

Correlation of
District of Columbia Common Core
Early Learning Standards Serving Toddlers
(ages 24-36 months) and Frog Street Toddler



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TEXTBOOK COMPANY: Frog Street Press, Inc.
CORRELATION TO DISTRICT OF COLUMBIA COMMON CORE EARLY LEARNING
STANDARDS FOR
CLASSROOMS SERVING CHILDREN 24-36 MONTHS)

APPROACHES TO LEARNING

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

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

A blue, upward arrow next to an activity or question indicates that it is intended for ready learners and more mature toddlers.

Standard 1: Attends and engages with curiosity	
Indicators	Frog Street Toddler—Activity Guide Page References
1a. Explores new places and materials; chooses a variety of tasks, especially those with adult support	<p><i>Frog Street Toddler provides daily opportunities to explore self, objects, and surroundings. Children ages 2 to 3 (along with teachers and care providers) choose from thematic <u>Learning Centers</u> (p. 3, 13, 23, and 33 of each guide), such as <u>Construction</u>, <u>Creativity Station</u>, <u>Discovery</u>, <u>Fine Motor</u>, <u>Gross Motor</u>, <u>Library and Listening</u>, <u>Math</u>, <u>Pretend and Learn</u>, <u>Science</u>, <u>Sensory Table</u>).</i></p> <p><i>The <u>Did You Know?</u> in AG 13, <u>On the Go</u>, p. 18 suggests encouraging children to do things for themselves consistent with their abilities and developmental levels.</i></p> <p><i>Examples include:</i></p> <p><i>AG13, <u>On the Go</u>, p. 17, wherein children explore a collection of items to determine if they roll.</i></p> <p><i>AG10, <u>Bugs</u>, p. 39, wherein children pretend to be dragonflies—flitting from lily pad to lily pad.</i></p> <p>Activity Guide—(AG) AG1: 3, 7, 13, 17, 23, 27, 33, 37 AG2: 3, 7, 13, 17, 23, 27, 33, 37 AG3: 3, 7, 13, 17, 23, 27, 33, 37 AG4: 3, 7, 13, 17, 23, 27, 29, 33, 37 AG5: 3, 7, 8, 13, 17, 19, 23, 27, 29, 33, 37 AG6: 3, 7, 8, 13, 17, 23, 27, 29, 33, 37, 39 AG7: 3, 7, 13, 17, 23, 27, 33, 37 AG8: 3, 7, 13, 17, 23, 27, 29, 33, 37 AG9: 3, 6, 7,</p>

	8, 13, 17, 19, 23, 27, 33, 37, 38 AG10: 3, 7, 9, 13, 17, 23, 27, 28, 33, 37, 38, 39 AG11: 3, 7, 8, 13, 17, 18, 23, 27, 28, 33, 37, 38 AG12: 3, 7, 13, 17, 23, 27, 33, 37 AG13: 3, 8, 13, 17, 18, 23, 33, 38, 39
Standard 2: Shows persistence	
Indicators	Frog Street Toddler—Activity Guide Page References
2a. Continues to work on a self-selected task, especially with adult support	<i>Cognitive Development</i> activities and <i>Learning Centers</i> offer children opportunities to choose different tasks with adult support. The <i>Did You Know?</i> in AG3, <i>Friends</i> , p. 18 describes how toddlers want to be independent, although they still need to know we are near. AG1: 3, 7, 13, 17, 23, 27, 33, 37 AG2: 3, 7, 13, 17, 23, 27, 33, 37 AG3: 3, 7, 13, 17, 23, 27, 33, 37 AG4: 3, 7, 13, 17, 23, 27, 29, 33, 37 AG5: 3, 7, 8, 13, 17, 19, 23, 27, 29, 33, 37 AG6: 3, 7, 8, 13, 17, 23, 27, 29, 33, 37, 39 AG7: 3, 7, 13, 17, 23, 27, 33, 37 AG8: 3, 7, 13, 17, 23, 27, 29, 33, 37 AG9: 3, 6, 7, 8, 13, 17, 19, 23, 27, 33, 37, 38 AG10: 3, 7, 9, 13, 17, 23, 27, 28, 33, 37, 38, 39 AG11: 3, 7, 8, 13, 17, 18, 23, 27, 28, 33, 37, 38 AG12: 3, 7, 13, 17, 23, 27, 33, 37 AG13: 3, 8, 13, 17, 23, 33, 38, 39
Standard 3: Approaches tasks flexibly	
Indicators	Frog Street Toddler—Activity Guide Page References
3a. Uses trial-and-error approaches; asks for help	<i>Cognitive Development</i> activities and <i>Learning Centers</i> offer children opportunities to explore cause-and-effect relationships and problem solving. An example is in AG1 1, <i>All About Me—Loudest Sound</i> , p. 7 wherein the leader shakes <i>Jingle Boxes</i> —and children are invited to use their ears to determine which box makes the loudest and softest sounds. AG1: 3, 7, 13, 17, 23, 33, 37 AG2: 3, 7, 13, 17, 23, 33, 37 AG3: 3, 7, 13, 17, 23, 33, 37 AG4: 3, 7, 13, 17, 23, 33, 37 AG5: 3, 7, 13, 17, 23, 33, 37 AG6: 3, 7, 13, 17, 23, 33, 37 AG7: 3, 7, 13, 17, 23, 33, 37 AG8: 3, 7, 13, 17, 23, 33, 37 AG9: 3, 7, 13, 17, 23, 33, 37 AG10: 3, 7, 13, 17, 23, 33, 37 AG11: 3, 7, 13, 17, 23, 33, 37 AG12: 3, 7, 13, 17, 23, 33, 37 AG13: 3, 7, 13, 17, 23, 33, 37 Resources: Classroom Poster—“5 Ways to Support Cognitive Development”
Standard 4: Uses symbols and takes on pretend roles	
Indicators	Frog Street Toddler—Activity Guide Page References
4a. Uses props and imitates actions to re-enact familiar events	<i>Starting the Day</i> activities include songs and finger plays. Children are prompted regularly to repeat actions, rhymes, and songs. <i>Language Development</i> domain activities (p. 6, 16, 26, and 36 of each Activity Guide) often involve magnetic story folders, which include images children can use to re-enact familiar stories. <u>Pretend</u>

and Learn Learning Centers (p. 3, 13, 23, and 33 of each Activity Guide) often include props and descriptions children can use to re-enact familiar events.

Did You Know? in AG 11, *Farm Animals*, 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.

AG1: 3, 4, 5, 6, 13, 14, 15, 23, 24, 25, 33, 34, 35 **AG2:** 3, 4, 5, 6, 10, 13, 14, 15, 16, 17, 18, 23, 24, 25, 26, 27, 29, 30, 33, 34, 35, 36, 37, 40 **AG3:** 3, 4, 5, 6, 13, 14, 15, 16, 23, 24, 25, 30, 33, 34, 35, 36 **AG4:** 3, 4, 5, 7, 10, 13, 14, 15, 16, 20, 23, 24, 25, 26, 33, 34, 35, 36, 37 **AG5:** 3, 4, 5, 6, 13, 14, 15, 16, 23, 24, 25, 26, 33, 34, 35, 36 **AG6:** 3, 4, 5, 6, 8, 13, 14, 15, 24, 25, 33, 34, 35 **AG7:** 3, 4, 5, 13, 14, 15, 18, 19, 23, 24, 25, 33, 34, 35, 36, 37, 38, 40 **AG8:** 3, 4, 5, 8, 13, 14, 15, 16, 17, 23, 24, 25, 33, 34, 35, 36, 37, 39 **AG9:** 3, 4, 5, 13, 14, 15, 16, 17, 23, 24, 25, 26, 33, 34, 35, 36 **AG10:** 3, 4, 5, 6, 8, 9, 13, 14, 15, 17, 23, 24, 25, 33, 34, 35, 36, 39 **AG11:** 3, 4, 5, 6, 7, 13, 14, 15, 23, 24, 25, 27, 33, 34, 35, 36, 38, 39, 40 **AG12:** 3, 4, 5, 6, 7, 8, 13, 14, 15, 16, 23, 24, 25, 26, 29, 33, 34, 35, 36, 40 **AG13:** 3, 4, 6, 13, 14, 15, 19, 23, 24, 25, 26, 27, 28, 29, 33, 34, 35, 36, 37, 39

Resources: Magnetic Story Folders

COMMUNICATION AND LANGUAGE

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

A blue, upward arrow next to an activity or question indicates that it is intended for ready learners and more mature toddlers.

Standard 5: Demonstrates understanding of spoken language	
Indicators	Frog Street Toddler—Activity Guide Page References
<p>5a. Responds to simple statements, questions, and simple texts read aloud</p>	<p><i>At the beginning of each day, children participate in <u>Starting the Day</u> rituals which allow them to respond to verbal communication of others. In the <u>Language Development</u> section, children respond to board books, soft cover books, developmental storybooks, flip books, and magnetic story folders. <u>Physical Motor Development</u> activities provide opportunities for children to respond to verbal directions. An example is in Theme 8, <u>Traditional Tales—Goldilocks Says</u>, p. 19 wherein children play <u>Simon Says</u>. They are reminded that they cannot perform the action unless the caller first says, ‘Goldilocks says...’</i></p> <p><i>The <u>Did You Know?</u> in AG12, <u>Zoo Animals</u> p. 7 describes how asking children a question helps develop thinking strategies.</i></p> <p>Activity Guide— (AG) AG1: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG2: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG3: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG4: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG5: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG6: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG7: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG8: 44, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG9: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG10: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG11: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG12: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG13: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39</p> <p>Resources: 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 Ways to Encourage Toddlers to Talk” and “5 Reasons to Read to Children”</p>
Standard 6: Uses language to express self	

Indicators	Frog Street Toddler—Activity Guide Page References
<p>6a. Uses language to describe objects and people and to ask for help.</p>	<p><i>Learning Centers</i> offer many opportunities for children to describe various objects and people related to monthly themes. <i>Photo Activity Card</i> discussions (p. 7, 17, 27, and 37) provide opportunities for children to use language to describe what they see and tell about their own experiences related to the topic. <i>Starting the Day</i> activities include prompts for children to use language to develop social skills, including asking for help.</p> <p>AG1: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG2: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG3: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG4: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG5: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG6: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG7: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG8: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG9: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG10: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG11: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG12: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG13: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37</p>
<p>Standard 7: Uses conventional grammar and syntax</p>	
Indicators	Frog Street Toddler—Activity Guide Page References
<p>7a. Uses two- to four-word sentences with some word omissions and errors</p>	<p>Throughout <i>Frog Street Toddler</i>, children will demonstrate receptive language and expressive language skills and communication strategies in their home language/s (may be English or other language/s). This includes a ‘language explosion,’ moving from two—word sentences to recounting events.</p> <p><i>Language Development</i> activities (p. 6, 16, 26, and 36) offer many opportunities for children to recount events in stories. <i>Photo Activity Card</i> 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.</p> <p>Examples are in AG12, <i>Zoo Animals</i>, p. 16 wherein <i>Molly’s Jolly Jamboree</i> children talk about things they do at parties. In AG 11, <i>Farm Animals</i>, p. 16 <i>Little Red Hen</i>, children describe how they think the hen felt about her friends not helping her. And in AG10, <i>Bugs</i>, p. 37 <i>Ladybug</i> children talk about their experiences with ladybugs.</p> <p>The <i>Did You Know?</i> in AG5, <i>Colors</i>, pg. 36 describes how toddlers often speak in</p>

	<p><i>fragmented sentences (and how educators can support proper syntax).</i></p> <p>AG1: 6, 7, 9, 16, 17, 26, 27, 36, 37, 38 AG2: 3, 6, 7, 9, 13, 16, 17, 18, 26, 27, 34, 36, 37 AG3: 6, 7, 16, 17, 26, 27, 36, 37 AG4: 6, 7, 16, 17, 26, 27, 36, 37 AG5: 6, 7, 16, 17, 26, 27, 36, 37 AG6: 6, 7, 16, 17, 26, 27, 36, 37 AG7: 6, 7, 8, 16, 17, 26, 27, 36, 37 AG8: 6, 7, 16, 17, 26, 27, 36, 37, 38 AG9: 6, 7, 16, 17, 26, 27, 36, 37 AG10: 6, 7, 16, 17, 26, 27, 36, 37 AG11: 6, 7, 16, 17, 26, 27, 36, 37 AG12: 6, 7, 16, 17, 26, 27, 29, 36, 37 AG13: 6, 7, 16, 17, 26, 27, 36, 37</p> <p>Resources: Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35–“Sharing Books with Toddlers;” Classroom Posters—“5 Reasons to Read to Children,” “Sign Language,” and “5 Ways to Encourage Toddlers to Talk;” Photo Activity Cards</p>
<p>Standard 8: Uses conventional conversational and other social communication skills</p>	
<p>Indicators</p>	<p>Frog Street Toddler—Activity Guide Page References</p>
<p>8a. Initiates and engages in short back-and-forth exchanges, responding to verbal and nonverbal cues</p>	<p><i>The <u>Did You Know?</u> in AG12, <u>Zoo Animals</u>, p. 16 describes how natural conversations support language development.</i></p> <p>Responds to verbal communication of others: <i>Frog Street Toddler provides a language-rich environment with consistent opportunities to respond to others’ speech and gestures.</i></p> <p>AG1: 3, 4, 5, 6, 7, 9, 13, 14, 16, 17, 19, 23, 24, 25, 26, 27, 29, 33, 34, 36, 37, 39 AG2: 3, 4, 5, 6, 7, 9, 13, 14, 16, 17, 19, 23, 24, 25, 26, 27, 29, 33, 34, 36, 37, 39 AG3: 3, 4, 5, 6, 7, 9, 13, 14, 16, 17, 19, 23, 24, 25, 26, 27, 29, 33, 34, 36, 37, 39 AG4: 3, 4, 5, 6, 7, 9, 13, 14, 16, 17, 19, 23, 24, 25, 26, 27, 29, 33, 34, 36, 37, 39 AG5: 3, 4, 5, 6, 7, 9, 13, 14, 16, 17, 19, 23, 24, 25, 26, 27, 29, 33, 34, 36, 37, 39 AG6: 3, 4, 5, 6, 7, 9, 13, 14, 16, 17, 19, 23, 24, 25, 26, 27, 29, 33, 34, 36, 37, 39 AG7: 3, 4, 5, 6, 7, 9, 13, 14, 16, 17, 19, 23, 24, 25, 26, 27, 29, 33, 34, 36, 37, 39 AG8: 3, 4, 5, 6, 7, 9, 13, 14, 16, 17, 19, 23, 24, 25, 26, 27, 29, 33, 34, 36, 37, 39 AG9: 3, 4, 5, 6, 7, 9, 13, 14, 16, 17, 19, 23, 24, 25, 26, 27, 29, 33, 34, 36, 37, 39 AG10: 3, 4, 5, 6, 7, 9, 13, 14, 16, 17, 19, 23, 24, 25, 26, 27, 29, 33, 34, 36, 37, 39 AG11: 3, 4, 5, 6, 7, 9, 13, 14, 16, 17, 19, 23, 24, 25, 26, 27, 29, 33, 34, 36, 37, 39 AG12: 3, 4, 5, 6, 7, 9, 13, 14, 16, 17, 19, 23, 24, 25, 26, 27, 29, 33, 34, 36, 37, 39 AG13: 3, 4, 5, 6, 7, 9, 13, 14, 16, 17, 19, 23, 24, 25, 26, 27, 29, 33, 34, 36, 37, 39</p> <p>Responds to nonverbal communication of others:</p>

American Sign Language (presented at the beginning of each unit and used throughout instruction) is taught as an additional way for children to communicate non-verbally. Sign language 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.

AG1: 2, 3, 4, 5, 7, 9, 12, 13, 17, 18, 22, 26, 27, 32, 37 **AG2:** 2, 4, 5, 7, 8, 9, 12, 13, 16, 17, 19, 22, 26, 27, 29, 32, 36, 37 **AG3:** 2, 6, 7, 8, 12, 14, 15, 17, 18, 22, 23, 25, 26, 27, 28, 32, 34, 35, 37, 38 **AG4:** 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 **AG5:** 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 **AG6:** 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 **AG7:** 2, 6, 16 **AG8:** 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 **AG9:** 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 **AG10:** 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 **AG11:** 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 **AG12:** 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 **AG13:** 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

Resources: Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Posters—“5 Reasons to Read to Children,” “Sign Language,” and “5 Ways to Encourage Toddlers to Talk;” Photo Activity Cards

LITERACY

Frog Street Toddler incorporates literacy concepts throughout daily activities and domains. The program includes high-interest books, stories, songs, poems, and chants that will amuse and delight toddlers. **Enrichment Centers** (pages 3, 13, 23, and 33 of each Activity Guide) consistently provide rich and engaging **Library and Listening** opportunities—including thematic collections of book selections. **Literacy** activities are presented in each Activity Guide on pages 6, 16, 26, and 36.

A blue, upward arrow next to an activity or question indicates that it is intended for ready learners and more mature toddlers.

Standard 9: Demonstrates understanding of print concepts	
Indicators	Frog Street Toddler—Activity Guide Page References
9a. Recognizes familiar books and looks at pictures	<p><i>During <u>Library and Listening Learning Centers</u> and <u>Language Development domain activities</u>, children recognize familiar books and look at pictures. These experiences engage children with literature through stories, photos, pictures, and illustrations.</i></p> <p>Activity Guide—(AG) AG1: 3, 6, 16, 26, 36 AG2: 3, 6, 13, 16, 26, 33, 36 AG3: 6, 13, 16, 23, 26, 36 AG4: 6, 16, 26, 36 AG5: 6,16, 26,36 AG6: 6, 16, 26, 33, 36 AG7: 6,16, 26, 36 AG8: 6, 16, 26, 36 AG9: 6, 16, 26, 36 AG10: 6,16, 26, 36 AG11: 3, 6, 16, 26, 36 AG12: 6, 16, 26, 36 AG13: 6, 16, 26, 36</p> <p>Resources: 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>
Standard 10: Demonstrates comprehension of printed materials read aloud	
Indicators	Frog Street Toddler—Activity Guide Page References
10a. Pretends to read a book by naming pictured objects and characters, using the support of an adult who asks questions	<p><i>During many <u>Library and Listening Learning Centers</u> and <u>Language Development domain activities</u>, children name pictured objects and characters, using support of an adult who asks questions.</i></p> <p>AG1: 3, 6, 16, 26, 36 AG2: 6, 16, 26, 36 AG3: 6, 16, 26, 36 AG4: 6, 16, 26, 36 AG5: 6, 16, 26, 36 AG6: 6, 16, 26, 33, 36 AG7: 6, 16, 26, 33, 36 AG8: 6, 16, 26, 36 AG9: 6, 16, 26, 33, 36 AG10: 6, 16, 26, 36 AG11: 3, 6, 16, 26, 36 AG12: 6, 16, 26, 36 AG13: 6, 16, 26, 36</p> <p>Resources: 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>

Standard 11: Hears and discriminates the sounds of language	
Indicators	Frog Street Toddler—Activity Guide Page References
<p>11a. Joins in songs, rhymes, refrains, and word games with repeating language sounds</p>	<p><i>Did You Know?</i> in AG12, <i>Zoo Animals</i>, p. 26 describes how children are the most receptive to sound discrimination during the first three years of life. The <i>Did You Know?</i> on p. 36 describes how sound awareness as an important literacy skill.</p> <p>In the sections <i>Language Development</i>, and <i>Cognitive Development</i>, children join in rhymes, refrains, and word games with repeating language sounds. Books are re—read from day to day throughout a week and even across themes giving children the opportunity to discriminate the sounds of language.</p> <p>Theme 7 is dedicated to <i>Nursery Rhymes</i>. The <i>Did You Know?</i> on p. 16 describes how a rhyme’s repetition can sensitize little ones to the individual units of sound, called phonemes. Theme 8 focuses entirely on <i>Traditional Songs</i>.</p> <p>During <i>Starting the Day</i>, activities (p. 4, 14, 24, and 34), children have the opportunity to learn and remember the words to songs that will be repeated each day over the course of each week. In AG9, <i>Traditional Songs</i>, p. 8 <i>Be Very Quiet</i>: children review a rhyme that was first introduced in Theme 1.</p> <p>AG1: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG2: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG3: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG4: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG5: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG6: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG7: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG8: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG9: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG10: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG11: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG12: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG13: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37</p> <p>Resources: Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Poster—“5 Reasons to Read to Children,” 5 music CDs and 3 Spanish CDs (with action songs, listening songs, Shawn Brown, nursery rhymes)</p>

12. Writes letters and words	
Indicators	Frog Street Toddler—Activity Guide Page References
12a. Makes controlled linear scribbles	AG2: 13, 19, 23 AG3: 33 AG6: 33 AG7: AG8: 33, 38 AG9: 9, 17 AG10: 3, 18, 27, 37 AG11: 27 AG12: 18, 39
Standard 13: Understands the purpose of writing and drawing	
Indicators	Frog Street Toddler—Activity Guide Page References
13a. Makes marks and talks about them	<i>Children create marks, drawings, and scribbles throughout the Frog Street program. In AG9, <u>Traditional Songs</u>, p. 13 <u>Creativity Station—Learning Center</u> children paint spiders with thin and wide legs. They then point to a thin line and a wide line.</i> AG1: 3, 23, 27 AG2: 3, 7, 13, 18, 19, 20, 23, 33, 37, 39 AG3: 3, 7, 8, 13, 23, 33 AG4: 3, 13, 23, 33 AG5: 39 AG6: 3, 13, 33 AG7: 39 AG8: 3, 17, 23, 27, 29, 33, 38 AG9: 8, 9, 13, 17, 18, 33 AG10: 3, 18, 27, 37 AG11: 3, 27, 33 AG12: 18, 39 AG13: 29

MATHEMATICS

Frog Street Toddler incorporates math concepts throughout daily activities and domains. **Enrichment Centers** (pages 3, 13, 23, and 33 of each Activity Guide) consistently provide rich and engaging math learning opportunities.

A blue, upward arrow next to an activity or question indicates that it is intended for ready learners and more mature toddlers.

Standard 14: Matches groups, and classifies objects	
Indicators	Frog Street Toddler—Activity Guide Page References
14a. Matches one object with a group of similar objects	<p><i>The Did You Know? in AG10, Bugs, p. 37 describes how toddlers have an emerging interest in sorting and classifying.</i></p> <p>Activity Guide—AG) AG1: 7, 27, 33, 36, 37, 40 AG2: 3, 27, 37 AG3: 16, 17, 20, 27, 37 AG5: 7, 27, 29, 30, 39 AG6: 7, 27, 28, 29, 34, 37 AG7: 3, 7, 27, 37 AG8: 6, 17, 33 AG9: 7, 8 AG10: 7, 17, 27, 30, 37 AG11: 7, 17, 28, 37, 38 AG12: 7, 8, 17, 18, 27, 28, 37, 38 AG13: 7, 17, 27, 37</p> <p>Resources: Classroom Poster—“5 Ways to Support Cognitive Development”</p>
PATTERNS	
14b. Emerging	
Standard 15: Demonstrates knowledge of number and counting	
Indicators	Frog Street Toddler—Activity Guide Page References
15a. Begins to rote count to 10 but may not be accurate consistently	<p><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 are Three Kittens and Five Little Monkeys.</i></p> <p>AG1: 5, 15, 25, 27, 35, 36 AG2: 3, 5, 6, 7, 8, 15, 25, 35, 37 AG3: 3, 5, 15, 25, 33, 35, 36 AG4: 5, 15, 25, 35 AG5: 5, 15, 17, 25, 35 AG7: 3, 5, 15, 23, 25, 27, 35 AG6: 5, 15, 25, 35 AG7: 3, 5, 15, 23, 25, 27, 35 AG8: 5, 13, 15, 25, 33, 35 AG9: 5, 7, 8, 15, 25, 35 AG10: 5, 15, 25, 35 AG11: 5, 9, 15, 25, 35, 37 AG12: 5, 15, 25, 35 AG13: 5, 6, 7, 8, 15, 25, 26, 35, 40</p> <p>Resources: Classroom Poster—“5 Ways to Support Cognitive Development”</p>
Standard 16: Demonstrates knowledge of	

volume, height, weight, and length	
Indicators	Frog Street Toddler—Activity Guide Page References
16a. Makes simple comparisons, noticing similarities and differences between objects	AG5: 17 AG8: 6, 8, 18, 27, 33 AG9: 7, 8, 19, 38 AG10: 6, 20, 36, 38 AG11: 9, 10, 17, 27, 28, 36 AG12: 29, 39 AG13: 3, 7, 8, 16, 18, 29, 37, 40 Resources: Classroom Poster—“5 Ways to Support Cognitive Development”
Standard 17: Identifies and labels shapes	
Indicators	Frog Street Toddler—Activity Guide Page References
17a. Matches one shape with the same shape	<i>Theme 6 is devoted entirely to Shapes and Sizes.</i> AG3: 16 AG5: 7 AG6: 3, 4, 6, 7, 8, 9, 13, 14, 16, 17, 18, 19, 24, 26, 27, 28, 29, 34, 37, 39 AG8: 33 AG12: 13 AG13: 7, 8, 13
Standard 18: Demonstrates understanding of positional words	
Indicators	Frog Street Toddler—Activity Guide Page References
18a. Follows verbal directions to place or find objects <i>in, on, under, up</i> or <i>down</i>	<i>Week 1, Theme 4, <u>Opposites</u> focuses on <u>In/Out</u> and <u>Inside/Outside</u> and in Week 2 on <u>Up/Down</u> and <u>Over/Under</u>. The <u>Did You Know?</u> in AG5, <u>Colors</u>, p. 29 describes <u>Spatial Awareness</u>.</i> AG1: 16, 17, 19, 26, 29, 34, 39 AG2: 38 AG3: 14 AG4: 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 29 AG6: 9, 19 AG7: 4 AG8: 16 AG9: 13, 14, 15, 16, 17, 23, 24, 25, 27, 28, 29, 33, 34, 35, 37, 38, 39 AG10: 17, 38 AG13: 4, 7, 9, 13, 14, 15, 17, 18, 20, 23, 24, 25, 26, 27, 28, 29, 33, 34, 35 Resources: Classroom Poster—“5 Ways to Support Cognitive Development”

SCIENTIFIC INQUIRY	
Standard 19: Observes and describes the characteristics of living things	
Indicators	Frog Street Toddler—Activity Guide Page References
No indicators – Scientific Inquiry standards are included for only the pre-K year. While teachers expose young children to scientific explorations, it is not appropriate to measure learning before this year.	
Standard 20: Observes and describes the properties of physical objects	
Indicators	Frog Street Toddler—Activity Guide Page References
No indicators – Scientific Inquiry standards are included for only the pre-K year. While teachers expose young children to scientific explorations, it is not appropriate to measure learning before this year.	
Standard 21: Observes and describes characteristics of Earth and space	
Indicators	Frog Street Toddler—Activity Guide Page References
No indicators – Scientific Inquiry standards are included for only the pre-K year. While teachers expose young children to scientific explorations, it is not appropriate to measure learning before this year.	
Standard 22: Demonstrates scientific thinking	
Indicators	Frog Street Toddler—Activity Guide Page References
No indicators – Scientific Inquiry standards are included for only the pre-K year. While teachers expose young children to scientific explorations, it is not appropriate to measure learning before this year.	

SOCIAL STUDIES

Standard 23: Demonstrates understanding of people and how they live	
Indicators	Frog Street Toddler Activity Guide Page References
No indicators – Social Studies standards are included for only the pre-K year. While teachers build social studies learning with young children about people and how they live, social studies standards are not applicable before this year.	

THE ARTS	
Standard 24: Engages in music, movement, and drama activities	
Indicators	Frog Street Toddler—Activity Guide Page References
No indicators – The Arts standards are included for only the pre-K year. While teachers are expected to design many arts-related experiences for young children in the early years, particular standards are not described before this year.	
Standard 25: Explores the visual arts	
Indicators	Frog Street Toddler—Activity Guide Page References
No indicators – The Arts standards are included for only the pre-K year. While teachers are expected to design many arts-related experiences for young children in the early years, particular standards are not described before this year.	

SOCIAL EMOTIONAL DEVELOPMENT

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

A blue, upward arrow next to an activity or question indicates that it is intended for ready learners and more mature toddlers.

Standard 26: Expresses a variety of feelings and learns to manage them	
Indicators	Frog Street Toddler—Activity Guide Page References
<p>26a. Recognizes and labels own feelings with adult support; uses some self-comfort strategies; accepts adult suggestions for managing feelings by self</p>	<p><i>The Welcome to Frog Street Toddler Guide</i> addresses the <u>Social Emotional</u> domain on p. 24-28. And <u>Social Emotional</u> activities are on p. 8, 18, 28, and 38 of each <u>Activity Guide</u>.</p> <p><i>Throughout the program, children are encouraged to express their feelings. An example is in Theme 8, <u>Being Afraid</u>, p. 28 wherein children are asked to think of a time when they were afraid. They are taught tools to handle their emotions, such as the <u>Calm</u> step introduced each day that provides a de-stressing activity and a <u>Safe Place</u> designed for children to move away and isolate themselves in a relaxing environment.</i></p> <p><i>The <u>Did You Know?</u> in AG5, <u>Colors</u>, p. 27 describes how teaching words that express emotions helps children know how to handle their feelings.</i></p> <p>Activity AG–(AG) AG1: 3, 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35 AG2: 3, 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35 AG3: 3, 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35 AG4: 3, 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35 AG5: 3, 4, 5, 8, 14, 15, 18, 24, 25, 27, 28, 34, 38, 35 AG6: 3, 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35 AG7: 3, 4, 5, 8, 14, 15, 18, 24, 25, 28, 28, 34, 38, 35 AG8: 3, 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35 AG9: 3, 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35 AG10: 3, 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35 AG11: 3, 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35 AG12: 3, 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35 AG13: 3, 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35</p>
Standard 27: Recognizes the feelings and rights	

of others, and responds appropriately	
Indicators	Frog Street Toddler—Activity Guide Page References
<p>27a. Reacts constructively in response to other’s demonstration of feelings</p>	<p><i>Throughout <u>Frog Street Toddler</u>, children engage in activities that help develop understanding of the emotional expressions/actions of other people. In <u>Starting the Day</u>, p. 5 they commit to being responsible members of the class by focusing on specific social skills, such as using listening ears. In AG6, <u>Shapes and Sizes—Starting the Day</u>, p. 5 children discuss listening to another person’s ‘big voice.’ (A big voice is what children use to tell others that they don’t like something.)</i></p> <p><i>The <u>Did You Know?</u> in AG12, <u>Zoo Animals</u>, p. 8 describes how children learn empathy from watching adults.</i></p> <p>AG1: 5, 15, 25, 28, 35, 40 AG2: 5, 15, 25, 35 AG3: 5, 15, 25, 30, 35 AG4: 5, 8, 15, 25, 35 AG5: 5, 7, 15, 20, 25, 27, 35 AG6: 5, 15, 20, 25, 26, 35 AG7: 5, 8, 10, 15, 25, 35, 40 AG8: 5, 10, 15, 17, 25, 35 AG9: 5, 15, 25, 28, 30, 35, 40 AG10: 5, 15, 25, 28, 35 AG11: 5, 15, 25, 28, 35, 40 AG12: 3, 5, 13, 15, 20, 25, 35 AG13: 5, 15, 25, 35</p> <p>Resources: 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”</p>
Standard 28: Manages own behavior	
Indicators	Frog Street Toddler—Activity Guide Page References
<p>28a. Follows routines with consistent support from adults, accepts redirection; tries to meet own needs</p>	<p><i>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. Throughout activities, children learn rules for behaving appropriately in the classroom and in society. Examples include:</i></p> <p><i>AG12, <u>Zoo Animals</u>, p. 28 <u>Giraffe Handprints</u> in which children are reminded about taking turns</i></p> <p><i>AG3, <u>Friends</u>, p. 38 <u>Please and Thank You</u> in which children discuss using polite words</i></p> <p><i>AG3, <u>Friends</u>, p. 39 <u>A-Tisket, A-Tasket</u> in which children demonstrate how to appropriately shake hands</i></p> <p>AG1: 5, 8, 14, 15, 24, 25, 34, 35 AG2: 5, 15, 25, 35 AG3: 5, 15, 25, 35, 38, 39 AG4: 5, 15, 25, 35 AG5: 5, 15, 25, 35 AG6: 5, 15, 25, 35 AG7: 5, 15, 25, 35 AG8: 5, 15, 25, 35 AG9: 5, 15, 25, 26, 35 AG10: 5, 15, 25, 35 AG11: 5, 15, 25, 35 AG12: 5, 15, 25, 28, 35 AG13: 5, 15, 25</p>
Standard 29: Develops positive relationships	

with adults	
Indicators	Frog Street Toddler—Activity Guide Page References
<p>29a. Is comfortable in a range of settings, relies on familiar adults for assurance when necessary</p>	<p><i>The Frog Street Toddler program provides ongoing support for children feeling comfortable in a range of settings. <u>Starting the Day</u> in each Activity Guide features strategies that encourage children to feel safe in new environments and situations. Throughout the curriculum, children build strong relationships with familiar adults and form attachments to family members and care providers.</i></p> <p><i>Teaching Strategies for building Emotional Safety can be found in <u>Welcome to Frog Street Toddler</u>, p. 46.</i></p> <p>AG1: 4, 5, 14, 15, 23, 30, 34, 35 AG2: 4, 5, 10, 14, 23, 24, 34, 25, 40 AG3: 4, 5, 8, 10, 14, 15, 23, 24, 25, 34, 35 AG4: 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 AG5: 4, 5, 14, 15, 23, 24, 25, 34, 35 AG6: 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 AG7: 4, 5, 8, 14, 15, 18, 23, 24, 25, 34, 35 AG8: 4, 5, 8, 14, 23, 24, 25, 34, 35 AG9: 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 AG10: 4, 5, 14, 15, 23, 34, 35 AG11: 4, 5, 14, 15, 23, 24, 34, 35 AG12: 4, 5, 14, 15, 23, 24, 34, 35, 38 AG13: 4, 5, 14, 15, 23, 24, 34, 35</p> <p>Resources: 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”</p>
Standard 30: Engages and plays with peers	
Indicators	Frog Street Toddler—Activity Guide Page References
<p>30a. Interacts with children who are engaged with similar materials and activities</p>	<p><i><u>Starting the Day</u>—<u>Connect</u> activities encourage children to engage in an activity with a partner. <u>Outdoor Play</u> provides opportunities for children to form relationships through games and interactions with others. And activities throughout the guides with a heart icon are intended to help children build relationships with others.</i></p> <p>AG1: 2, 5, 9, 13, 19, 23, 29, 33, 39 AG2: 3, 5, 6, 7, 8, 10, 13, 15, 16, 18, 23, 25, 26, 33, 35, 38 AG3: 3, 5, 6, 10, 13, 15, 23, 25, 28, 33, 35 AG4: 3, 5, 6, 8, 13, 15, 18, 20, 23, 25, 28, 33, 35, 36, 38 AG5: 4, 5, 10, 14, 15, 24, 25, 34, 35 AG6: 3, 5, 13, 18, 23, 25, 33, 35 AG7: 5, 6, 7, 8, 15, 16, 25, 26, 35, 36, 38, 40 AG8: 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 34, 35, 40 AG9: 3, 5, 13, 23, 33 AG10: 3, 5, 13, 23, 33 AG11: 3, 5, 13, 23, 33 AG12: 3, 5, 13, 23, 33 AG13: 3, 5, 13, 23, 33</p>
Standard 31: Resolves conflicts with others	

Indicators	Frog Street Toddler—Activity Guide Page References
31a. Seeks adults' help to solve social problems	<p><i>What Should You Do?</i> sections in each theme (signified by a sun icon) often provide detailed scenarios and information to help care providers interact with children and help them solve social problems (such as grabbing a toy while another child is using it).</p> <p><i>Did You Know?</i> in AG7, <i>Nursery Rhymes</i>, p. 28 describes how it is often hard to determine when to step in to help a child and when to stand back. (But all children will feel more secure when they know you are there.)</p> <p><i>Starting the Day</i> is designed to help little ones develop self-control and strategies for interacting appropriately with peers.</p> <p>The <i>Welcome to Frog Street Toddler</i> guidebook provides research and background information on <i>Learning Domains—Social Interactions</i> on p. 26, 27, and 28. It contains <i>Becoming an Emotional Coach—Teaching Strategies</i> on p. 34.</p> <p>AG1: 4, 5, 10 AG2: 4, 5, 7, 18, 20 AG3: 4, 5, 8, 28, 30, 33, 38 AG4: 4, 5, 18, 19, 30 AG5: 4, 5, 10, 18 AG6: 4, 5, 20 AG7: 4, 5, 20 AG8: 4, 5, 10, 20 AG9: 4, 5, 20, 30 AG10: 4, 5, 8, 10, 20, 28, 40 AG11: 4, 5, 40 AG12: 4, 5, 10 AG13: 4, 5</p> <p>Resources: Classroom Posters—“5 Ways to be an Emotional Coach,” and “5 Ways to Support Social and Emotional Development”</p>

PHYSICAL AND MOTOR DEVELOPMENT

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

A blue, upward arrow next to an activity or question indicates that it is intended for ready learners and more mature toddlers.

Standard 32: Demonstrates strength and coordination of large muscles	
Indicators	Frog Street Toddler—Activity Guide Page References
32a. Attempts new large-muscle activities that require coordination and balance	<p><i>Activities involving strength and coordination of large muscles are included in the <u>Physical Development</u> domain (p. 9, 19, 29, and 39 of each guide).</i></p> <p><i>The <u>Did You Know?</u> in AG6, <u>Shapes and Sizes</u> describes how improved coordination, fine motor skills, gross motor skills, and muscle strength are all benefits of play. The <u>Did You Know?</u> in AG10, <u>Bugs</u> p. 19 describes how motor development is wired during the first two years of life and refined between the ages of three to five.</i></p> <p>Activity Guide—(AG) AG1: 3, 9, 13, 19, 23, 28, 29, 36, 39 AG2: 3, 9, 13, 19, 23, 26, 29, 33, 39 AG3: 3, 9, 13, 19, 23, 28, 29, 33 39 AG4: 3, 9, 13, 16, 19, 23, 29, 33, 38, 39 AG5: 3, 6, 9, 13, 19, 23, 28, 29, 33, 39 AG6: 3, 7, 9, 13, 17, 19, 23, 29, 33, 39 AG7: 3, 9, 13, 19, 23, 27, 29, 33, 39 AG8: 3, 9, 13, 16, 17, 19, 23, 29, 33, 39 AG9: 3, 9, 13, 19, 23, 29, 33, 39 AG10: 3, 9, 13, 14, 19, 23, 24, 29, 33, 34, 39 AG11: 3, 9, 13, 18, 19, 23, 29, 33, 38, 39 AG12: 3, 9, 13, 17, 19, 23, 28, 29, 33, 39 AG13: 3, 6, 8, 9, 13, 19, 23, 29, 33, 36, 39</p> <p>Resources: Physical Development Materials (bean bags, beach ball, bouncing balls, tactile balls, eyedroppers), Classroom Poster—“5 Ways to Support Physical Development”</p>
Standard 33: Demonstrates strength and coordination of small muscles	
Indicators	Frog Street Toddler—Activity Guide Page References
33a. Engages in activities that require eye-hand coordination; uses wrist and finger movements to manipulate objects	<p><i>Activities involving strength and coordination of small muscles are included in the <u>Physical Development</u> domain (p. 9, 19, 29, and 39 of each guide). They are also often incorporated into <u>Outdoor Play</u> (p. 3, 13, 23, and 33 of each guide).</i></p> <p><i>The <u>Did You Know?</u> in AG6, <u>Shapes and Sizes</u> describes how improved</i></p>

	<p><i>coordination, fine motor skills, gross motor skills, and muscle strength are all benefits of play.</i></p> <p>AG1: 3, 9, 13, 19, 23, 28, 29, 36, 39 AG2: 3, 9, 13, 19, 23, 26, 29, 33, 39 AG3: 3, 9, 13, 19, 23, 28, 29, 33 39 AG4: 3, 9, 13, 16, 19, 23, 29, 33, 38, 39 AG5: 3, 6, 9, 13, 19, 23, 28, 29, 33, 39 AG6: 3, 7, 9, 13, 17, 19, 23, 29, 33, 39 AG7: 3, 9, 13, 19, 23, 27, 29, 33, 39 AG8: 3, 9, 13, 16, 17, 19, 23, 29, 33, 39 AG9: 3, 9, 13, 19, 23, 29, 33, 39 AG10: 3, 9, 13, 14, 19, 23, 24, 29, 33, 34, 39 AG11: 3, 9, 13, 18, 19, 23, 29, 33, 38, 39 AG12: 3, 9, 13, 17, 19, 23, 28, 29, 33, 39 AG13: 3, 6, 8, 9, 13, 19, 23, 29, 33, 36, 39</p> <p>Resources: Physical Development Materials (bean bags, beach ball, bouncing balls, tactile balls, eyedroppers), Classroom Poster—“5 Ways to Support Physical Development”</p>
Standard 34: Demonstrates behaviors that promote health and safety	
Indicators	Frog Street Toddler—Activity Guide Page References
34a. Emerging	
34b. Performs some simple feeding, dressing, and hygiene tasks	<p>Self-Help Skills—Dressing: AG1: 13, 23 AG2: 3, 13 AG3: 13, 23 AG4: 23, 33 AG5: 33 AG7: 33 AG8: 18, 28, 38 AG9: 13, 23 AG11: 13, 23 AG12: 3, 13, 23, 33, 38</p> <p>Self-Help Skills—Cooking and Feeding: AG1: 23, AG3: 18, 28 AG4: 38 AG5: 8, 9, 17, 18, 28 AG6: 3, 8, 18, 28, 38 AG7: 8, 18, 19, 38 AG8: 18, 28 AG9: 28 AG10: 3, 8, 28, 38 AG11: 8, 28 AG12: 8, 18, 28 AG13: 28</p> <p>Self-Help Skills—Brushing Teeth: AG1: 17 AG3: 14 AG11: 5</p> <p>Self-Help Skills—Washing Hands: AG3: 17 AG10: 30</p> <p>Self-Help Skills—Using Tissues: AG10: 30</p> <p>Resources: Classroom Posters—“5 Steps for Washing Hands” and “5 Ways to</p>

	Encourage Healthy Eating Habits”
34c. Emerging	

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