:</b> 24, 28, 29 <b>AG9:</b> 18, 26, 28 <b>AG12:</b> 18, 28, 38 <b>AG13:</b> 18, 38</p>
<b>Component 2: Gross Motor Indicators</b>	<b>Frog Street Toddler –Activity Guide Page Reference</b>
2.1: Moves body, arms, and legs with increasing coordination	<p><i>Physical Development activities provide opportunities for children to develop, combine and coordinate arm and leg movements. Children also move their body, arms and legs with coordination during Sing-Along Songs and Chants</i></p> <p><b>AG1:</b> 3, 9, 13, 16, 19, 23, 28, 29, 36, 39 <b>AG2:</b> 3, 9, 13, 19, 23, 26, 29, 33, 39 <b>AG3:</b> 3, 9, 13, 19, 23, 28, 29, 33 39 <b>AG4:</b> 3, 9, 13, 16, 19, 23, 29, 33, 38, 39 <b>AG5:</b> 3, 6, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG6:</b> 3, 7, 9, 13, 17, 19, 23, 29, 33, 39 <b>AG7:</b> 3, 9, 13, 19, 23, 27, 29, 33, 39 <b>AG8:</b> 3, 9, 13, 16, 17, 19, 23, 29, 33, 39 <b>AG9:</b> 3,</p>

	<p>9, 13, 19, 23, 29, 33, 39 <b>AG10:</b> 3, 9, 13, 14, 19, 23, 24, 29, 33, 34, 39 <b>AG11:</b> 3, 9, 13, 18, 19, 23, 29, 33, 38, 39 <b>AG12:</b> 3, 9, 13, 17, 19, 23, 28, 29, 33, 39 <b>AG13:</b> 3, 6, 8, 9, 13, 19, 23, 29, 33, 36, 39</p> <p><b>Resources:</b> Manipulatives (bouncing balls, beach ball, beanbags, easy-grip ball), Classroom Poster—“5 Ways to Support Physical Development” provides at-a-glance reminders for caregivers.</p> <p>Physical Development activities in Frog Street Toddler support large muscle balance, stability, control and coordination, including arms and legs, while playing with objects and equipment.</p>
2.2: Demonstrates increasing balance, stability, control and coordination	<p><i>Physical Development activities in Frog Street Toddler support large muscle balance, stability, control and coordination, including arms and legs, while playing with objects and equipment.</i></p> <p><b>AG1:</b> 9, 19, 29, 39 <b>AG2:</b> 9, 19, 29, 39 <b>AG3:</b> 9, 19, 29, 39 <b>AG4:</b> 9, 19, 29, 39 <b>AG5:</b> 9, 19, 29, 39 <b>AG6:</b> 9, 19, 29, 39 <b>AG7:</b> 9, 19, 29, 39 <b>AG8:</b> 9, 19, 29, 39 <b>AG9:</b> 9, 19, 29, 39 <b>AG10:</b> 9, 19, 29, 39 <b>AG11:</b> 9, 19, 29, 39 <b>AG12:</b> 9, 19, 29, 39 <b>AG13:</b> 9, 19, 29, 39</p> <p><b>Resources:</b> Manipulatives (bouncing balls, beach ball, beanbags, easy-grip ball), Classroom Poster—“5 Ways to Support Physical Development” provides at-a-glance reminders for caregivers.</p>
2.3: Develops increasing ability to change positions and move body from place to place	<p><b>AG1:</b> 3, 9, 13, 16, 19, 23, 28, 29, 36, 39 <b>AG2:</b> 3, 9, 13, 19, 23, 26, 29, 33, 39 <b>AG3:</b> 3, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG4:</b> 3, 9, 13, 16, 19, 23, 29, 33, 38, 39 <b>AG5:</b> 3, 6, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG6:</b> 3, 7, 9, 13, 17, 19, 23, 29, 33, 39 <b>AG7:</b> 3, 9, 13, 19, 23, 27, 29, 33, 39 <b>AG8:</b> 3, 9, 13, 16, 17, 19, 23, 29, 33, 39 <b>AG9:</b> 3, 9, 13, 19, 23, 29, 33, 39 <b>AG10:</b> 3, 9, 13, 14, 19, 23, 24, 29, 33, 34, 39 <b>AG11:</b> 3, 9, 13, 18, 19, 23, 29, 33, 38, 39 <b>AG12:</b> 3, 9, 13, 17, 19, 23, 28, 29, 33, 39 <b>AG13:</b> 3, 6, 8, 9, 13, 19, 23, 29, 33, 36, 39</p>
2.4: Moves body to achieve a goal	<p><b>AG1:</b> 9, 19, 29, 39 <b>AG2:</b> 9, 19, 29, 39 <b>AG3:</b> 9, 19, 29, 39 <b>AG4:</b> 9, 19, 29, 39 <b>AG5:</b> 9, 19, 29, 39 <b>AG6:</b> 9, 19, 29, 39 <b>AG7:</b> 9, 19, 29, 39 <b>AG8:</b> 9, 19, 29, 39 <b>AG9:</b> 9, 19, 29, 39 <b>AG10:</b> 9, 19, 29, 39 <b>AG11:</b> 9, 19, 29, 39 <b>AG12:</b> 9, 19, 29, 39 <b>AG13:</b> 9, 19, 29, 39</p>
<b>Component 3: Fine Motor Indicators</b>	<b>Frog Street Toddler –Activity Guide Page Reference</b>
3.1: Uses hands or feet to touch objects or	<b>AG1:</b> 4, 5, 8, 16, 18, 21, 26, 18, 38, 41 <b>AG2:</b> 3, 13, 20, 23, 33 <b>AG3:</b> 3, 4, 5, 13,

people	18, 19,23, 24, 25, 33 <b>AG4:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 38 <b>AG5:</b> 3, 4, 5, 13, 15, 23, 33 <b>AG6:</b> 3, 13, 23, 33, 34, 35, 38 <b>AG7:</b> 3, 8, 11, 13, 17, 18, 23, 33 <b>AG8:</b> 3, 13, 23, 33, 40 <b>AG9:</b> 3, 8, 10, 13, 23, 33, 34, 35 <b>AG10:</b> 3, 4, 5, 13, 14, 15, 23, 33 <b>AG11:</b> 3, 4, 5, 13, 18,23, 24, 25, 33
3.2: Develops small muscle control and coordination	<i>Children control small muscles in hands (reach, grasp, and release) during songs, chants, finger plays and <u>Fine Motor</u> activities. Children control small muscles in hands when doing simple tasks.</i> <b>AG1:</b> 3, 9, 13, 19, 23, 27, 29, 33, 39 <b>AG2:</b> 3, 7, 8, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG3:</b> 3,9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <b>AG4:</b> 3, 7, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 <b>AG5:</b> 3, 8, 9, 13, 17, 19, 23, 29, 33, 34, 37, 38, 39 <b>AG6:</b> 3, 8, 9, 13, 17, 18, 19, 23, 27,28, 29, 33, 37, 39 <b>AG7:</b> 3, 7, 8, 9, 13, 17, 18, 19, 23, 29, 33 39; <b>AG8:</b> 3, 7, 9, 13, 17,19, 23, 29, 33, 37, 39 <b>AG9:</b> 3, 7, 9, 13, 18, 19, 23, 27, 29, 33, 37, 38, 39 <b>AG10:</b> 3, 7, 9,13, 17, 19, 23, 26, 28, 29, 33, 37, 38, 39 <b>AG11:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 29, 33,37, 39 <b>AG12:</b> 3, 6, 7, 9, 13, 19, 23, 29, 33, 37, 39 <b>AG13:</b> 3, 7, 9, 13, 16, 17, 19, 23,27, 28, 29, 33, 37, 39
3.3: Coordinates eye and hand movements	<i>Children coordinate eye and hand movements when doing simple tasks.</i> <b>AG1:</b> 3, 9, 13, 19, 23, 27, 29, 33, 39 <b>AG2:</b> 3, 7, 8, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG3:</b> 3,9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <b>AG4:</b> 3, 7, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 <b>AG5:</b> 3, 8, 9, 13, 17, 19, 23, 29, 33, 34, 37, 38, 39 <b>AG6:</b> 3, 8, 9, 13, 17, 18, 19, 23, 27,28, 29, 33, 37, 39 <b>AG7:</b> 3, 7, 8, 9, 13, 17, 18, 19, 23, 29, 33 39 <b>AG8:</b> 3, 7, 9, 13, 17,19, 23, 29, 33, 37, 39 <b>AG9:</b> 3, 7, 9, 13, 18, 19, 23, 27, 29, 33, 37, 38, 39 <b>AG10:</b> 3, 7, 9,13, 17, 19, 23, 26, 28, 29, 33, 37, 38, 39 <b>AG11:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 29, 33,37, 39 <b>AG12:</b> 3, 6, 7, 9, 13, 19, 23, 29, 33, 37, 39 <b>AG13:</b> 3, 7, 9, 13, 16, 17, 19, 23,27, 28, 29, 33, 37, 39
3.4: Uses tools and different actions on objects	<i>Throughout <u>Frog Street Toddler</u>, children are given many opportunities to explore objects and materials to figure out how something works and changes. <u>Physical Development and Enrichment Activities (Construction and Science centers)</u> provide opportunities for children to explore how tools and simple machines are used to move, combine or change objects or materials. <u>Cognitive Development and Enrichment</u></i> <b>AG1:</b> 7, 29, 39 <b>AG3:</b> 17, 27, 29, 37 <b>AG5:</b> 17, 28, 39 <b>AG7:</b> 7, 17, <b>AG8:</b> 27, 39 <b>AG9:</b> 7, 17, 23 <b>AG10:</b> 29 <b>AG11:</b> 9 <b>AG13:</b> 13

<p><b>Domain: Social and Emotional Development</b></p>	
<p><b>Component 1: Trust and Emotional Security Indicators</b></p>	<p><b>Frog Street Toddler –Activity Guide Page Reference</b></p>
<p>1.1: Establishes secure relationships with primary caregivers</p>	<p><i>The development of caregiver and family attachment is supported throughout Frog Street Toddler. Example—Did You Know? (Theme 1, p. 8) wherein children are divided into groups and assigned a designated group caregiver. When children are stressed, they have access to this trusted adult.</i></p> <p><b>AG1:</b> 4, 8, 14, 18, 24, 30, 34 <b>AG2:</b> 4, 5, 6, 7, 8, 10, 14, 15, 16, 18, 24, 25, 26, 34, 35,38, 41 <b>AG3:</b> 4, 5, 6, 14, 15, 18, 24, 25, 28, 34, 35, 36 <b>AG4:</b> 4, 5, 6, 8, 14, 15, 24, 25,28, 34, 35, 36, 38 <b>AG5:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35 <b>AG6:</b> 4, 5, 6, 8,14, 15, 16, 18, 24, 25, 28, 34, 35, 36 <b>AG7:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35,36 <b>AG8:</b> 4, 5, 6, 8, 14,15, 18, 24, 25, 26, 28, 34, 35, 36, 38 <b>AG9:</b> 4, 5, 6, 8, 14, 15, 16,24, 25, 26, 27, 34, 35, 36, 38 <b>AG10:</b> 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36<b>AG11:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG12:</b> 4, 5, 6, 7, 8, 14, 15, 16,18, 18, 24, 25, 26, 28, 34, 35, 36, 38 <b>AG13:</b> 4, 5, 6, 14,15, 16, 18, 24, 25, 26, 34, 35, 36</p> <p><b>Resources:</b> Classroom Posters—“5 Ways to Show Children They Are Loved,” “5 Ways to be an Emotional Coach,” “5 Steps to Say Goodbye,” and “5 Ways to Support Social and Emotional Development” offer at-a-glance reminders for caregivers.</p>
<p>1.2: Differentiates between familiar and unfamiliar adults</p>	<p><i>The Frog Street Toddler program provides ongoing support for children building strong relationships with familiar adults and forming attachments to family members and care providers. Themes 2 and 3 explore preferences for familiar adults and responding to unfamiliar adults with appropriate caution.</i></p> <p><i>The Starting the Day section in each Activity Guide (p. 4-5) also encourages children to develop and strengthen relationships with familiar adults. Activities marked with a heart icon support one-on-one relationships and social interaction.</i></p> <p><b>AG1:</b> 4, 5, 6, 8, 9, 14, 15, 16, 18, 24, 25, 26, 28, 30, 34, 35, 36, 38 <b>AG2:</b> 3, 4, 5, 6,7, 8, 14, 15, 16, 18, 24, 25, 26, 34, 35, 38 <b>AG3:</b> 4, 5, 6, 14, 15, 18, 24, 25, 28, 34,</p>



	<p>35, 36 <b>AG4:</b> 4, 5, 6, 8, 14, 15, 24, 25, 28, 34, 35, 36, 38 <b>AG5:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35 <b>AG6:</b> 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 28, 34, 35, 36 <b>AG7:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG8:</b> 4, 5, 6, 8, 14, 15, 18, 24, 25, 26, 28, 33, 34, 35, 36, 38 <b>AG9:</b> 4, 5, 6, 8, 14, 15, 16, 24, 25, 26, 27, 34, 35, 36, 38 <b>AG10:</b> 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG11:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG12:</b> 4, 5, 6, 7, 8, 14, 15, 16, 18, 18, 24, 25, 26, 28, 34, 35, 36, 38 <b>AG13:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 34, 35, 36</p> <p><b>Resources:</b> Classroom Posters—“5 Ways to Show Children They Are Loved,” “Ways to be an Emotional Coach”, “5 Steps to Say Goodbye,” and “5 Ways to Support Social and Emotional Development”</p>
1.3: Shows emotional connections and attachment to others while beginning to show independence	<p><i>Starting the Day in each Activity Guide features strategies that encourage children to feel safe in new environments and situations.</i></p> <p><b>AG1:</b> 4, 5, 14, 15, 23, 30, 34, 35 <b>AG2:</b> 4, 5, 10, 14, 23, 24, 34, 25, 40; <b>AG3:</b> 4, 5, 8, 10, 14, 15, 23, 24, 25, 34, 35 <b>AG4:</b> 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 <b>AG5:</b> 4, 5, 14, 15, 23, 24, 25, 34, 35 <b>AG6:</b> 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 <b>AG7:</b> 4, 5, 8, 14, 15, 18, 23, 24, 25, 34, 35 <b>AG8:</b> 4, 5, 8, 14, 23, 24, 25, 34, 35 <b>AG9:</b> 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 <b>AG10:</b> 4, 5, 14, 15, 23, 34, 35 <b>AG11:</b> 4, 5, 14, 15, 23, 24, 34, 35 <b>AG12:</b> 4, 5, 14, 15, 23, 24, 34, 35, 38 <b>AG13:</b> 4, 5, 14, 15, 23, 24, 34, 35</p>
<b>Component 2: Self-Awareness Indicators</b>	<b>Frog Street Toddler –Activity Guide Page Reference</b>
2.1: Expresses needs and wants through facial expressions, sounds, or gestures	<p><i>Frog Street Toddler provides support for expressing desires and preferences appropriately. Example— Starting the Day—Build Community (Theme 6, p. 5) wherein children discuss listening to another person’s ‘big voice.’ (A big voice is what children use to tell others that they don’t like something, such as ‘I don’t like it when you take my blocks.’)</i></p> <p><b>AG1:</b> 5, 28, 40 <b>AG2:</b> 5 <b>AG3:</b> 5, 30 <b>AG4:</b> 5, 8, 25 <b>AG5:</b> 5, 7, 20, 27 <b>AG6:</b> 5, 20, 26 <b>AG7:</b> 5, 8, 10, 40 <b>AG8:</b> 5, 10, 15, 17 <b>AG9:</b> 5, 28, 30, 40; <b>AG10:</b> 5, 28 <b>AG11:</b> 5, 25, 28, 35, 40 <b>AG12:</b> 3, 5, 13, 20, 23, 33 <b>AG13:</b> 5, 15</p>
2.2: Develops awareness of self as separate from others	<p><b>AG1:</b> 3, 4, 5, 6, 11, 13, 14, 15, 16, 23, 24, 25, 26, 33, 34, 35, 40 <b>AG2:</b> 3, 4, 5, 8, 13, 14, 15, 23, 24, 25, 33, 34, 35 <b>AG3:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 28, 33, 34, 35, 38 <b>AG4:</b> 3, 5, 13, 14, 15, 23, 24, 25, 34, 33, 35 <b>AG5:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 34, 33, 35 <b>AG6:</b> 3, 4, 5, 13, 14, 15, 20, 23, 24, 25, 33, 34, 35, 38 <b>AG7:</b> 3, 4, 5, 13,</p>

	14, 15,23, 24, 25, 33, 34, 35 <b>AG8:</b> 3, 4, 5, 10, 13, 14, 15, 20, 23, 24, 25, 34, 35 <b>AG9:</b> 3, 4, 5,13, 14, 15, 23, 24, 25, 33, 34, 35 <b>AG10:</b> 3, 13, 23, 25, 28, 33, 35, 38 <b>AG11:</b> 3, 5, 13,15, 23, 25, 33, 35 <b>AG12:</b> 3, 4, 5, 9, 13, 14, 15, 19, 23, 24, 25, 27, 33, 34, 35 <b>AG13:</b> 3,5, 13, 15, 23, 31, 33, 35
2.3: Shows confidence in increasing abilities	<i>Children have many opportunities to interact with others while working in Enrichment Activity centers and other activities. Cognitive Development activities offer children the opportunity to develop an understanding that their actions can impact their environment, and to show confidence when completing tasks.</i> <b>AG1:</b> 3, 7, 13, 17, 23, 27, 33, 36, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 27, 33, 36, 37 <b>AG3:</b> 3, 7,13, 17, 23, 27, 33, 36, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 27, 33, 37 39 <b>AG5:</b> 3, 7, 13, 17, 23,27, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 22, 23, 27, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG9:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 27 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG13:</b> 3,7, 13, 17, 23, 27, 33, 37 <b>Resources:</b> Classroom Posters—“5 Ways to Support Social and Emotional Development,” “5 Ways to Support Cognitive Development” provides at-
2.4: Shows awareness of relationship to family/community/cultural group	<b><i>Starting the Day</i></b> is a 4-step routine including songs and finger plays. During activities, children repeat simple rhymes and songs. Specific rhymes from various cultural rhymes are: <b>AG1:</b> 8, 13 <b>AG2:</b> 34, 37 <b>AG7:</b> 3, 6, 16, 26, 36  Cognitive Development - <b>Family Celebrations</b> (Theme 2, p. 17): Ask children to tell you about occasions their family celebrates, such as birthdays, weddings, graduations, and holidays. Be sensitive to cultural differences regarding whether or not these events are celebrated and how they might be celebrated. Ask: Who attends these celebrations? <i>Parents as Partners #41</i> focuses on respecting diversity by seeing differences in people. Suggestion #3: Read books that embrace diversity. Choose books that present females in typically male roles and cast females as heroines. Read books that show diversity in families (structure, celebrations, customs). Share books about diverse cultures.
<b>Component 3: Self-Regulation Indicators</b>	<b>Frog Street Toddler –Activity Guide Page Reference</b>

<p>3.1: Begins to manage own behavior and demonstrates increasing control of emotion</p>	<p><i>Did You Know? (Theme 1, p. 3) describes how young infants are able to ‘read’ facial expressions. Children are extremely sensitive to the expressions on faces and use them to assess moods. They will often try strategies to change a sad face into a happy face. Children begin to develop and demonstrate control over some of their feelings and behavior, such as saying, “no, no” as they throw toys.</i></p> <p><i>Throughout Frog Street Toddler, children are encouraged to express their feelings.</i></p> <p><b>AG1:</b> 3, 4, 5, 6 14, 15, 24, 25, 28, 34, 35 <b>AG2:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG3:</b> 4, 5, 14, 15, 19, 24, 25, 28, 34, 35, 40 <b>AG4:</b> 4, 5, 6, 14, 15, 24, 25, 34, 35 <b>AG5:</b> 4, 5, 8,14,15, 18, 24, 25, 27, 34, 35 <b>AG6:</b> 4, 5, 14, 15, 20, 24, 25, 34, 35 <b>AG7:</b> 4, 5, 8, 14, 15, 20 24, 25, 34, 35 <b>AG8:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG9:</b> 4, 5, 14, 15, 20, 24, 25, 34, 35,38 <b>AG10:</b> 4, 5, 10, 14, 15, 20, 24, 25, 34, 35, 38 <b>AG11:</b> 4, 5, 14, 15, 20, 24, 25, 34, 35, 37, 40 <b>AG12:</b> 4, 5, 14, 15, 20, 24, 25, 34, 35, 40 <b>AG13:</b> 4, 5, 14, 15, 18, 20, 24, 25, 28, 34, 35</p> <p><b>Resources:</b> Classroom Posters—“5 Ways to be an Emotional Coach,” “5 Ways to Diffuse a Toddler Meltdown,” and “5 Ways to Support Social and Emotional Development” provides at a glance reminders for caregivers.</p>
<p>3.2: Shows ability to cope with stress</p>	<p><i>Starting the Day in each Activity Guide features strategies that encourage children to feel safe in new environments and situations.</i></p> <p><b>AG1:</b> 4, 5, 14, 15, 23, 30, 34, 35 <b>AG2:</b> 4, 5, 10, 14, 23, 24, 34, 25, 40; <b>AG3:</b> 4, 5, 8,10, 14, 15, 23, 24, 25, 34, 35 <b>AG4:</b> 4, 5,8, 14, 15, 23, 24, 25, 34, 35 <b>AG5:</b> 4, 5, 14, 15, 23, 24, 25, 34, 35 <b>AG6:</b> 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 <b>AG7:</b> 4, 5, 8, 14, 15, 18, 23,24, 25, 34, 35 <b>AG8:</b> 4, 5, 8, 14, 23, 24, 25, 34, 35 <b>AG9:</b> 4, 5, 8, 14, 15, 23, 24, 25, 34,35 <b>AG10:</b> 4, 5, 14, 15, 23, 34, 35 <b>AG11:</b> 4, 5, 14, 15, 23, 24, 34, 35 <b>AG12:</b> 4, 5, 14,15, 23, 24, 34, 35, 38 <b>AG13:</b> 4, 5, 14, 15, 23, 24, 34, 35</p>
<p>3.3: Develops understanding of simple routines, rules or limitations</p>	<p><i>Throughout Frog Street Toddler activities, children learn rules for behaving appropriately in the classroom and in society. Children are reminded each day to commit to being a responsible member of the class by focusing on specific skills, such as using kind words, helpful hands, and listening ears.</i></p> <p><b>AG1:</b> 5, 8, 14, 15, 24, 25, 34, 35 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 35, 38, 39 <b>AG4:</b> 5, 15, 25, 35 <b>AG5:</b> 5, 15, 25, 35 <b>AG6:</b> 5, 15, 25, 35 <b>AG7:</b> 5, 15, 25, 35</p>

	<b>AG8:</b> 5, 15,25, 35 <b>AG9:</b> 5, 15, 25, 26, 35 <b>AG10:</b> 5, 15, 25, 35 <b>AG11:</b> 5, 15, 25, 35 <b>AG12:</b> 5, 15, 25, 28, 35 <b>AG13:</b> 5, 15, 25, 35
<b>Component 4: Relationships with Others Indicators</b>	<b>Frog Street Toddler –Activity Guide Page Reference</b>
4.1: Shows interest in and awareness of others	<b>AG1:</b> 2, 5, 9, 13, 19, 23, 29, 33, 39 <b>AG2:</b> 3, 5, 6, 7, 8, 10, 13, 15, 16, 18, 23, 25, 26,33, 35, 38 <b>AG3:</b> 3, 5, 6, 10, 13, 15, 23, 25, 28, 33, 35 <b>AG4:</b> 3, 5, 6, 8, 13, 15, 18,20, 23, 25, 28, 33, 35, 36, 38 <b>AG5:</b> 4, 5, 10, 14, 15, 24, 25, 34, 35 <b>AG6:</b> 3, 5, 13,18, 23, 25, 33, 35 <b>AG7:</b> 5, 6, 7, 8, 15, 16, 25, 26, 35, 36, 38, 40 <b>AG8:</b> 3, 4, 5, 13,14, 15, 23, 24, 25, 33, 34, 35, 40 <b>AG9:</b> 3, 5, 13, 23, 33 <b>AG10:</b> 3, 5, 13, 23, 33 <b>AG11:</b> 3, 5, 13, 23, 33 <b>AG12:</b> 3, 5, 13, 23, 33 <b>AG13:</b> 3, 5, 13, 23, 33
4.2: Responds to and interacts with others	<i>Frog Street Toddler provides children with many opportunities to develop the ability to maintain focus and attention to activities such as stories, finger plays, Learning Centers, and outdoor games. Children learn how to interact with each other in respectful and appropriate ways.</i> <b>AG1:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG2:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33,36, 37 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 17, 23, 26, 27, 33, 36, 37, 39 <b>AG4:</b> 3, 6, 7, 9, 13, 16, 17,18, 23, 26, 27, 33, 36, 37 <b>AG5:</b> 3, 6, 7, 8, 13, 16, 17, 19, 23, 26, 27, 29, 33, 36, 37, 39 <b>AG6:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG7:</b> 3, 6, 7, 13, 16, 17, 23,26,27, 33, 36, 37 <b>AG8:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG9:</b> 3, 6, 7,13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG10:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 36, 33, 38 <b>AG11:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG12:</b> 3, 6, 7, 13, 16, 17, 18,23, 26, 27, 28, 33, 36, 37 <b>AG13:</b> 3, 6, 13, 16, 17, 19, 23, 26, 27, 28, 33, 36, 37, 38
4.3: Begins to recognize and respond to the feelings and emotions of others and begins to show concern	<i>Throughout Frog Street Toddler, children engage in activities that help develop understanding of the emotional expressions/actions of other people. In Starting the Day, p. 5 they commit to being responsible members of the class by focusing on specific social skills, such as using listening ears. In Theme 6, Shapes and Sizes— Starting the Day (p. 5) children discuss listening to another person’s ‘big voice.’ (A big voice is what children use to tell others that they don’t like something.)</i> <i>The Did You Know? in Them 12, Zoo Animals (p. 8) describes how children learn empathy from watching adults.</i> <b>AG1:</b> 5, 15, 25, 28, 35, 40 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25,30, 35 <b>AG4:</b> 5, 8, 15, 25, 35 <b>AG5:</b> 5, 7, 15, 20, 25, 27, 35 <b>AG6:</b> 5, 15, 20, 25, 26, 35 <b>AG7:</b> 5,

	8, 10, 15, 25, 35, 40 <b>AG8:</b> 5, 10, 15, 17, 25, 35 <b>AG9:</b> 5, 15, 25, 28, 30, 35, 40 <b>AG10:</b> 5, 15, 25, 28, 35 <b>AG11:</b> 5, 15, 25, 28, 35, 40 <b>AG12:</b> 3, 5, 13, 15, 20, 25, 35 <b>AG13:</b> 5, 15, 25, 35
<b>Domain: Language and Communication Development</b>	
Component 1: Listening and Understanding Indicators	<b>Frog Street Toddler –Activity Guide Page Reference</b>
1.1: Listens with interest to language of others	<b>AG1:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG2:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG3:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG4:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG5:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG6:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG7:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG8:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG9:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG10:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG11:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG12:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG13:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37
1.2: Responds to nonverbal and verbal communication of others	<p><b>Responds to verbal communication of others:</b>  <b>Activity Guide—(AG)</b> <b>AG1:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG2:</b>4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG3:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25,26, 29, 34, 36, 39 <b>AG4:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG5:</b> 4, 5,6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG6:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29,34, 36, 39 <b>AG7:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG8:</b> 44, 5, 6, 9,14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG9:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34,36, 39 <b>AG10:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG11:</b> 4, 5, 6, 9, 14,16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG12:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36,39, 40 <b>AG13:</b> 4, 5, 6, 7, 8, 9, 14, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39</p> <p><b>Responds to nonverbal communication of others:</b>  <i>American Sign Language is presented at the beginning of each unit and used throughout instruction. It is included for all vocabulary words highlighted in Frog Street Toddler at the beginning of each week’s activities and on the back of Photo Activity Cards.</i>  <b>AG1:</b> 2, 3, 4, 5, 7, 9, 12, 13, 17, 18, 22, 26, 27, 32, 37 <b>AG2:</b> 2, 4, 5, 7, 8, 9, 12, 13,16, 17, 19, 22, 26, 27, 29, 32, 36, 37 <b>AG3:</b> 2, 6, 7, 8, 12, 14, 15, 17, 18, 22, 23, 25,26, 27, 28, 32, 34, 35, 37, 38 <b>AG4:</b> 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 16,</p>

	<p>17, 18, 19, 22, 23, 24, 26, 27, 28, 32, 33, 34, 35, 36, 37, 38 <b>AG5:</b> 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 16, 17, 18, 19, 22, 23, 24, 26, 27, 28, 32, 33, 34, 35, 36, 37, 38 <b>AG6:</b> 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 16, 17, 18, 19, 22, 23, 24, 26, 27, 28, 32, 33, 34, 35, 36, 37, 38 <b>AG7:</b> 2, 6, 16 <b>AG8:</b> 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 16, 17, 18, 19, 22, 23, 24, 26, 27, 28, 32, 33, 34, 35, 36, 37, 38 <b>AG9:</b> 22, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 16, 17, 18, 19, 22, 23, 24, 26, 27, 28, 32, 33, 34, 35, 36, 37, 38 <b>AG10:</b> 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 16, 17, 18, 19, 22, 23, 24, 26, 27, 28, 32, 33, 34, 35, 36, 37, 38 <b>AG11:</b> 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 16, 17, 18, 19, 22, 23, 24, 26, 27, 28, 32, 33, 34, 35, 36</p>
<p>1.3: Begins to understand the rules of conversation</p>	<p><i>Learning Centers offer many opportunities for children to use language to plan and negotiate play and converse with friends. Photo Activity Card discussions offer opportunities for children to use language to describe what they see and tell about their own experiences related to the topic. Starting the Day activities include songs and finger plays and children are prompted regularly during activities to express their ideas and ask questions.</i></p> <p><b>AG1:</b> 3, 6, 7, 13, 17, 23, 26, 27, 33, 37 <b>AG2:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 37, 39 <b>AG3:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 27, 33, 37, 38 <b>AG9:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 27, 33, 37</p>
<p><b>Component 2: Communication and Speaking Indicators</b></p>	<p><b>Frog Street Toddler –Activity Guide Page Reference</b></p>
<p>2.1: Uses consistent sounds, gestures, or words to communicate for a variety of purposes</p>	<p><i>Throughout Frog Street Toddler, children will demonstrate receptive language and expressive language skills and communication strategies, including gestures and intonation. Language Development activities (p. 6, 16, 26, and 36) offer many opportunities for children to recount events in stories. Photo Activity Card discussions (p. 7, 17, 27, and 37) offer opportunities for children to use expressive language skills to share thoughts and ideas and receptive language skills to build vocabulary. Children are prompted during activities across all domains to communicate their thoughts and to describe their actions.</i></p> <p><i>The Did You Know in Theme 5, Colors, (p. 36) describes how toddlers often speak in fragmented sentences (and how educators can support proper syntax).</i></p> <p><b>AG1:</b> 6, 7, 9, 16, 17, 26, 27, 36, 37, 38 <b>AG2:</b> 3, 6, 7, 9, 13, 16, 17, 18, 26, 27, 34, 36,</p>

	<p>37 <b>AG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG4:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG6:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG7:</b> 6, 7, 8, 16, 17, 26, 27, 36, 37 <b>AG8:</b> 6, 7, 16, 17, 26, 27, 36, 37, 38 <b>AG9:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG10:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG11:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG12:</b> 6, 7, 16, 17, 26, 27, 29, 36, 37 <b>AG13:</b> 6, 7, 16, 17, 26, 27, 36, 37</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Posters—“5 Reasons to Read to Children”</p>
<p>2.2: Imitates sounds, gestures, signs, or words</p>	<p><i>In the sections, <u>Starting the Day</u>, <u>Language Development</u>, and <u>Cognitive Development</u>, children learn new vocabulary, repeat words, sing simple songs, and repeat chants and finger plays. The page numbers below identify specific places where exposure to sounds, words, songs, and rhythm of language are introduced and repeated.</i></p> <p><b>AG1:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG2:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG3:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG4:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG5:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG6:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG7:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG8:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG9:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG10:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG11:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG12:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG13:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37</p>
<p>2.3: Uses language to engage in simple conversations</p>	<p><i><u>Language Development</u> activities (See each <b>Activity Guide 1-13</b>, p. 6, 16, 26, and 36) to find opportunities for children to combine words into phrases and simple sentences. <u>Photo Activity Card</u> discussions (See each <b>Activity Guide 1-13</b>, p. 7, 17, 27, and 37) to find opportunities for children to develop language skills, to share thoughts, and ask questions.</i></p> <p><b>AG1:</b> 6, 7, 9, 16, 17, 26, 27, 36, 37, 38 <b>AG2:</b> 3, 6, 7, 9, 13, 16, 17, 18, 26, 27, 34, 36, 37 <b>AG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG4:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG6:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG7:</b> 6, 7, 8, 16, 17, 26, 27, 36, 37 <b>AG8:</b> 6, 7, 16, 17, 26, 27, 36, 37, 38 <b>AG9:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG10:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG11:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG12:</b> 6, 7, 16, 17, 26, 27, 29, 36, 37 <b>AG13:</b> 6, 7, 16, 17, 26, 27, 36, 37</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental</p>

	storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Posters—“5 Reasons to Read to Children,” “Sign Language,” and “5 Ways to Encourage Toddlers to Talk;” Photo Activity Cards
<b>Component 3: Emergent Literacy Indicators</b>	<b>Frog Street Toddler –Activity Guide Page Reference</b>
3.1: Shows interest in songs, rhymes, and stories	<p><i>In the sections, Starting the Day, Language Development, and Cognitive Development, children learn new vocabulary, repeat words, sing simple songs, and repeat chants and finger plays. The page references below identify specific places where exposure to sounds, words, songs, and rhythm of language are introduced.</i></p> <p><i>Theme 8 focuses entirely on Traditional Songs.</i></p> <p><b>AG1:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG2:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG3:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG4:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG5:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG6:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG7:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG8:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG9:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG10:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG11:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG12:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG13:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Posters—“5 Reasons to Read to Children” and “5 Reasons to Sing and Dance,” 5 music CDs and 3 Spanish CDs (with action songs, listening songs, Shawn Brown, nursery rhymes)</p>
3.2: Develops interest in and involvement with books and other print materials	<p><i>During Library and Listening Learning Centers and Language Development domain activities, children recognize familiar books and look at pictures. These experiences engage children with literature through stories, photos, pictures, and illustrations.</i></p> <p><b>AG1:</b> 3, 6, 16, 26, 36 <b>AG2:</b> 3, 6, 13, 16, 26, 33, 36 <b>AG3:</b> 6, 13, 16, 23, 26, 36 <b>AG4:</b> 6, 16, 26, 36 <b>AG5:</b> 6, 16, 26, 36 <b>AG6:</b> 6, 16, 26, 33, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 26, 36 <b>AG9:</b> 6, 16, 26, 36 <b>AG10:</b> 6, 16, 26, 36 <b>AG11:</b> 3, 6, 16, 26, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 26, 36</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental</p>



	<p>storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Poster— “5 Reasons to Read to Children”</p>
<p>3.3: Begins to recognize and understand symbols</p>	<p><i>Language Development activities engage children with literature, including pictures, photos and illustrations. Welcome to Frog Street Toddler (p. 35) provides Teaching Strategies for Sharing Books with Toddlers. Examples include— “Make connections between things in the book and the child’s life...” and “Ask one or two simple questions about the book. As children mature, ask questions that make them think.” These are precursor skills for children to begin to recognize familiar logos and symbol in the environment.</i></p> <p><b>AG1:</b> 6, 16, 23, 26, 36 <b>AG2:</b> 3, 6, 7, 13, 16, 18, 26, 36, 39 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 23, 26, 33, 35, 36, 38, 39 <b>AG4:</b> 6, 13, 16, 23, 26, 33, 36 <b>AG5:</b> 6, 7, 16, 17, 23, 26, 27, 36 <b>AG6:</b> 3, 6, 13, 16, 26, 33, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 18, 26, 33, 36, 38 <b>AG9:</b> 6, 9, 16, 26, 33, 36 <b>AG10:</b> 3, 6, 16, 18, 26, 36 <b>AG11:</b> 3, 6, 16, 26, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 23, 26, 36</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Poster—“5 Reasons to Read to Children”</p>
<p>3.4: Begins to develop interests and skills related to emergent writing</p>	<p><i>Children create marks, drawings, and scribbles throughout the Frog Street program. In Theme 9, Traditional Songs (p. 13) Learning Center (Creativity Station), children paint spiders with thin and wide legs. They then point to a thin line and a wide line.</i></p> <p><i>Children begin to demonstrate how print works, by using writing instruments in Learning Centers. In Theme 5, children create Color Books.</i></p> <p><b>AG1:</b> 3, 6, 16, 23, 26, 27, 36 <b>AG2:</b> 3, 6, 7, 13, 16, 18, 19, 20, 23, 26, 33, 36, 37, 39, <b>AG3:</b> 3, 6, 7, 8, 13, 16, 23, 26, 33, 35, 36, 38, 39 <b>AG4:</b> 6, 13, 16, 23, 26, 33, 36 <b>AG5:</b> 6, 7, 16, 17, 23, 26, 27, 36, 39 <b>AG6:</b> 3, 6, 13, 16, 26, 33, 36 <b>AG7:</b> 6, 16, 26, 36, 39 <b>AG8:</b> 6, 16, 17, 18, 26, 27, 29, 33, 36, 38 <b>AG9:</b> 6, 7, 8, 9, 16, 17, 18, 26, 33, 36 <b>AG10:</b> 3, 6, 16, 18, 26, 27, 36, 37 <b>AG11:</b> 3, 6, 16, 26, 27, 36 <b>AG12:</b> 6, 16, 18, 26, 36, 39 <b>AG13:</b> 6, 16, 23, 26, 29, 36</p>
<p><b>Domain: Cognitive</b></p>	

<b>Development</b>	
<b>Component 1: Exploration and Discovery Indicators</b>	<b>Frog Street Toddler –Activity Guide Page Reference</b>
1.1: Pays attention and exhibits curiosity in people and objects	<p><i>Throughout <u>Frog Street Toddler</u>, <u>Learning Centers</u> and <u>Cognitive Development</u> activities provide children with opportunities to try new activities and experiences and develop curiosity.</i></p> <p><b>AG1:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 27, 29, 33, 37 <b>AG5:</b> 3, 7, 8, 13, 17, 19, 23, 27, 29, 33, 37 <b>AG6:</b> 3, 7, 8, 13, 17, 23, 27, 29, 33, 37, 39 <b>AG7:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 27, 29, 33, 37 <b>AG9:</b> 3, 6, 7, 8, 13, 17, 19, 23, 27, 33, 37, 38 <b>AG10:</b> 3, 7, 9, 13, 17, 23, 27, 28, 33, 37, 38, 39 <b>AG11:</b> 3, 7, 8, 13, 17, 18, 23, 27, 28, 33, 37, 38 <b>AG12:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG13:</b> 3, 8, 13, 17, 23, 33, 38, 39</p>
1.2: Uses senses to explore people, objects, and the environment	<p><i>Theme 1 is <u>All About Me</u>. Week Two focuses specifically on <u>My Senses</u>. During this time, children learn about faces with an expanded focus on the functions of each feature. A sample <u>Approaches to Learning</u> activity on p. 20 encourages them to manipulate play dough, explore the texture, color, and smell of it—then use buttons, leaves, and rocks to make prints in the dough.</i></p> <p><i>During <u>Outdoor Play</u> activities (p. 3, 13, 23, and 33), children have opportunities to investigate their environment and explore cause-and-effect. Activity choices in the <u>Cognitive Development</u> domain (p. 7, 17, 27, and 37) offer many opportunities for children to solve problems and ask questions.</i></p> <p><i>Note that <u>Learning Centers</u> (p. 3, 13, 23, and 33) provide opportunities for children--ages 2 to 3 years-old to use different methods of exploration, including their senses. They will eventually encourage older children to observe people, events, and objects; re-create interesting effects; explore; perform trial and error; display creativity, curiosity and persistence—and develop confidence.</i></p> <p><i>The <u>Did You Know?</u> (ongoing, embedded professional development) in TG3, <u>Friends</u>, p. 27 describes how toddlers learn through their senses.</i></p> <p><b>AG1:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG2:</b> 3, 7, 9, 10,</p>

	<p>13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG3:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG4:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG5:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG6:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG7:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG8:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG9:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG10:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG11:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG12:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG13:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40</p>
<p>1.3: Shows interest in colors, shapes, patterns, and pictures</p>	<p><i>Frog Street Toddler supports children’s evolving ability to classify objects and shapes. Math Centers allow them to sort, group, and categorize.</i></p> <p><i>Theme 6 Shapes and Sizes is devoted entirely to shapes (Week 1: Circles, Week 2: Squares, Week 3: Triangles, Week 4: Hearts and Stars), and includes many grouping, sorting, categorizing, connecting, and attribute experiences.</i></p> <p><b>AG1:</b> 7, 17, 27, 29, 33, 37 <b>AG 2:</b> 3, 7, 9, 17, 27, 37 <b>AG 3:</b> 7, 17, 19, 27, 33, 37 <b>AG 5:</b> 3, 13, 23 <b>AG 6:</b> 3, 4, 7, 8, 9, 13, 14, 15, 17, 19, 23, 24, 25, 28, 29, 33, 34, 36, 39 <b>AG 7:</b> 7, 9, <b>AG 8:</b> 5, 9, 25, 38 <b>AG 10:</b> 7, 13, 23 <b>AG 11:</b> 7, 17, 27, 37 <b>AG12:</b> 7, 17, 27, 37 <b>AG 13:</b> 7, 17, 27, 37</p>
<p>1.4: Makes things happen and watches for results and repeats actions</p>	<p><i>Children have opportunities to repeat actions with the goal of achieving a result throughout Frog Street Toddler. Teachers can observe evolving skills and knowledge while children are involved in activities such as building, assembling puzzles, and playing outdoor games.</i></p> <p><b>AG1:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG2:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG3:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG4:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG5:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG6:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG7:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG8:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG9:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG10:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG11:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG12:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG13:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40</p>

<b>Component 2: Problem Solving Indicators</b>	<b>Frog Street Toddler –Activity Guide Page Reference</b>
2.1: Experiments with different uses for objects	<b>AG1:</b> 17, 23, 33 <b>AG2:</b> 28, 33 <b>AG3:</b> 3, 9, 13, 18, 23, 33, 39, 40 <b>AG4:</b> 3, 9, 13, 19, 23, 33 <b>AG5:</b> 23, 33 <b>AG6:</b> 3, 7, 8, 9, 18 <b>AG7:</b> 2, 9, 13, 17, 18, 19, 33 <b>AG8:</b> 7, 9, 13, 17, 19, 29 <b>AG9:</b> 3, 8, 13, 17, 23 <b>AG10:</b> 27, 29 <b>AG11:</b> 19, 29, 33 <b>AG12:</b> 3, 13, 23, 33 <b>AG13:</b> 3, 13,33
2.2: Shows imagination, creativity, and uses a variety of strategies to solve problems	<b>AG1:</b> 7, 17, 27, 29, 33, 37 <b>AG2:</b> 3, 7, 17, 27, 31, 37 <b>AG3:</b> 7, 17, 19, 27, 33, 37 <b>AG4:</b> 3, 7, 9, 17, 19, 23, 27, 33, 37, 38, 39 <b>AG5:</b> 3, 7, 13, 17, 27, 37 <b>AG6:</b> 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 37, 39 <b>AG7:</b> 3,7, 13, 17, 23, 26, 27, 29, 33, 37, 39 <b>AG8:</b> 3, 7, 13, 17, 19, 23, 27, 23, 33, 37 <b>AG9:</b> 7, 8, 10, 17, 19, 26, 27, 34, 36, 37, 38 <b>AG10:</b> 7, 17, 19, 27, 34, 36, 37 <b>AG11:</b> 6, 7,8, 17, 27, 37 <b>AG12:</b> 4, 7, 8, 17, 18, 27, 29, 37 <b>AG13:</b> 7, 8, 13, 17, 27, 37 <b>Resources:</b> Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at- a-glance reminders for caregivers.
2.3: Applies knowledge to new situations	<b>AG1:</b> 27 <b>AG2:</b> 9 <b>AG4:</b> 39 <b>AG6:</b> 3, 4, 7, 8, 9, 13, 14, 15, 17, 19, 23, 24, 25, 28, 29, 33, 34, 36, 39 <b>AG7:</b> 9 <b>AG8:</b> 5, 9, 25
2.4: Begins to develop interests and skills related to numbers and counting	<i>Frog Street Toddler strongly supports children’s ability to understand number and quantity. As part of Starting the Day—Connect, children name and count the children who are absent. Language Development and Cognitive Development activities help children understand number sense through rhymes, songs and chants. Examples— Three Kittens and Five Little Monkeys.</i> <b>AG1:</b> 5, 15, 25, 27, 35, 36 <b>AG2:</b> 3, 5, 6, 7, 8, 15, 25, 35, 37 <b>AG3:</b> 3, 5, 15, 25, 33, 35,36 <b>AG4:</b> 5, 15, 25, 35 <b>AG5:</b> 5, 15, 17, 25, 35 <b>AG7:</b> 3, 5, 15, 23, 25, 27, 35 <b>AG6:</b> 5,15, 25, 35 <b>AG7:</b> 3, 5, 15, 23, 25, 27, 35 <b>AG8:</b> 5, 13, 15, 25, 33, 35 <b>AG9:</b> 5, 7, 8, 15,25, 35 <b>AG10:</b> 5, 15, 25, 35 <b>AG11:</b> 5, 9, 15, 25, 35, 37 <b>AG12:</b> 5, 15, 25, 35 <b>AG13:</b> 5,6, 7, 8, 15, 25, 26, 35, 40
<b>Component 3: Memory Indicators</b>	<b>Frog Street Toddler –Activity Guide Page Reference</b>
3.1: Shows ability to acquire and process new information	<i>Daily activities and Learning Centers offer children opportunities to ask questions, and show their ability to acquire and process new information.</i> <b>AG1:</b> 3, 5, 7, 13, 15, 17, 18, 23, 25, 33, 35, 37, 38 <b>AG2:</b> 3, 5, 7, 8, 13, 15, 17, 18, 23, 25,35, 33, 37 <b>AG3:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG4:</b> 3, 5, 7, 13, 15, 17,

	23, 25, 33, 37 <b>AG5:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG6:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG7:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG8:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG9:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG10:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG11:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG12:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG13:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37
3.2: Recognizes familiar people, places, and things	<p><i>Outdoor Play is a daily activity. Children come to recognize the play area as a familiar place. Theme 2 (Family and Home) explores concepts of immediate family, extended family, pets and homes. Theme 3 (Friends) explore: Week 1- Everyday Friends, Week 2 - Friends Who Keep Us Healthy, Week 3 - Friends Who Keep Us Safe, Friends with Helpful Hands. Example—Theme 3, p. 27: Photo Activity Cards</i></p> <p><i>#22 (firefighter) and #23 (police officer) caregiver uses suggestions on the back of the cards to stimulate discussion.</i></p> <p><b>AG1:</b> 3, 13, 23, 33 <b>AG2:</b> 3, 7, 13, 17, 23, 27, 33, 36, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG4:</b> 3, 13, 23, 33 <b>AG5:</b> 3, 13, 23, 33 <b>AG6:</b> 3, 13, 23, 33, 37 <b>AG7:</b> 3, 13, 23, 33 <b>AG8:</b> 3, 7, 13, 23, 33 <b>AG9:</b> 3, 13, 23, 33 <b>AG10:</b> 3, 13, 23, 33 <b>AG11:</b> 3, 7, 13, 23, 33 <b>AG12:</b> 3, 13, 23, 26, 27, 33 <b>AG13:</b> 3, 13, 23, 33</p> <p><b>Resources: Classroom Poster – 5 Ways to Support Cognitive Development offers at-a-glance reminders for caregivers.</b></p>
3.3: Recalls and uses information in new situations	<p><b>AG1:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG2:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 17, 23, 26, 27, 33, 36, 37, 39 <b>AG4:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG5:</b> 3, 6, 7, 8, 13, 16, 17, 19, 23, 26, 27, 29, 33, 36, 37, 39 <b>AG6:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG7:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG8:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG9:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG10:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 36, 33, 38 <b>AG11:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG12:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG13:</b> 3, 6, 13, 16, 17, 19, 23, 26, 27, 28, 33, 36, 37, 38</p>
3.4: Searches for missing or hidden objects	<p><b>AG1:</b> 7, 38 <b>AG 2:</b> 3, 24, 37, 45 <b>AG 3:</b> 3, 13, 19, 23, 33 <b>AG 4:</b> 13, 19, 23, <b>AG 7:</b> 23, 29 <b>AG 9:</b> 33, 34, 36, 37 <b>AG 10:</b> 33, 34, 36, 38 <b>AG 11:</b> 9, 13, 16 <b>AG 12:</b> 3, 4, 8, 17, 19</p>
<b>Component 4: Imitation and Make</b>	<b>Frog Street Toddler –Activity Guide Page Reference</b>

<b>Believe Indicators</b>	
4.1: Uses objects in new ways or in pretend play	<p><i>Throughout <u>Frog Street Toddler</u>, children are invited to experiment with different objects. <u>Enrichment Activities</u> include <u>Learning Centers</u> which support children’s pretend play, creativity, and imagination. Through a variety of activities, children use objects in new and different ways. Examples are that they use toilet paper tubes to create a megaphone and place a beach towel on the floor to represent a street.</i></p> <p><b>AG1:</b> 13, 17, 23, 33 <b>AG2:</b> 3, 13, 23, 28, 33 <b>AG3:</b> 3, 9, 13, 18, 23, 33, 39, 40  <b>AG4:</b> 3,9, 13, 19, 23, 33 <b>AG5:</b> 23, 33 <b>AG6:</b> 3, 7, 8, 9, 18 <b>AG7:</b> 2, 3, 9, 13, 17, 18, 19, 23, 33<b>AG8:</b> 3, 7, 9, 13, 17, 19, 23, 29 <b>AG9:</b> 3, 8, 13, 17, 23, 33  <b>AG10:</b> 3, 23, 27, 29 <b>AG11:</b> 3, 13, 19, 23, 29, 33 <b>AG12:</b> 3, 13, 23, 33 <b>AG13:</b> 3, 13, 23, 33</p>
4.2: Uses imitation in pretend play to express creativity and imagination	<p><i>Opportunities to observe other people’s use of objects; imitate simple actions; and using realistic objects in pretend play are provided throughout program domains and themes. Though <u>Learning Centers</u> are not established until age 2, <u>Pretend and Learn</u> activities can be easily modified and utilized. Many include specific instruction for adapting experiences for younger children.</i></p> <p><i><u>Did You Know?</u> in AG 11, <u>Farm Animals</u>, p. 27 describes how adults should encourage children to use verbal skills toward remembering events for later re- enactment. They can use puppets as props to retell and expand stories.</i></p> <p><b>AG1:</b> 3, 5, 13, 23, 33, 39 <b>AG2:</b> 3, 13, 23, 29, 30, 33 <b>AG3:</b> 3, 13, 15, 23, 25, 26, 29,33, 35, 38, 39 <b>AG4:</b> 3, 5, 13, 23, 25, 26, 29, 33, 35, 36, 38 <b>AG5:</b> 3, 4, 6, 13, 15, 23,25, 33, 35 <b>AG6:</b> 3, 5, 9, 13, 15, 23, 33 <b>AG7:</b> 3, 13, 15, 23, 26, 33, 40 <b>AG8:</b> 3, 9, 13,16, 23, 33, 39 <b>AG9:</b> 3, 5, 13, 15, 23, 29, 33, 35, 39 <b>AG10:</b> 3, 5, 8, 9, 13, 17, 23, 33,36 <b>AG11:</b> 3, 5, 13, 15, 23, 25, 33, 35, 38, 40 <b>AG12:</b> 3, 5, 9, 10, 13, 23, 33  <b>AG13:</b> 3,13, 23, 33</p> <p><b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”</p>



