

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



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

**DIFFERENTIATED INSTRUCTION**

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

**APPROACHES TOWARD LEARNING**

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

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

**Domain: Approaches Toward Learning**

**Strand: Initiative**

**Topic: Initiative and Curiosity**

Statement Standard	Frog Street Toddler—Activity Guide Page References
Experiment in the environment with purpose.	<i>Children use their senses throughout <u>Frog Street Toddler</u>, to investigate the environment—and to discover what objects and people do, how things work, and how they can make things happen.</i> <b>Activity Guide — (AG) AG1: 7, 17, 20, 27, 37 AG2: 17 AG3: 7, 17, 27 AG4: 7, 17, 27 37 AG5: 17, 17, 37 AG6: 7, 27, 37 AG7: 17, 27 AG8: 17, 27 AG9: 10, 17, 27, 37 AG10: 7, 27, 37 AG11: 27, 37 AG12: 7, 27 AG13: 17, 27</b>
Ask questions to gain information.	<i>Daily activities and <u>Learning Centers</u> offer children opportunities to ask questions, and</i>

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and Frog Street Toddler

	<p><i>show their ability to acquire and process new information.</i></p> <p><b>AG1:</b> 3, 5, 7, 13, 15, 17, 18, 23, 25, 33, 35, 37, 38 <b>AG2:</b> 3, 5, 7, 8, 13, 15, 17, 18, 23, 25, 35, 33, 37 <b>AG3:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG4:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG5:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG6:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG7:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG8:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG9:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG10:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG11:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG12:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 <b>AG13:</b> 3, 5, 7, 13, 15, 17, 23, 25, 33, 37</p> <p><b>Resources:</b> Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p>
<b>Topic: Planning, Action, and Reflection</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Make choices to achieve a desired goal.	<p><i>Cognitive Development activities and Learning Centers offer children opportunities to choose different tasks. Children are also able to repeat activities many times to achieve mastery.</i></p> <p><b>AG1:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG9:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 33, 37</p> <p><b>Resources:</b> Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p>
Use previous learning to inform new experiences with people and objects in their environment.	<p><i>Throughout Frog Street Toddler, Learning Centers and Cognitive Development activities provide children with opportunities to build on prior knowledge as they 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>
<b>Strand: Engagement and Persistence</b>	
<b>Topic: Attention</b>	

Statement Standard	Frog Street Toddler—Activity Guide Page References
Focus on an activity for short periods of time despite distractions.	<p><i>Frog Street Toddler provides children with many opportunities to develop the ability to maintain focus and attention to activities such as stories, finger plays, <u>Learning Centers</u>, puzzle assembly, and outdoor games during various periods of time.</i></p> <p><b>AG1:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG2:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 17, 23, 26, 27, 33, 36, 37, 39 <b>AG4:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG5:</b> 3, 6, 7, 8, 13, 16, 17, 19, 23, 26, 27, 29, 33, 36, 37, 39 <b>AG6:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG7:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG8:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG9:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG10:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 36, 33, 38 <b>AG11:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG12:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG13:</b> 3, 6, 13, 16, 17, 19, 23, 26, 27, 28, 33, 36, 37, 38</p>
<b>Topic: Persistence</b>	
Standard Statement	Frog Street Toddler—Activity Guide Page References
Engage in self-initiated activities for sustained periods of time.	<p><i>Frog Street Toddler provides children with many opportunities to engage in self-initiated activities. Lessons allow children to develop the ability to maintain focus and attention to activities such as stories, finger plays, <u>Learning Centers</u>, puzzle assembly, and outdoor games.</i></p> <p><b>AG1:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG2:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 17, 23, 26, 27, 33, 36, 37, 39 <b>AG4:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG5:</b> 3, 6, 7, 8, 13, 16, 17, 19, 23, 26, 27, 29, 33, 36, 37, 39 <b>AG6:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG7:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG8:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG9:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG10:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 36, 33, 38 <b>AG11:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG12:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG13:</b> 3, 6, 13, 16, 17, 19, 23, 26, 27, 28, 33, 36, 37, 38</p>
<b>Strand: Creativity</b>	
<b>Topic: Innovation and Invention</b>	
Standard Statement	Frog Street Toddler—Activity Guide Page References
Use materials in new and unconventional ways.	<p><i>Through a variety of activities, children use objects in new ways as part of pretend play. For example, children use toilet paper tubes to create a megaphone or place a beach towel on the floor to represent a street. See the following pages for activities where objects are used in new ways for pretend play.</i></p> <p><b>AG1:</b> 17, 23, 33 <b>AG2:</b> 28, 33 <b>AG3:</b> 3, 9, 13, 18, 23, 33, 39, 40 <b>AG4:</b> 3, 9, 13, 19, 23, 33 <b>AG5:</b> 23, 33 <b>AG6:</b> 3, 7, 8, 9, 18 <b>AG7:</b> 2, 9, 13, 17, 18, 19, 33 <b>AG8:</b> 7, 9, 13, 17, 19, 29</p>

	<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
<b>Topic: Expression of Ideas and Feelings Through the Arts</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Use self-selected materials and media to express ideas and feelings.	<p><i>Learning Centers (Creativity Station) provides opportunities for children to explore their creativity. Children select and use a variety of materials and tools, and make decisions about how to create various forms of art to express their own ideas and feelings.</i></p> <p><b>AG1:</b> 3, 13, 23 <b>AG2:</b> 3, 13, 23, 33 <b>AG3:</b> 3, 13, 23, 33 <b>AG4:</b> 3, 13, 23, 33 <b>AG5:</b> 3, 13, 23, 33 <b>AG6:</b> 3, 13, 23, 33 <b>AG7:</b> 3, 13, 23, 33 <b>AG8:</b> 3, 13, 23, 33 <b>AG9:</b> 3, 13, 23, 33 <b>AG10:</b> 3, 13, 23, 33 <b>AG11:</b> 3, 13, 23, 33 <b>AG12:</b> 3, 13, 23, 33 <b>AG13:</b> 3, 13, 23, 33</p> <p><b>Intentionally create content in a work of art.</b></p> <p><b>TG1:</b> 25, 31, 43, 61, 69, 85, 117, 121, 153, 145, 147, 151, 157 <b>TG2:</b> 20, 25, 37, 43, 61, 63, 69, 75, 87, 92, 97, 109, 121, 128, 146, 158 <b>TG3:</b> 11, 27, 37, 49, 56, 59, 61, 79, 85, 97, 103, 105, 146, 153, 157, 161 <b>TG4:</b> 31, 33, 49, 61, 73, 85, 103, 109, 153, 157 <b>TG5:</b> 14, 20, 39, 67, 73, 79, 81, 85, 95, 111, 115, 121, 139, 147, 151, 157 <b>TG6:</b> 27, 37, 57, 67, 73, 107, 109, 115, 121, 129, 133, 139, 144, 145 <b>TG7:</b> 25, 37, 51, 56, 57, 85, 97, 121, 129, 135, 139, 153 <b>TG8:</b> 25, 27, 37, 49, 61, 81, 145, 151, 157 <b>TG9:</b> 45, 49, 68, 71, 85, 109, 121, 129, 133, 139, 145, 150, 151 157</p>

## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

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

**Domain: Cognition and General Knowledge**

**Strand: Cognitive Skills**

**Topic: Memory**

Standard Statement	Frog Street Toddler—Activity Guide Page References
Recall information over a longer period of time without contextual cues.	<p><i>Frog Street Toddler provides children with many opportunities to develop the ability to maintain focus and attention to activities such as stories, finger plays, <u>Learning Centers</u>, puzzle assembly, and outdoor games.</i></p> <p><b>AG1:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG2:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 17, 23, 26, 27, 33, 36, 37, 39 <b>AG4:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG5:</b> 3, 6, 7, 8, 13, 16, 17, 19, 23, 26, 27, 29, 33, 36, 37, 39 <b>AG6:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG7:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG8:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG9:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG10:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 36, 33, 38 <b>AG11:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG12:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG13:</b> 3, 6, 13, 16, 17, 19, 23, 26, 27, 28, 33, 36, 37, 38</p>
Reenact a sequence of events accomplished or observed at an earlier time.	<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 <u>Farm Animals</u> (Theme 11, 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,</p>

	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  <b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”
Anticipate routines.	<i>Throughout <u>Frog Street Toddler</u> activities, children learn rules for behaving appropriately in the classroom and in society. Children are reminded each day to commit to being a responsible member of the class by focusing on specific skills, such as using kind words, helpful hands, and listening ears.</i> <b>AG1:</b> 5, 8, 14, 15, 24, 25, 34, 35 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 35, 38, 39 <b>AG4:</b> 5, 15, 25, 35 <b>AG5:</b> 5, 15, 25, 35 <b>AG6:</b> 5, 15, 25, 35 <b>AG7:</b> 5, 15, 25, 35 <b>AG8:</b> 5, 15, 25, 35 <b>AG9:</b> 5, 15, 25, 26, 35 <b>AG10:</b> 5, 15, 25, 35 <b>AG11:</b> 5, 15, 25, 35 <b>AG12:</b> 5, 15, 25, 28, 35 <b>AG13:</b> 5, 15, 25, 35
Link past and present activities.	<i>In Theme 2, <u>Family and Home</u>: children explore concepts of family (Week 1- Immediate Family, Week 2 – Extended Family, Week 3 – Pets, Week 4 – Home). In Theme 3, <u>Friends</u>: children explore friends and friendships (Week 1- Everyday Friends, Week 2 - Friends Who Keep Us Healthy, Week 3 - Friends Who Keep Us Safe, Week 4 - Friends with Helpful Hands). Each week, children make connections to events that have happened and those that they can anticipate.</i> <i><u>Starting the Day</u> is a 4-step routine (Unite, Calm, Connect, Build Community). In step 3 (Connect), children acknowledge their friends who are absent. With the help of Max the puppet, they welcome back friends who have been absent.</i> <b>AG1:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG2:</b> 2, 3, 4, 5, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 24, 25, 34, 35, 37, 38 <b>AG3:</b> 2, 4, 5, 7, 8, 12, 14, 15, 24, 25, 34, 35 <b>AG4:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG 5:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG 6:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG 7:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG 8:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG9:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG10:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG11:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG12:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG13:</b> 4, 5, 14, 15, 24, 25, 34, 35  <b>Resources:</b> Photo Activity Cards—#9 family 1, #10 family 2, #11 family 3, #17 caregiver and class, Family Puzzles, Friendship Puzzles, Max the Puppet
<b>Topic: Symbolic Thought</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Engage in pretend play involving several sequenced steps and assigned roles.	<i>Weekly <u>Pretend and Learn</u> centers offer opportunities for children to imitate sounds, gestures or behaviors. Opportunities to pretend and imitate are also included in daily activities. Children follow the sequence of events in a story to retell as characters from the literature.</i>

	<p><b>AG1:</b> 3, 5, 13, 15, 23, 27, 33, 36 <b>AG2:</b> 3, 9, 13, 23, 26, 27, 29 33 <b>AG3:</b> 3, 13, 15, 23, 25, 26, 27, 29, 33, 35, 38, 39 <b>AG4:</b> 3, 5, 23, 25, 29, 33, 35, 38 <b>AG5:</b> 6, 15, 18, 25, 33, 35 <b>AG6:</b> 3, 5, 9, 26 <b>AG7:</b> 3, 13, 15, 19, 23, 26, 33 <b>AG8:</b> 3, 9, 16, 13, 23, 39; <b>AG9:</b> 5, 13, 15, 17, 23, 29, 33, 35, 39 <b>AG10:</b> 3, 5, 8, 9, 17, 23, 29, 36, 39 <b>AG11:</b> 3, 5, 7, 13, 15, 23, 25, 33, 35, 38, 39 <b>AG12:</b> 3, 9, 13, 19, 23, 28, 32, 33, 39 <b>AG13:</b> 3, 6, 7, 8, 13, 19, 23, 29, 33</p>
<b>Topic: Reasoning and Problem-Solving</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
In familiar situations, solve problems without having to try every possibility, while avoiding solutions that clearly will not work.	<p><b>AG1:</b> 7, 17, 27, 29, 33, 37 <b>AG2:</b> 3, 7, 17, 27, 31, 37 <b>AG3:</b> 7, 17, 19, 27, 33, 37 <b>AG4:</b> 3, 7, 9, 17, 19, 23, 27, 33, 37, 38, 39 <b>AG5:</b> 3, 7, 13, 17, 27, 37 <b>AG6:</b> 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 37, 39 <b>AG7:</b> 3, 7, 13, 17, 23, 26, 27, 29, 33, 37, 39 <b>AG8:</b> 3, 7, 13, 17, 19, 23, 27, 23, 33, 37 <b>AG9:</b> 7, 8, 10, 17, 19, 26, 27, 34, 36, 37, 38 <b>AG10:</b> 7, 17, 19, 27, 34, 36, 37 <b>AG11:</b> 6, 7, 8, 17, 27, 37 <b>AG12:</b> 4, 7, 8, 17, 18, 27, 29, 37 <b>AG13:</b> 7, 8, 13, 17, 27, 37</p> <p><b>Resources:</b> Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p>
<b>Strand: Number Sense</b>	
<b>Topic: Number Sense and Counting</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Show understanding that numbers represent quantity and demonstrate understanding of words that identify how much.	<p><i>Did You Know? In <u>Nursery Rhymes</u> (Theme 7, p. 37) describes how many toddlers may count to five by age two, but this doesn't mean they understand the concept of the number five. (They must be supported to develop this concept.)</i></p> <p><b>AG1:</b> 5, 15, 25, 27, 35, 36 <b>AG2:</b> 5, 6, 7, 8, 15, 25, 35, 37 <b>AG3:</b> 5, 15, 25, 35, 36 <b>AG4:</b> 5, 15, 25, 35 <b>AG5:</b> 5, 15, 17, 25, 35 <b>AG7:</b> 5, 15, 25, 27, 35 <b>AG6:</b> 5, 15, 25, 35 <b>AG7:</b> 5, 15, 23, 25, 27, 35 <b>AG8:</b> 5, 15, 25, 35 <b>AG9:</b> 5, 7, 8, 15, 25, 35 <b>AG10:</b> 5, 15, 25, 35 <b>AG11:</b> 5, 9, 15, 25, 35, 37 <b>AG12:</b> 5, 15, 25, 35 <b>AG13:</b> 5, 6, 7, 8, 15, 25, 26, 35, 40</p> <p><b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”,</p>
Use number words to indicate the quantity in small sets of objects (e.g., 2, 3), and begin counting aloud.	<p><i>Frog Street Toddler strongly supports children's ability to understand number and quantity. As part of <u>Starting the Day—Connect</u>, children name and count the children who are absent. <u>Language Development</u> and <u>Cognitive Development</u> activities help children understand number sense through rhymes, songs and chants. Examples—<u>Three Kittens</u> and <u>Five Little Monkeys</u>.</i></p> <p><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</p>

	<p><b>AG4:</b> 5, 15, 25, 35 <b>AG5:</b> 5, 15, 17, 25, 35 <b>AG7:</b> 3, 5, 15, 23, 25, 27, 35 <b>AG6:</b> 5, 15, 25, 35 <b>AG7:</b> 3, 5, 15, 23, 25, 27, 35 <b>AG8:</b> 5, 13, 15, 25, 33, 35 <b>AG9:</b> 5, 7, 8, 15, 25, 35 <b>AG10:</b> 5, 15, 25, 35 <b>AG11:</b> 5, 9, 15, 25, 35, 37 <b>AG12:</b> 5, 15, 25, 35 <b>AG13:</b> 5, 6, 7, 8, 15, 25, 26, 35, 40</p>
<b>Strand: Number Relationships and Operations</b>	
<b>Topic: Number Relationships</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Demonstrate an understanding that “adding to” increases the number of objects in the group.	<p><i>Frog Street Toddler</i> strongly supports children’s ability to understand number and quantity. <u>Language Development</u> and <u>Cognitive Development</u> activities help children to understand number concepts through rhymes, songs and chants (i.e., <u>Five Little Monkeys</u>).</p> <p>Support to develop these concepts, including understanding concepts of “more,” “all,” or “none” are embedded in instruction and activities. Example—<u>Physical Development</u> (Theme 6, p. 9) “Circle ‘Round the Zero” activity instructions: Show children a zero. Explain that zero means that you have none of something. Give each child a cookie. Say: Everyone has one cookie. Have children eat their cookie. Say: Now everyone has zero cookies. No cookies. Have children stand in a circle to sing the song “Circle ‘Round the Zero” (p. 46).</p> <p><b>AG1:</b> 38 <b>AG2:</b> 38 <b>AG4:</b> 28, 33 <b>AG6:</b> 9, 39 <b>AG8:</b> 8 <b>AG10:</b> 16, 34 <b>AG11:</b> 28</p> <p><b>Resources:</b> Classroom Posters—“5 Ways to Support Cognitive Development,” “Sign Language”</p>
Place objects in one-to-one correspondence relationships during play.	<p><u>Language Development</u> and <u>Cognitive Development</u> activities help children understand number sense including one-to-one correspondence, and matching written numerals to the correct amount of objects. Caregivers differentiate based on readiness of children. Examples—<u>Three Little Kittens</u> and <u>The Three Bears</u> story folders.</p> <p><b>AG1:</b> 5, 15, 25, 35 <b>AG2:</b> 5, 6, 7, 15, 25, 35, 36, 37 <b>AG3:</b> 5, 15, 25, 35 <b>AG4:</b> 5, 15, 25, 35, 33 <b>AG5:</b> 5, 15, 25, 35 <b>AG6:</b> 5, 15, 25, 35, 39 <b>AG7:</b> 3, 5, 15, 17, 23, 25, 35, 37 <b>AG8:</b> 5, 6, 15, 17, 23, 25, 33, 35, 37 <b>AG9:</b> 5, 7, 15, 25, 35 <b>AG11:</b> 5, 9, 15, 25, 35, 37</p> <p><b>Resources:</b> Story Folders, Developmental Storybook (The Three Little Pigs, The Three Billy Goats Gruff), Numeral Cards</p>

<b>Strand: Algebra</b>	
<b>Topic: Group and Categorize</b>	
<b>Statement Standard</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Sort objects into two or more groups by their properties and uses.	<i>Frog Street Toddler supports children’s evolving ability to classify objects and people. Math Centers allow them to sort, group, and categorize. Theme 6 is devoted entirely to Shapes and Sizes—and includes many grouping, sorting, categorizing, connecting, and attribute experiences.</i> <b>AG1:</b> 7, 17, 27, 29, 33, 37 <b>AG 2:</b> 3, 7, 17, 27, 37 <b>AG 3:</b> 7, 17, 19, 27, 33, 37 <b>AG 4:</b> 7, 9, 17, 19, 27, 29, 37, 38, 39 <b>AG 5:</b> 7, 13, 17, 27, 37 <b>AG 6:</b> 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 39 <b>AG 7:</b> 3, 7, 17, 23, 26, 27, 29, 37, 39 <b>AG 8:</b> 7, 13, 17, 19, 23, 27, 33, 37 <b>AG 9:</b> 7, 8, 17, 19, 26, 27, 34, 36, 37, 38 <b>AG 10:</b> 7, 17, 19, 27, 34, 36, 37 <b>AG 11:</b> 6, 7, 9, 17, 27, 37 <b>AG 12:</b> 4, 7, 8, 17, 18, 27, 29, 37 <b>AG 13:</b> 7, 8, 13, 17, 27, 37
<b>Topic: Patterning</b>	
<b>Statement Standard</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Copy and anticipate a repeating pattern.	<i>Music and Movement experiences are part of the weekly Enrichment Activities. During these and Physical Development Activities, children are provided with opportunities to clap and/or use instruments to copy simple movement or rhythmic patterns.</i> <b>AG1:</b> 3, 13, 23, 33 <b>AG2:</b> 3, 13, 23, 33 <b>AG3:</b> 3, 13, 23, 33 <b>AG4:</b> 3, 13, 23, 33, 39 <b>AG5:</b> 3, 13, 23, 33 <b>AG6:</b> 3, 13, 23, 29, 33 <b>AG7:</b> 3, 9, 13, 23, 33, 39 <b>AG8:</b> 3, 9, 13, 19, 23, 27, 33, 39 <b>AG9:</b> 3, 13, 23, 33, 39 <b>AG10:</b> 3, 13, 23, 29, 33 <b>AG11:</b> 3, 13, 23, 33 <b>AG12:</b> 3, 13, 23, 33 <b>AG13:</b> 3, 13, 23, 33, 39
<b>Strand: Measurement and Data</b>	
<b>Topic: Describe and Compare Measurable Attributes</b>	
<b>Statement Standard</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Demonstrate awareness that objects can be compared by attributes (e.g., size, weight, capacity), and begin to use words such as bigger, smaller and longer.	<i>Theme 6 Shapes and Sizes is devoted entirely to shapes. Children compare various shapes and objects to determine which one is longer/taller/heavier.</i> <b>AG1:</b> 6, 23 <b>AG3:</b> 16 <b>AG4:</b> 7, 30, 34, 35, 36, 37, 38, 39 <b>AG6:</b> 3, 13, 14, 18, 34, 37 <b>AG7:</b> 37, 43 <b>AG8:</b> 3, 27 <b>AG12:</b> 13, 18
<b>Strand: Geometry</b>	
<b>Topic: Spatial Relationships</b>	
<b>Statement Standard</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Demonstrate how things fit together and/or move in	<i>Children are given opportunities to fit puzzle pieces together frequently throughout</i>

space with increasing accuracy.	<p><i>Frog Street Toddler. These opportunities are provided during <u>Cognitive Development Activities</u>, <u>Enrichment Activities</u>, and/or <u>Physical Development Activities</u>. Example—Theme 2 <u>Family and Home</u> (p. 7), children are invited to put their family puzzle pieces together.</i></p> <p><b>AG1:</b> 7, 29 <b>AG 2:</b> 7 <b>AG 3:</b> 7, 8, 17, 27, 37 <b>AG 4:</b> 7, 9, 17, 19, 27, 29, 37, 38, 39 <b>AG 5:</b> 7, 13, 17, 27, 37 <b>AG 6:</b> 3, 4, 5, 7, 8, 9, 13, 15, 23, 25, 28, 29, 39 <b>AG 7:</b> 3, 7, 17, 23, 26, 27, 29, 37, 39 <b>AG 8:</b> 7, 13, 17, 19, 23, 27, 33, 37 <b>AG 9:</b> 7, 8, 17, 19, 26, 27, 34, 36, 37, 38 <b>AG 10:</b> 7, 17, 19, 27, 34, 36, 37 <b>AG 11:</b> 6, 7, 9, 17, 27, 37 <b>AG 12:</b> 4, 7, 8, 17, 18, 27, 29, 37 <b>AG 13:</b> 7, 8, 13, 17, 27, 37</p> <p><b>Resources:</b> Patterns CD (Bug Puzzles, Farm Animal Puzzles, Humpty Dumpty Puzzle, Transportation Puzzles, Worker Puzzles, Zoo Animal Puzzles)</p>
<b>Topic: Identify and Describe Shapes</b>	
<b>Statement Standard</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Recognize basic shapes.	<p><i>Frog Street Toddler supports children’s evolving ability to classify objects and shapes. <u>Math Centers</u> allow them to sort, group, and categorize.</i></p> <p><i>Theme 6 <u>Shapes and Sizes</u> 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, 17, 27, 37 <b>AG 3:</b> 7, 17, 19, 27, 33, 37 <b>AG 5:</b> 3, 13, 23 <b>AG 6:</b> 17, 29, 33 <b>AG 7:</b> 7 <b>AG 8:</b> 38 <b>AG 10:</b> 7, 13, 23 <b>AG 11:</b> 7, 17, 27, 37 <b>AG 12:</b> 7, 17, 27, 37 <b>AG 13:</b> 7, 17, 27, 37</p> <p><b>Resources:</b> Classroom Poster – 5 Ways to Support Cognitive Development offers at-a-glance reminders for caregivers.</p>
<b>Strand: Self</b>	
<b>Topic: Social Identity</b>	
<b>Statement Standard</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Identify self and others as belonging to one or more groups by observable characteristics.	<p><i>Children are provided with many opportunities to identify self and others, objects and the environment by observable characteristics. Each <u>Starting the Day: Connect</u> component involves naming children who are absent—and sending them wishes to get well. <u>Outdoor Play</u> encourages awareness of self during group activities. Theme 1 focuses on <u>All About Me</u>.</i></p> <p><b>AG1:</b> 3, 4, 5, 6, 11, 13, 14, 15, 16, 23, 24, 25, 26, 33, 34, 35, 40 <b>AG2:</b> 3, 4, 5, 8, 13, 14,</p>

	<p>15, 23, 24, 25, 33, 34, 35 <b>AG3:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 28, 33, 34, 35, 38 <b>AG4:</b> 3, 5, 13, 14, 15, 23, 24, 25, 34, 33, 35 <b>AG5:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 34, 33, 35 <b>AG6:</b> 3, 4, 5, 13, 14, 15, 20, 23, 24, 25, 33, 34, 35, 38 <b>AG7:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 34, 35 <b>AG8:</b> 3, 4, 5, 10, 13, 14, 15, 20, 23, 24, 25, 34, 35 <b>AG9:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 34, 35 <b>AG10:</b> 3, 13, 23, 25, 28, 33, 35, 38 <b>AG11:</b> 3, 5, 13, 15, 23, 25, 33, 35 <b>AG12:</b> 3, 4, 5, 9, 13, 14, 15, 19, 23, 24, 25, 27, 33, 34, 35 <b>AG13:</b> 3, 5, 13, 15, 23, 31, 33, 35</p> <p><b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”</p>
<b>Strand: Science Inquiry and Application</b>	
<b>Topic: Inquiry</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Engage in sustained and complex manipulation of objects.	<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>
Engage in focused observations of objects and events in the environment.	<p><i><u>Enrichment Activities</u> include <u>Science Learning Centers</u> wherein children pretend observe and experiment through a variety of activities. Children are invited to observe living creatures and experiment with different objects and materials in <u>Learning Centers (Science)</u>. Children are encouraged to talk about what they have observed and changes that happen during each activity.</i></p> <p><b>AG5:</b> 13, 23, 33, 38 <b>AG6:</b> 3 <b>AG6:</b> 3 <b>AG8:</b> 13, 23 <b>AG9:</b> 23, 23 <b>AG10:</b> 13, 23, 26, 27, 29 <b>AG13:</b> 13, 33</p>
Ask questions about objects and events in the environment.	<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 observe objects, materials and explore changes.</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,</p>

	<p>10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG6:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG7:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG8:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG9:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG10:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG11:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG12:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 <b>AG13:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40</p> <p><b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”</p>
With modeling and support, use simple tools to explore the environment.	<p><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</u> and <u>Enrichment Activities</u> (<u>Construction</u> and <u>Science</u> centers) provide opportunities for children to explore how tools and simple machines are used to move, combine or change objects or materials. <u>Cognitive Development</u> and <u>Enrichment Activities</u> are other areas where children explore energy sources (lights, bells, and other sources of sound). Example—Theme 9, p. 23 - children are invited to explore sound makers (bells, drums, horns, shakers, rhythm band instruments). Then the children are challenged to describe the sounds of each item</i></p> <p><b>AG1:</b> 7, 29, 39 <b>AG3:</b> 17, 27, 29, 37 <b>AG5:</b> 17, 28, 39 <b>AG7:</b> 7, 17, <b>AG8:</b> 27, 39 <b>AG9:</b> 7, 17, 23 <b>AG10:</b> 29 <b>AG11:</b> 9 <b>AG13:</b> 13</p> <p><b>Resources:</b> Parents as Partners #7</p>
<b>Topic: Cause and Effect</b>	
<b>Statement Standard</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Demonstrate understanding that events have a cause.	<p><i><u>Cognitive Development</u> and <u>Learning Centers</u> provide children with opportunities to explore cause-and-effect relationships. Example—Theme 1 (<u>All About Me</u>) <u>Loudest Sound</u>, (p. 7) wherein the caregiver shakes <u>Jingle Boxes</u>, then children are asked to use their ears to determine which one made the loudest and softest sounds.</i></p> <p><b>AG1:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG9:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 33, 37</p> <p><b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”</p>

	provides at-a-glance reminders for caregivers.
Make predictions.	<p><i>Theme 1 <u>All About Me</u> (Week 2: My Senses) <u>Starting the Day</u> and <u>Learning Centers</u> encourage children to explore asking questions and making predictions, using their senses and talk about what are able to do with each of their five senses (including see, hear and touch).</i></p> <p><b>AG1:</b> 3, 6, 7, 13, 17, 18, 23, 27, 29, 33, 37, 39 <b>AG2:</b> 3, 13, 19, 23, 29, 33 <b>AG3:</b> 3, 7, 8, 9, 13, 17, 23, 27, 33, 37 <b>AG4:</b> 3, 7, 8, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 <b>AG5:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 <b>AG6:</b> 3, 7, 8, 13, 17, 19, 23, 27, 28, 29, 33, 37, 39 <b>AG7:</b> 3, 7, 13, 17, 19, 23, 27, 28, 33, 37, 38 <b>AG8:</b> 3, 7, 9, 13, 17, 23, 27, 39, 33, 37, 38 <b>AG9:</b> 3, 7, 8, 13, 17, 18, 23, 27, 29, 33, 37, 39 <b>AG10:</b> 3, 7, 8, 9, 13, 17, 23, 27, 28, 33, 37, 39 <b>AG11:</b> 3, 7, 8, 13, 17, 18, 19, 23, 27, 29, 33, 37 <b>AG12:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 28, 33, 37, 38 <b>AG13:</b> 3, 7, 8, 13, 17, 23, 27, 33, 37, 38</p> <p><b>Resources:</b> Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p>

## LANGUAGE AND LITERACY

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

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

**Domain: Language and Literacy**

**Strand: Listening and Speaking**

**Topic: Receptive Language and Comprehension**

Standard Statement	Frog Street Toddler—Activity Guide Page References
Show understanding of requests and statements referring to people, objects, ideas and feelings.	<p><i>Starting the Day is a 4-step routine (Unite, Calm, Connect, Build Community). Children learn to internalize rules, routines, and directions. <u>Language Development</u> activities support a language-rich environment with opportunities to respond to directions, questions and invitations. <u>Physical Motor Development</u> activities provide opportunities for children to respond to verbal directions.</i></p> <p><b>AG1:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG2:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG3:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG4:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG5:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG6:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG7:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG8:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG9:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG10:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG11:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG12:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG13:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39</p>
Demonstrate interest in and use words that are new or unfamiliar.	<p><i><u>Language Development</u> and <u>Cognitive Development</u> provide children with many opportunities to develop the ability to maintain focus and attention while an adult explains or introduces a new word or new concept. Children are encouraged to use new and unfamiliar words through their play and interactions with others throughout the day.</i></p>

	<p><b>AG1:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG2:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 17, 23, 26, 27, 33, 36, 37, 39 <b>AG4:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG5:</b> 3, 6, 7, 8, 13, 16, 17, 19, 23, 26, 27, 29, 33, 36, 37, 39 <b>AG6:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG7:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG8:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG9:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG10:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 36, 33, 38 <b>AG11:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG12:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG13:</b> 3, 6, 13, 16, 17, 19, 23, 26, 27, 28, 33, 36, 37, 38</p>
Understand when words are used in unconventional ways.	<p><i>Language Development and Cognitive Development provide children with many opportunities to develop the ability to maintain focus and attention while an adult explains or introduces a new word or phrase used in unconventional ways.</i></p> <p><b>AG1:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG2:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 17, 23, 26, 27, 33, 36, 37, 39 <b>AG4:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG5:</b> 3, 6, 7, 8, 13, 16, 17, 19, 23, 26, 27, 29, 33, 36, 37, 39 <b>AG6:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG7:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG8:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG9:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG10:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 36, 33, 38 <b>AG11:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG12:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG13:</b> 3, 6, 13, 16, 17, 19, 23, 26, 27, 28, 33, 36, 37, 38</p>
<b>Topic: Expressive Language</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Combine words to express more complex ideas, or requests.	<p><i>In the <u>Language Development</u> section, children hear and learn language in context that allows them to internalize vocabulary, which in turn, helps them to express themselves. Opportunities to express more complex ideas are presented throughout daily activities. Story Time offers opportunities to children to express their own thoughts or ideas. <u>Photo Activity Cards</u> stimulate discussion, allowing children to use simple to complex sentences, expand vocabulary and ask questions or make requests.</i></p> <p><b>AG1:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG2:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG3:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG4:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG5:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG6:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG7:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG8:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG9:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG10:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG11:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG12:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG13:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36</p>

	<p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Posters—“5 Reasons to Read to Children,” “Sign Language,” “5 Ways to Encourage Toddlers to Talk;” “Support Social-Emotional Development;” Photo Activity Cards, Max Puppet</p>
<p>With modeling and support, describe experiences with people, places and things.</p>	<p><i>In the <u>Language Development</u> section, children hear and learn language in context that allows them to internalize vocabulary, which in turn, helps them to describe life events and experiences. Story Time offers opportunities to children to name people, places, and objects in books. <u>Photo Activity Cards</u> stimulate discussion, allowing children to use simple sentences, expand vocabulary and ask questions.</i></p> <p><b>AG1:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG2:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG3:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG4:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG5:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG6:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG7:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG8:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG9:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG10:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG11:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG12:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 <b>AG13:</b> 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Posters—“5 Reasons to Read to Children,” “Sign Language,” “5 Ways to Encourage Toddlers to Talk;” “Support Social-Emotional Development;” Photo Activity Cards, Max Puppet</p>
<p>Use words that indicate position and direction.</p>	<p><i>Theme 4, <u>Opposites</u>, Week 1: <u>In/Out and Inside/Outside</u>, Week 2: <u>Up/Down and Over/Under</u>. Children are provided with opportunities to respond to directions related to position and proximity, including moving their body or objects. Children will practice using words correctly to describe locations.</i></p> <p><b>AG1:</b> 16, 17, 19, 26, 29, 34, 39 <b>AG2:</b> 38 <b>AG3:</b> 14 <b>AG4:</b> 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 29 <b>AG6:</b> 9, 19 <b>AG7:</b> 4 <b>AG8:</b> 16 <b>AG9:</b> 13, 14, 15, 16, 17, 23, 24, 25, 27, 28, 29, 33, 34, 35, 37, 38, 39 <b>AG10:</b> 17, 38 <b>AG13:</b> 4, 7, 9, 13, 14, 15, 17, 18, 20, 23, 24, 25, 26, 27, 28, 29, 33, 34, 35</p>

	<b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”
<b>Topic: Social Communication</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups.	<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>
<b>Strand: Reading</b>	
<b>Topic: Early Reading</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Show an appreciation for reading books, telling stories and singing.	<p><i>During Library and Listening Learning Centers and Language Development domain activities, children gain increasing interest in reading book, telling stories, and singings. These experiences engage children with literature through stories, songs, fingerplays, photos, pictures, and illustrations.</i></p> <p><b>AG1:</b> 3, 6, 16, 26, 36 <b>AG2:</b> 3, 6, 13, 16, 26, 33, 36 <b>AG3:</b> 6, 13, 16, 23, 26, 36 <b>AG4:</b> 6, 16, 26, 36 <b>AG5:</b> 6,16, 26,36 <b>AG6:</b> 6, 16, 26, 33, 36 <b>AG7:</b> 6,16, 26, 36 <b>AG8:</b> 6, 16, 26, 36 <b>AG9:</b> 6, 16, 26, 36 <b>AG10:</b> 6,16, 26, 36 <b>AG11:</b> 3, 6, 16, 26, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 26, 36</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Poster— “5 Reasons to Read to Children”</p>
<b>Topic: Reading Comprehension</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Demonstrate an understanding of the meaning of stories and information in books.	<p><i>Discussion following Story Time provides children with opportunities to identify characters from the story and/or details to gain meaning and understanding of the</i></p>

	<p><i>text in both fiction and informational text.</i></p> <p><b>AG1:</b> 6, 16, 26, 36 <b>AG2:</b> 6, 16, 26, 36 <b>AG3:</b> 6, 16, 26, 36 <b>AG4:</b> 6, 16, 26, 36 <b>AG5:</b> 6, 16, 26, 36 <b>AG6:</b> 6, 16, 26, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 26, 36 <b>AG9:</b> 6, 16, 26, 36 <b>AG10:</b> 6, 16, 26, 36 <b>AG11:</b> 6, 16, 26, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 26, 36</p>
Use pictures to describe and predict stories and information in books.	<p><i>Language Development</i> activities engage children with literature through photos, pictures and illustrations. <i>Library and Listening Centers</i> offer children time to engage with books including photos, pictures and illustrations. Discussion during Story Time gives children the opportunity to make predictions, describe and answer questions about the illustrations.</p> <p><b>AG1:</b> 3, 6, 16, 26, 36 <b>AG2:</b> 3, 6, 16, 26, 27, 36 <b>AG3:</b> 6, 8, 13, 16, 18, 26, 33, 36 <b>AG4:</b> 6, 16, 23, 26, 36 <b>AG5:</b> 6, 16, 17, 26, 27, 36, 39 <b>AG6:</b> 6, 16, 26, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 26, 36 <b>AG9:</b> 6, 16, 26, 36 <b>AG10:</b> 6, 16, 26, 36 <b>AG11:</b> 6, 16, 26, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 26, 36</p> <p><b>Resources:</b> board books, soft cover books, developmental storybooks and flip books, bilingual story folders; <i>Welcome to Frog Street Toddler</i>, page 35 –<i>Sharing Books with Toddlers</i>; Classroom Poster – <i>5 Reasons to Read to Children</i></p>
Understand when words are used in unconventional ways during shared reading.	<p><i>Language Development</i> and <i>Cognitive Development</i> provide children with many opportunities to develop the ability to maintain focus and attention while an adult explains or introduces a new word or phrase used in unconventional ways.</p> <p><b>AG1:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG2:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 17, 23, 26, 27, 33, 36, 37, 39 <b>AG4:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG5:</b> 3, 6, 7, 8, 13, 16, 17, 19, 23, 26, 27, 29, 33, 36, 37, 39 <b>AG6:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG7:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG8:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG9:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG10:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 36, 33, 38 <b>AG11:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG12:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG13:</b> 3, 6, 13, 16, 17, 19, 23, 26, 27, 28, 33, 36, 37, 38</p>
<b>Topic: Print Concepts</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Demonstrate a beginning understanding that print carries meaning.	<p><i>Children engage with books during Story Time and at the Library and Listening Center. Children have opportunities to adjust a book to get the picture right side up, or hold a book, looking at the book page-by-page as they begin to understand that print carries meaning.</i></p> <p><b>AG 1:</b> 3, 6, 16, 26, 36 <b>AG 2:</b> 3, 6, 13, 16, 19, 26, 33, 36 <b>AG 3:</b> 6, 7, 13, 16, 23, 26, 36</p>

	<p><b>AG 4:</b> 6, 9, 16, 26, 36, 38 <b>AG 5:</b> 6, 7, 16, 17, 26, 27, 36, 37, 38 <b>AG 6:</b> 6, 16, 26, 36 <b>AG 7:</b> 6, 16, 26, 36 <b>AG 8:</b> 6, 16, 18, 26, 36 <b>AG 9:</b> 6, 16, 26, 36 <b>AG 10:</b> 6, 8, 16, 26, 36 <b>AG 11:</b> 6, 16, 26, 36 <b>AG 12:</b> 6, 16, 26, 36 <b>AG 13:</b> 6, 16, 26, 36</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks), “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers”</p>
Distinguishes pictures from letters and words in a text.	<p><i>Language Development</i> activities engage children with literature through photos, pictures and illustrations. In later themes, children recognize the differences between picture and print.</p> <p><b>AG1:</b> 6, 16, 26, 36 <b>AG2:</b> 6, 16, 26, 36 <b>AG3:</b> 6, 16, 26, 36 <b>AG4:</b> 6, 16, 26, 36 <b>AG5:</b> 6, 16, 26, 36 <b>AG6:</b> 6, 16, 26, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 26, 36 <b>AG9:</b> 6, 16, 26, 36 <b>AG10:</b> 6, 16, 26, 36 <b>AG11:</b> 6, 16, 26, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 26, 36</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Poster—“5 Reasons to Read to Children”</p>
<b>Topic: Phonological Awareness</b>	
<b>Statement Strand</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds, etc.).	<p><i>Frog Street Toddler</i> learning domains provide children with opportunities to show an interest in listening to and recognizing sounds. Through <i>Starting the Day</i>, <i>Language Development</i>, <i>Enrichment Activities</i>, <i>Social Emotional Development</i> and <i>Physical Motor Development</i> children are encouraged to listen and play with sound. They are exposed a variety of sounds incorporated into <i>Cognitive Development</i> and <i>Learning Centers</i>. Example—<i>Photo Activity Card #22 (firefighter)</i> discussion ideas: “Tell children that firefighters drive special trucks. Ask: What noises do the trucks make?”</p> <p><b>AG1:</b> 4, 6, 7, 8, 9, 14, 16, 17, 18, 19, 24, 26, 28, 29, 34, 36, 37, 38, 39 <b>AG2:</b> 4, 7, 8, 9, 14, 16, 17, 18, 19, 25, 26, 28, 29, 34, 35, 37, 38, 39 <b>AG3:</b> 4, 5, 7, 8, 16, 18, 19, 26, 28, 29, 34, 38, 39 <b>AG4:</b> 4, 8, 9, 14, 15, 17, 18, 19, 24, 25, 28, 29, 34, 35, 37, 38, 39 <b>AG 5:</b> 4, 5, 6, 7, 14, 15, 17, 18, 19, 24, 25, 28,34, 35, 38, 39 <b>AG 6:</b> 4, 7, 8, 9, 14, 17, 18, 24, 25, 28, 34, 35, 37, 38, 39 <b>AG 7:</b> 4, 6, 7, 14, 15, 16, 18, 24, 26, 27, 28, 29, 34, 35, 36, 37, 38, 39 <b>AG 8:</b> 4, 6, 8, 9, 14, 16, 18, 19, 24, 25, 27, 28, 34, 35, 37, 38 <b>AG9:</b> 4, 5, 7, 8, 9, 14, 15, 16, 17, 18, 19, 4, 28, 29, 34, 35, 38 <b>AG10:</b> 4, 5, 7, 8, 14, 17, 19, 24, 26, 27, 28, 29, 34, 35, 37, 38 <b>AG11:</b> 4, 5, 6, 7, 8, 9, 14, 15, 16, 17, 18, 24, 25, 27, 28, 34, 37,</p>

	<p>38 <b>AG12:</b> 4, 5, 6, 7, 8, 17, 18, 19, 24, 25, 28, 29, 35, 37, 38, 39 <b>AG13:</b> 6, 7, 8, 9, 14, 16, 17, 18, 19, 24, 26, 27, 29, 34, 37, 38, 39</p> <p><b>Resources:</b> Photo Activity Cards—#22 firefighter, #26 trash collector, #49 bus, #74 car, #76 ice cream truck#77 train, Music CDs</p>
<b>Topic: Letter and Word Recognition</b>	
<b>Statement Standard</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
With modeling and support, recognize familiar logos and environmental print.	<p><i>Language Development</i> activities engage children with literature, including pictures, photos and illustrations. <i>Welcome to Frog Street Toddler</i> (p. 35) provides <i>Teaching Strategies for Sharing Books with Toddlers</i>. 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.</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>
With modeling and support, recognize own name in print.	<p><i>Starting the Day</i> is a 4-step routine (Unite, Calm, Connect, Build Community). Children learn to internalize rules, routines, and directions. Daily during <i>Step 3: Connect</i>, children acknowledge their friends who are absent. With the help of Max the puppet, they welcome back friends who have been absent. During <i>Step 4: Build Community</i>, children place their name and photo in a Safekeeper Box as a reminder that they are a community of learners and are in a safe place together. These two routines provide the children with opportunities to see their name in print, and provide a foundation for children to recognize name in print, and make connections as their literacy skills emerge.</p> <p><b>AG1:</b> 5, 15, 25, 35 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 35 <b>AG4:</b> 5, 13, 15, 25, 35 <b>AG5:</b> 4, 5, 13, 15, 25, 35 <b>AG6:</b> 5, 15, 25, 35 <b>AG7:</b> 5, 15, 25, 35 <b>AG8:</b> 5, 15, 25, 35, 38 <b>AG9:</b> 3, 5,</p>

	<p>15, 25, 28, 35 <b>AG10:</b> 5, 15, 18, 25, 35 <b>AG11:</b> 5, 6, 8, 15, 25, 35 <b>AG12:</b> 5, 15, 25, 35 <b>AG13:</b> 4, 5, 15, 25, 35, 41</p> <p><b>Resources:</b> Parents as Partners Card #52</p>
<b>Strand: Writing</b>	
<b>Topic: Early Writing</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
<p>Begin to use thumb and fingers (5-finger grasp) of one hand to hold writing tool.</p>	<p><i>Children create marks, drawings, and scribbles throughout the Frog Street program. In Theme 9, <u>Traditional Songs</u> (p. 13) <u>Learning Center (Creativity Station)</u>, children paint spiders with thin and wide legs. They then point to a thin line and a wide line.</i></p> <p><i>Children begin to demonstrate how print works, by using writing instruments in <u>Learning Centers</u>. In Theme 5, children create 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>AG 7:</b> 6, 16, 26, 36, 39 <b>AG 8:</b> 6, 16, 17, 18, 26, 27, 29, 33, 36, 38 <b>AG9:</b> 6, 7, 8, 9, 16, 17, 18, 26, 33, 36 <b>AG10:</b> 3, 6, 16, 18, 26, 27, 36, 37 <b>AG11:</b> 3, 6, 16, 26, 27, 36 <b>AG12:</b> 6, 16, 18, 26, 36, 39 <b>AG 13:</b> 6, 16, 23, 26, 29, 36</p>
<b>Topic: Writing Application and Comprehension</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
<p>Make marks and “scribble writing” to represent objects and ideas.</p>	<p><i>Children create marks, drawings, and scribbles throughout the Frog Street program. In Theme 9, <u>Traditional Songs</u> (p. 13) <u>Learning Center (Creativity Station)</u>, children paint spiders with thin and wide legs. They then point to a thin line and a wide line.</i></p> <p><i>Children begin to demonstrate how print works, by using writing instruments in <u>Learning Centers</u>. In Theme 5, children create 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>AG 7:</b> 6, 16, 26, 36, 39 <b>AG 8:</b> 6, 16, 17, 18, 26, 27, 29, 33, 36, 38 <b>AG9:</b> 6, 7, 8, 9, 16, 17, 18, 26, 33, 36 <b>AG10:</b> 3, 6, 16, 18, 26, 27, 36, 37 <b>AG11:</b> 3, 6, 16, 26, 27, 36 <b>AG12:</b> 6, 16, 18, 26, 36, 39 <b>AG 13:</b> 6, 16, 23, 26, 29, 36</p>

## 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.

**Domain: Social Emotional Development**

**Strand: Self**

**Topic: Awareness and Expression of Emotion**

Standard Statement	Frog Street Toddler—Activity Guide Page References
<p>Show awareness of own emotion and use nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt.</p>	<p><i>Did You Know?</i> (Theme 1, p. 3) describes how young infants are able to ‘read’ facial expressions. Children are extremely sensitive to the expressions on faces and use them to assess moods. They will often try strategies to change a sad face into a happy face. Children begin to develop and demonstrate control over some of their feelings and behavior, such as saying, “no, no” as they throw toys.</p> <p>Throughout <i>Frog Street Toddler</i>, children are encouraged to express their feelings. An example is in <i>Being Afraid</i> (Theme 8, p. 28) wherein they are encouraged to think of a time when they were afraid.</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>

**Topic: Self-concept**

Standard Statement	Frog Street Toddler—Activity Guide Page References
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<p>Show awareness of themselves as belonging to one or more groups.</p>	<p><i>The <u>Starting the Day: Connect</u> section of each guide encourages children to engage in an activity with a partner. <u>Outdoor Play</u> provides opportunities for children to form relationships through games and interactions with others. Activities with a heart icon are intended to help children build peer-to-peer relationships. In Theme 3, <u>Friends</u> (Week 1: <u>Everyday Friends</u>) children learn how to interact with each other in respectful and appropriate ways.</i></p> <p><b>AG1:</b> 2, 5, 9, 13, 19, 23, 29, 33, 39 <b>AG2:</b> 3, 5, 6, 7, 8, 10, 13, 15, 16, 18, 23, 25, 26, 33, 35, 38 <b>AG3:</b> 3, 5, 6, 10, 13, 15, 23, 25, 28, 33, 35 <b>AG4:</b> 3, 5, 6, 8, 13, 15, 18, 20, 23, 25, 28, 33, 35, 36, 38 <b>AG5:</b> 4, 5, 10, 14, 15, 24, 25, 34, 35 <b>AG6:</b> 3, 5, 13, 18, 23, 25, 33, 35 <b>AG7:</b> 5, 6, 7, 8, 15, 16, 25, 26, 35, 36, 38, 40 <b>AG8:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 34, 35, 40 <b>AG9:</b> 3, 5, 13, 23, 33 <b>AG10:</b> 3, 5, 13, 23, 33 <b>AG11:</b> 3, 5, 13, 23, 33 <b>AG12:</b> 3, 5, 13, 23, 33 <b>AG13:</b> 3, 5, 13, 23, 33</p>
<p>Identify own feelings, needs and interests.</p>	<p><i>Frog Street Toddler provides support for showing concern for others, and expressing own feelings and preferences appropriately. Example— <u>Starting the Day—Build Community</u> (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>
<p><b>Topic: Self-Comforting</b></p>	
<p><b>Standard Statement</b></p>	<p><b>Frog Street Toddler—Activity Guide Page References</b></p>
<p>Anticipate the need for comfort and try to prepare for changes in routine.</p>	<p><i>Throughout the day, children in <u>Frog Street Toddler</u> classrooms are taught how to handle their emotions—such as during a <u>Calm</u> de-stressing (deep breathing) activity and a <u>Safe Place</u> designed for children to move away and isolate themselves in a relaxing environment.</i></p> <p><b>AG1:</b> 2, 4, 5, 14, 15, 24, 25, 34, 35 <b>AG2:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG3:</b> 44, 5, 14, 15, 24, 25, 34, 35 <b>AG4:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG5:</b> 4, 5, 14, 15, 18, 24, 25, 34, 35 <b>AG6:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG7:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG8:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG9:</b> 4, 5, 9, 14, 15, 24, 25, 34, 35, 39 <b>AG10:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG11:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG12:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG13:</b> 4, 5, 14, 15, 24, 25, 34, 35</p> <p><b>Resources:</b> Classroom Posters—<i>5 Ways to be an Emotional Coach</i>, <i>5 Ways to Diffuse a Toddler Meltdown</i>, and <i>5 Ways to Support Social and Emotional Development</i> offer at-</p>

	a-glance reminders for caregivers.
<b>Topic: Self-Regulation</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
With modeling and support, manage actions and emotional expressions.	<p><i>Welcome to Frog Street Toddler</i> describes ways to help children learn self-regulation, impulse control, and appropriate social interactions. <i>Starting the Day—Calm</i> and other <i>Conscious Discipline</i>® routines support them regulating their emotions. <i>Emotional Coaching</i> describes 32 simple steps to guide children toward identifying and naming their emotions. Example—<i>What Should You Do?</i> (Theme 1, p. 30) and <i>Did You Know?</i> (p. 28)</p> <p><b>AG1:</b> 5, 15, 25, 28, 31, 35, 40 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 30, 35 <b>AG4:</b> 5,15, 25, 35, 60 <b>AG5:</b> 5, 15, 18, 25, 35, 37 <b>AG6:</b> 5, 15, 18, 20, 25, 35 <b>AG7:</b> 5, 15, 20, 25, 33, 35 <b>AG8:</b> 5, 15, 18, 20, 25, 28, 30, 35, 40 <b>AG9:</b> 5, 8, 15, 25, 28, 35 <b>AG10:</b> 5, 15, 25, 35 <b>AG11:</b> 5, 15, 18, 25, 30, 31, 35, 40 <b>AG12:</b> 5, 10, 15, 25, 35 <b>AG13:</b> 5, 15, 25, 35</p> <p><b>Resources:</b> Classroom Posters—“5 Ways to be an Emotional Coach,” “5 Ways to Diffuse a Toddler Meltdown,” and “5 Ways to Support Social and Emotional Development” provides at-a-glance reminders for caregivers.</p>
<b>Topic: Sense of Competence</b>	
<b>Statement Standard</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Recognize own abilities and express satisfaction when demonstrating them to others.	<p><i>Children have many opportunities to interact with others while working in Enrichment Activity centers and other activities. Cognitive Development</i> activities offer children the opportunity to develop an understanding that their actions can impact their environment, and to show confidence when completing tasks.</p> <p><b>AG1:</b> 3, 7, 13, 17, 23, 27, 33, 36, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 27, 33, 36, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 27, 33, 36, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 22, 23, 27, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG9:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 27, 33, 37</p>
<b>Strand: Relationships</b>	
<b>Topic: Attachment</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Display signs of comfort during play when familiar adults are nearby but not in the immediate area.	<p><i>Throughout the day, children in Frog Street Toddler classrooms are taught how to handle their emotions—such as during a Calm de-stressing (deep breathing) activity</i></p>

	<p>and a <u>Safe Place</u> designed for children to move away and isolate themselves in a relaxing environment.</p> <p><b>AG1:</b> 2, 4, 5, 14, 15, 24, 25, 34, 35 <b>AG2:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG3:</b> 44, 5, 14, 15, 24, 25, 34, 35 <b>AG4:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG5:</b> 4, 5, 14, 15, 18, 24, 25, 34, 35 <b>AG6:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG7:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG8:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG9:</b> 4, 5, 9, 14, 15, 24, 25, 34, 35, 39 <b>AG10:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG11:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG12:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG13:</b> 4, 5, 14, 15, 24, 25, 34, 35</p> <p><b>Resources:</b> Classroom Posters—<i>5 Ways to be an Emotional Coach</i>, <i>5 Ways to Diffuse a Toddler Meltdown</i>, and <i>5 Ways to Support Social and Emotional Development</i> offer at-a-glance reminders for caregivers.</p>
<p>Seek security and support from familiar adults when distressed.</p>	<p><i>The development of caregiver and family attachment is supported throughout <u>Frog Street Toddler</u>. Example—<u>Did You Know?</u> (Theme 1, p. 8) wherein children are divided into groups and assigned a designated group caregiver. When children are stressed, they have access to this trusted adult.</i></p> <p><b>AG1:</b> 4, 8, 14, 18, 24, 30, 34 <b>AG2:</b> 4, 5, 6, 7, 8, 10, 14, 15, 16, 18, 24, 25, 26, 34, 35, 38, 41 <b>AG3:</b> 4, 5, 6, 14, 15, 18, 24, 25, 28, 34, 35, 36 <b>AG4:</b> 4, 5, 6, 8, 14, 15, 24, 25, 28, 34, 35, 36, 38 <b>AG5:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35 <b>AG6:</b> 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 28, 34, 35, 36 <b>AG7:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG8:</b> 4, 5, 6, 8, 14, 15, 18, 24, 25, 26, 28, 34, 35, 36, 38 <b>AG9:</b> 4, 5, 6, 8, 14, 15, 16, 24, 25, 26, 27, 34, 35, 36, 38 <b>AG10:</b> 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG11:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG12:</b> 4, 5, 6, 7, 8, 14, 15, 16, 18, 18, 24, 25, 26, 28, 34, 35, 36 <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><b>Topic: Interactions with Adults</b></p>	
<p><b>Standard Statement</b></p>	<p><b>Frog Street Toddler—Activity Guide Page References</b></p>
<p>Interact with familiar adults in a variety of ways.</p>	<p><i>The development of caregiver and family attachment is supported throughout <u>Frog Street Toddler</u>. Example—<u>Did You Know?</u> (Theme 1, p. 8) wherein children are divided into groups and assigned a designated group caregiver. When children are stressed, they have access to this trusted adult.</i></p> <p><b>AG1:</b> 4, 8, 14, 18, 24, 30, 34 <b>AG2:</b> 4, 5, 6, 7, 8, 10, 14, 15, 16, 18, 24, 25, 26, 34, 35, 38,</p>

	<p>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>Seek assistance from familiar adults.</p>	<p><i><u>Starting the Day</u> in each Activity Guide features strategies that encourage children to feel safe in new environments and situations.</i></p> <p><b>AG1:</b> 4, 5, 14, 15, 23, 30, 34, 35 <b>AG2:</b> 4, 5, 10, 14, 23, 24, 34, 25, 40; <b>AG3:</b> 4, 5, 8, 10, 14, 15, 23, 24, 25, 34, 35 <b>AG4:</b> 4, 5,8, 14, 15, 23, 24, 25, 34, 35 <b>AG5:</b> 4, 5, 14, 15, 23, 24, 25, 34, 35 <b>AG6:</b> 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 <b>AG7:</b> 4, 5, 8, 14, 15, 18, 23, 24, 25, 34, 35 <b>AG8:</b> 4, 5, 8, 14, 23, 24, 25, 34, 35 <b>AG9:</b> 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 <b>AG10:</b> 4, 5, 14, 15, 23, 34, 35 <b>AG11:</b> 4, 5, 14, 15, 23, 24, 34, 35 <b>AG12:</b> 4, 5, 14, 15, 23, 24, 34, 35, 38 <b>AG13:</b> 4, 5, 14, 15, 23, 24, 34, 35</p>
<p>Demonstrate early signs of interest in unfamiliar adults.</p>	<p><i>The development of caregiver and family attachment is supported throughout <u>Frog Street Toddler</u>. Example—<u>Did You Know?</u> (Theme 1, p. 8) wherein children are divided into groups and assigned a designated group caregiver. Trust is developed with an unfamiliar adult over time. 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</p>

	and Emotional Development” offer at-a-glance reminders for caregivers.
<b>Topic: Peer Interactions and Relationships</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Engage in associative play with peers.	<p><i>The <u>Starting the Day: Connect</u> section of each guide encourages children to engage in an activity with a partner. <u>Outdoor Play</u> provides opportunities for children to form relationships through games and interactions with others. Activities with a heart icon are intended to help children build peer-to-peer relationships. In Theme 3, <u>Friends</u> (Week 1: <u>Everyday Friends</u>) children learn how to interact with each other in respectful and appropriate ways.</i></p> <p><b>AG1:</b> 2, 5, 9, 13, 19, 23, 29, 33, 39 <b>AG2:</b> 3, 5, 6, 7, 8, 10, 13, 15, 16, 18, 23, 25, 26, 33, 35, 38 <b>AG3:</b> 3, 5, 6, 10, 13, 15, 23, 25, 28, 33, 35 <b>AG4:</b> 3, 5, 6, 8, 13, 15, 18, 20, 23, 25, 28, 33, 35, 36, 38 <b>AG5:</b> 4, 5, 10, 14, 15, 24, 25, 34, 35 <b>AG6:</b> 3, 5, 13, 18, 23, 25, 33, 35 <b>AG7:</b> 5, 6, 7, 8, 15, 16, 25, 26, 35, 36, 38, 40 <b>AG8:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 34, 35, 40 <b>AG9:</b> 3, 5, 13, 23, 33 <b>AG10:</b> 3, 5, 13, 23, 33 <b>AG11:</b> 3, 5, 13, 23, 33 <b>AG12:</b> 3, 5, 13, 23, 33 <b>AG13:</b> 3, 5, 13, 23, 33</p>
With modeling and support, demonstrate socially competent behavior with peers, such as helping, sharing and taking turns.	<p><i>The <u>Starting the Day: Connect</u> section of each guide encourages children to engage in an activity with a partner. <u>Outdoor Play</u> provides opportunities for children to form relationships through games and interactions with others. Activities with a heart icon are intended to help children build peer-to-peer relationships. In Theme 3, <u>Friends</u> (Week 1: <u>Everyday Friends</u>) children learn how to interact with each other in respectful and appropriate ways.</i></p> <p><b>AG1:</b> 2, 5, 9, 13, 19, 23, 29, 33, 39 <b>AG2:</b> 3, 5, 6, 7, 8, 10, 13, 15, 16, 18, 23, 25, 26, 33, 35, 38 <b>AG3:</b> 3, 5, 6, 10, 13, 15, 23, 25, 28, 33, 35 <b>AG4:</b> 3, 5, 6, 8, 13, 15, 18, 20, 23, 25, 28, 33, 35, 36, 38 <b>AG5:</b> 4, 5, 10, 14, 15, 24, 25, 34, 35 <b>AG6:</b> 3, 5, 13, 18, 23, 25, 33, 35 <b>AG7:</b> 5, 6, 7, 8, 15, 16, 25, 26, 35, 36, 38, 40 <b>AG8:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 34, 35, 40 <b>AG9:</b> 3, 5, 13, 23, 33 <b>AG10:</b> 3, 5, 13, 23, 33 <b>AG11:</b> 3, 5, 13, 23, 33 <b>AG12:</b> 3, 5, 13, 23, 33 <b>AG13:</b> 3, 5, 13, 23, 33</p>
<b>Topic: Empathy</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Demonstrate awareness that others have feelings.	<p><i>Throughout <u>Frog Street Toddler</u>, children engage in activities that help develop understanding of the emotional expressions/actions of other people. In <u>Starting the Day</u>, p. 5 they commit to being responsible members of the class by focusing on specific social skills, such as using listening ears. In Theme 6, <u>Shapes and Sizes—Starting the Day</u> (p. 5) children discuss listening to another person’s ‘big voice.’ (A big voice is what children use to tell others that they don’t like something.)</i></p>

	<p><i>The <u>Did You Know?</u> in Them 12, <u>Zoo Animals</u> (p. 8) describes how children learn empathy from watching adults.</i></p> <p><b>Activity Guide – (AG) AG1:</b> 5, 15, 25, 28, 35, 40 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 30, 35 <b>AG4:</b> 5, 8, 15, 25, 35 <b>AG5:</b> 5, 7, 15, 20, 25, 27, 35 <b>AG6:</b> 5, 15, 20, 25, 26, 35 <b>AG7:</b> 5, 8, 10, 15, 25, 35, 40 <b>AG8:</b> 5, 10, 15, 17, 25, 35 <b>AG9:</b> 5, 15, 25, 28, 30, 35, 40 <b>AG10:</b> 5, 15, 25, 28, 35 <b>AG11:</b> 5, 15, 25, 28, 35, 40 <b>AG12:</b> 3, 5, 13, 15, 20, 25, 35 <b>AG13:</b> 5, 15, 25, 35</p>
<p>Respond in caring ways to another’s distress in some situations.</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 Theme 6, <u>Shapes and Sizes—Starting the Day</u> (p. 5) children discuss listening to another person’s ‘big voice.’ (A big voice is what children use to tell others that they don’t like something.)</i></p> <p><i>The <u>Did You Know?</u> in Them 12, <u>Zoo Animals</u> (p. 8) describes how children learn empathy from watching adults.</i></p> <p><b>Activity Guide – (AG) AG1:</b> 5, 15, 25, 28, 35, 40 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 30, 35 <b>AG4:</b> 5, 8, 15, 25, 35 <b>AG5:</b> 5, 7, 15, 20, 25, 27, 35 <b>AG6:</b> 5, 15, 20, 25, 26, 35 <b>AG7:</b> 5, 8, 10, 15, 25, 35, 40 <b>AG8:</b> 5, 10, 15, 17, 25, 35 <b>AG9:</b> 5, 15, 25, 28, 30, 35, 40 <b>AG10:</b> 5, 15, 25, 28, 35 <b>AG11:</b> 5, 15, 25, 28, 35, 40 <b>AG12:</b> 3, 5, 13, 15, 20, 25, 35 <b>AG13:</b> 5, 15, 25, 35</p>

## PHYSICAL WELL BEING AND MOTOR DEVELOPMENT

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

**Domain: Physical Well Being and Motor Development**

**Strand: Motor Development**

**Topic: Large Muscle: Balance and Coordination**

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

<b>Topic: Small Muscle: Touch, Grasp, Reach, Manipulate</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Coordinate the use of arms, hands and fingers to accomplish tasks.	<p><i>Children coordinate eye and hand movements when doing simple tasks.</i></p> <p><b>AG1:</b> 3, 9, 13, 19, 23, 27, 29, 33, 39 <b>AG2:</b> 3, 7, 8, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG3:</b> 3, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <b>AG4:</b> 3, 7, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 <b>AG5:</b> 3, 8, 9, 13, 17, 19, 23, 29, 33, 34, 37, 38, 39 <b>AG6:</b> 3, 8, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 <b>AG7:</b> 3, 7, 8, 9, 13, 17, 18, 19, 23, 29, 33, 39 <b>AG8:</b> 3, 7, 9, 13, 17, 19, 23, 29, 33, 37, 39 <b>AG9:</b> 3, 7, 9, 13, 18, 19, 23, 27, 29, 33, 37, 38, 39 <b>AG10:</b> 3, 7, 9, 13, 17, 19, 23, 26, 28, 29, 33, 37, 38, 39 <b>AG11:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <b>AG12:</b> 3, 6, 7, 9, 13, 19, 23, 29, 33, 37, 39 <b>AG 13:</b> 3, 7, 9, 13, 16, 17, 19, 23, 27, 28, 29, 33, 37, 39</p>
<b>Topic: Oral-Motor</b>	
<b>Standard Statement</b>	
Take bites from whole foods, coordinate chewing and swallowing.	<b>AG1:</b> 23 <b>AG3:</b> 18, 28 <b>AG4:</b> 38 <b>AG5:</b> 8, 9, 17, 18, 28 <b>AG6:</b> 3, 8, 18, 28, 38 <b>AG7:</b> 8, 18, 19, 38 <b>AG8:</b> 18, 28 <b>AG9:</b> 28 <b>AG10:</b> 3, 8, 28, 38 <b>AG11:</b> 8, 28 <b>AG12:</b> 8, 18, 28 <b>AG13:</b> 28
<b>Topic: Sensory Motor</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
Use sensory information to guide movement to accomplish tasks.	<p><i>Children are asked to crawl, stand, walk, squat, stoop, run, hold their hands high, makes circles with their arms, etc. Throughout the Frog Street program, they develop increased ability to change positions and move their bodies in a variety of directions.</i></p> <p><i>The <u>Did You Know?</u> in TG6, <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 TG10, <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><b>AG1:</b> 3, 9, 13, 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> Physical Development Materials (bean bags, beach ball, bouncing balls, tactile balls, eyedroppers), Classroom Poster—“5 Ways to Support Physical Development”</p>

Strand: Physical Well-Being	
Topic: Body Awareness	
Standard Statement	Frog Street Toddler—Activity Guide Page References
Name, point to and move body parts when asked.	<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).Activities engage children to coordinate body parts through movement..</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.</i></p> <p><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</p> <p><b>Resources:</b> Physical Development Materials (bean bags, beach ball, bouncing balls, tactile balls, eyedroppers), Classroom Poster—“5 Ways to Support Physical Development”</p>
Topic: Physical Activity	
Standard Statement	Frog Street Toddler—Activity Guide Page References
Participate in active physical play and structured activities requiring spontaneous and instructed body movements.	<p><i><u>Physical Development</u> 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 <u>Sing-Along Songs and Chants</u></i></p> <p><b>Activity Guide - (AG)</b> <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>

	<p><b>Resources:</b> Manipulatives (bouncing balls, beach ball, beanbags, easy-grip ball), Classroom Poster—“5 Ways to Support Physical Development” provides at-a-glance reminders for caregivers.</p>
<b>Topic: Nutrition</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
<p>Make simple food choices, have food preferences and demonstrate willingness to try new foods.</p>	<p><i>The Welcome to Frog Street Toddler Guide includes specific ways to encourage healthy eating habits on p. 36-38. During snack time, children are exposed to a variety of foods. They learn to distinguish between healthy an unhealthy foods. Welcome to Frog Street Toddler (pp. 36-38) describes specific ways to encourage healthy eating habits.</i></p> <p><b>AG3:</b> 13, 16, 17, 18 <b>AG4:</b> 38 <b>AG5:</b> 8, 17, 18, 28 <b>AG6:</b> 3, 8, 18, 28, 31, 38 <b>AG7:</b> 8, 18, 38 <b>AG8:</b> 18, 28 <b>AG9:</b> 28 <b>AG10:</b> 8, 28, 38 <b>AG11:</b> 7, 8, 28 <b>AG12:</b> 8, 18, 28 <b>AG13:</b> 28</p> <p><b>Resources:</b> Patterns CD—Foods: Healthy, Foods: Unhealthy, Classroom Posters “5 Ways to Encourage Healthy Eating Habits”</p>
<b>Topic: Self-Help</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
<p>With modeling and support, complete personal care tasks (e.g., hand-washing, dressing, toileting, etc.).</p>	<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><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>
<b>Topic: Safety Practices</b>	
<b>Standard Statement</b>	<b>Frog Street Toddler—Activity Guide Page References</b>
<p>Cooperate and/or stop a behavior in response to a direction regarding safety.</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</i></p>

	<p><i>engaged in highly creative problem solving. Praise children for such solutions but be sure to remind children of safety rules as well.” Theme 13, <u>Did You Know?</u> p. 13, “Car safety is an important topic for toddlers. They often resist wearing their seat belts and they are not aware of the dangers posed by getting behind a car or crossing a street without looking both directions. Focus on safety this week as you introduce information about road vehicles.”</i></p> <p><b>AG1:</b> 7, 17 <b>AG3:</b> 24, 28, 29 <b>AG9:</b> 18, 26, 28 <b>AG12:</b> 18, 28, 38 <b>AG13:</b> 18, 38</p>
<p>Use adults as resources when needing help in potentially unsafe or dangerous situations.</p>	<p><i>Children are reminded how to safely cross a street, wear seat belts, and wash their hands before eating and after toileting. Theme 3, <u>Friends</u> (Week 3 - Friends Who Keep Us Safe) the weeks activities are related to healthy habits and the “friends” (doctor, nurse, dentist) who help us stay safe and healthy.</i></p> <p><b>AG 1:</b> 7, 17, 18, 28, 33 <b>AG 2:</b> 27 <b>AG 3:</b> 12, 13, 14, 15, 16, 17, 18, 19, 36 <b>AG 4:</b> 8, 40 <b>AG 7:</b> 28 <b>AG 8:</b> 10 <b>AG 9:</b> 18, 28 <b>AG 10:</b> 10, 18, 20 <b>AG 11:</b> 30 <b>AG 12:</b> 8, 18, 28, 38 <b>AG 13:</b> 8, 10, 18, 28, 38</p>