



CORRELATION TO
The Colorado Early Learning & Development
Guidelines from Birth to Three
(18 to 36 Months Old)



TEXTBOOK COMPANY: Frog Street Press, Inc.

CORRELATION TO The Colorado Early Learning & Development Guidelines from Birth to Age Three

Frog Street Toddlers (18 -36 Months)

Program Components: 13 Activity Guides (AG), 1 Welcome Guide, 80 Photo Activity Cards, Literature Library, Manipulatives, 15 Classroom Posters, Patterns CD, Planning and Assessment CD, Puppet (Max) , Music CDs

Ages 19 - 36 Months	Physical Development & Health
1. Perceptual Development	The developing ability to become aware of the social and physical environment through the senses.
1.1: Quickly and easily combine the information received from the senses to inform the way they interact with the environment.	<i>Activity Guide (AG) AG1:</i> 3, 9, 13, 19, 23, 27, 29, 33, 39 <i>AG2:</i> 3, 7, 8, 9, 13, 19, 23, 28, 29, 33, 39 <i>AG3:</i> 3, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <i>AG4:</i> 3, 7, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 <i>AG5:</i> 3, 8, 9, 13, 17, 19, 23, 29, 33, 34, 37, 38, 39 <i>AG6:</i> 3, 8, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 <i>AG7:</i> 3, 7, 8, 9, 13, 17, 18, 19, 23, 29, 33 39 <i>AG8:</i> 3, 7, 9, 13, 17,19, 23, 29, 33, 37, 39 <i>AG9:</i> 3, 7, 9, 13, 18, 19, 23, 27, 29, 33, 37, 38, 39 <i>AG10:</i> 3, 7, 9,13, 17, 19, 23, 26, 28, 29, 33, 37, 38, 39 <i>AG11:</i> 3, 7, 9, 13, 17, 18, 19, 23, 27, 29, 33,37, 39 <i>AG12:</i> 3, 6, 7, 9, 13, 19, 23, 29, 33, 37, 39 <i>AG 13:</i> 3, 7, 9, 13, 16, 17, 19, 23,27, 28, 29, 33, 37, 39
2. Gross Motor	The developing ability to move the large muscles.
2.1: Move with ease, coordinating movements, and performing a variety of movements.	<i>AG1:</i> 3, 9, 13, 19, 23, 29, 33, 39 <i>AG2:</i> 3, 9, 13, 19, 23, 29, 33, 39 <i>AG3:</i> 3, 9, 13, 19, 23, 29, 33, 39 <i>AG4:</i> 3, 9, 13, 19, 23, 29, 33, 39 <i>AG5:</i> 3, 9, 13, 19, 23, 29, 33, 39 <i>AG6:</i> 3, 9, 13, 19, 23, 29, 33, 39 <i>AG7:</i> 3, 9, 13, 19, 23, 29, 33, 39 <i>AG8:</i> 3, 9, 13, 19, 23, 29, 33, 39 <i>AG9:</i> 3, 9, 13, 19, 23, 29, 33, 39 <i>AG10:</i> 3, 9, 13, 19, 23, 29, 33, 39 <i>AG11:</i> 3, 9, 13, 19, 23, 29, 33, 39 <i>AG12:</i> 3, 9, 13, 19, 23, 29, 33, 39 <i>AG13:</i> 3, 9, 13, 19, 23, 29, 33, 39
3. Fine Motor	The developing ability to move the small muscles.
3.1: Coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways.	<i>AG1:</i> 3, 9, 13, 19, 23, 27, 29, 33, 39 <i>AG2:</i> 3, 7, 8, 9, 13, 19, 23, 28, 29, 33, 39 <i>AG3:</i> 3, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <i>AG4:</i> 3, 7, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 <i>AG5:</i> 3, 8, 9, 13, 17, 19, 23, 29, 33, 34, 37, 38, 39 <i>AG6:</i> 3, 8, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 <i>AG7:</i> 3, 7, 8, 9, 13, 17, 18, 19, 23, 29, 33 39; <i>AG8:</i> 3, 7, 9, 13, 17, 19, 23, 29, 33, 37, 39 <i>AG9:</i> 3, 7, 9, 13, 18, 19, 23, 27, 29, 33, 37, 38, 39 <i>AG10:</i> 3, 7, 9, 13, 17, 19, 23, 26, 28, 29, 33, 37, 38, 39 <i>AG11:</i> 3, 7, 9, 13, 17, 18, 19, 23, 27, 29, 33,

	37, 39 AG12: 3, 6, 7, 9, 13, 19, 23, 29, 33, 37, 39 AG 13: 3, 7, 9, 13, 16, 17, 19, 23, 27, 28, 29, 33, 37, 39
3.2: Use one hand to stabilize an object while manipulating it.	AG1: 3, 9, 13, 19, 23, 27, 29, 33, 39 AG2: 3, 7, 8, 9, 13, 19, 23, 28, 29, 33, 39 AG3: 3, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 AG4: 3, 7, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 AG5: 3, 8, 9, 13, 17, 19, 23, 29, 33, 34, 37, 38, 39 AG6: 3, 8, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 AG7: 3, 7, 8, 9, 13, 17, 18, 19, 23, 29, 33, 39 AG8: 3, 7, 9, 13, 17, 19, 23, 29, 33, 37, 39 AG9: 3, 7, 9, 13, 18, 19, 23, 27, 29, 33, 37, 38, 39 AG10: 3, 7, 9, 13, 17, 19, 23, 26, 28, 29, 33, 37, 38, 39 AG11: 3, 7, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 AG12: 3, 6, 7, 9, 13, 19, 23, 29, 33, 37, 39 AG 13: 3, 7, 9, 13, 16, 17, 19, 23, 27, 28, 29, 33, 37, 39
4. Health	The maintenance of healthy and age appropriate physical well-being.
4.1: Participate in physical activity.	AG1: 3, 9, 13, 19, 23, 29, 33, 39 AG2: 3, 9, 13, 19, 23, 29, 33, 39 AG3: 3, 9, 13, 19, 23, 29, 33, 39 AG4: 3, 9, 13, 19, 23, 29, 33, 39 AG5: 3, 9, 13, 19, 23, 29, 33, 39 AG6: 3, 9, 13, 19, 23, 29, 33, 39 AG7: 3, 9, 13, 19, 23, 29, 33, 39 AG8: 3, 9, 13, 19, 23, 29, 33, 39 AG9: 3, 9, 13, 19, 23, 29, 33, 39 AG10: 3, 9, 13, 19, 23, 29, 33, 39 AG11: 3, 9, 13, 19, 23, 29, 33, 39 AG12: 3, 9, 13, 19, 23, 29, 33, 39 AG13: 3, 9, 13, 19, 23, 29, 33, 39
4.2: Begin to practice health and safety behaviors.	<i>In <u>Frog Street Toddler</u>, children are reminded how to safely cross a street, wear seat belts, and to wash their hands before eating and after toileting. In Theme 3, Week 2 <u>Friends Who Keep Us Healthy</u>, the entire week is centered on healthy habits and the friends (doctor, nurse, and dentist) who help us stay healthy.</i> AG1: 7, 17, 18, 28, 33 AG2: 27 AG3: 12, 13, 14, 15, 16, 17, 18, 19, 36 AG4: 8, 40 AG7: 28 AG8: 10 AG9: 18, 28 AG10: 10, 18, 20 AG11: 30 AG12: 8, 18, 28, 38 AG13: 8, 10, 18, 28, 38 Resources: Classroom Posters—“5 Steps for Washing Hands,” and “5 Ways to Encourage Healthy Eating Habits”
Ages 19 - 36 Months	Social Development
1. Interaction with Adults	The developing ability to respond to and engage with adults.
1.1: Interact with adults to solve problems or communicate about experiences or ideas.	AG1: 4, 8, 14, 18, 24, 30, 34 AG2: 4, 5, 6, 7, 8, 10, 14, 15, 16, 18, 24, 25, 26, 34, 35, 38, 41 AG3: 4, 5, 6, 14, 15, 18, 24, 25, 28, 34, 35, 36 AG4: 4, 5, 6, 8, 14, 15, 24, 25, 28, 34, 35, 36, 38 AG5: 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35 AG6: 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 28, 34, 35, 36 AG7: 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 AG8: 4, 5, 6, 8, 14, 15, 18, 24, 25, 26, 28, 34, 35, 36, 38 AG9: 4, 5, 6, 8, 14, 15, 16, 24, 25, 26, 27, 34, 35, 36, 38 AG10: 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36

	<p>AG11: 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 AG12: 4, 5, 6, 7, 8, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36, 38 AG13: 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 34, 35, 36</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” offer at-a-glance reminders for caregivers</p>
2. Interaction with Peers	The developing ability to respond to and engage with other children.
2.1: Engage in simple cooperative 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>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>
3. Relationships with Peers	The development of relationships with certain peers through interactions over time.
3.1: Develop friendships with a small number of children and engage in more complex play with those friends than with other peers.	<p><i><u>Frog Street Toddler</u> provides support for showing concern for others and using words to express feelings, needs, and wants throughout the program. During <u>Starting the Day</u>, children interact regularly with a partner during step 3 (<u>Connect</u>).</i></p> <p>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, 23, 25, 33, 35 AG13: 5, 15, 25, 35</p>
4. Empathy	The developing ability to share in the emotional experiences of others.
4.1: Understand that other people have feelings that are different from their own.	<p><i><u>Frog Street Toddler</u> provides support for showing concern for others, and expressing desires 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</i></p>

	<p><i>when you take my blocks.’)</i></p> <p>AG1: 5, 28, 40 AG2: 5 AG3: 5, 30 AG4: 5, 8, 25 AG5: 5, 7, 20, 27 AG6: 5, 20, 26 AG7: 5, 8, 10, 40 AG8: 5, 10, 15, 17 AG9: 5, 28, 30, 40; AG10: 5, 28 AG11: 5, 25, 28, 35, 40 AG12: 3, 5, 13, 20, 23, 33 AG13: 5, 15</p>
4.2: Sometimes respond to another’s distress in a way that might make that person feel better.	<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>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>
5. Social Understanding	The developing understanding of the responses, communication, emotional expressions, and actions of other people
5.1: Talk about their own wants and feelings and those of other people.	<p><i>Throughout <u>Frog Street Toddler</u>, children are asked to share their preferences, such as in <u>I Like School</u> (Theme 3, p. 6) wherein they are asked to name their favorite school activity. A foundation of the program is to celebrate the joy of learning.</i></p> <p>AG1: 5, 13, 28, 29,40 AG2: 5, 10, 27, 36, 38, 39, 43 AG3: 5, 6, 26, 30, 36, AG4: 5, 8, 25 AG5: 4, 5, 7,14, 16, 18, 20, 24, 26, 27 AG5: 4, 14, 16, 18, 24, 26, 28, 38, 40, AG6: 5, 15, 16, 20, 25, 26, 35AG7: 5, 7, 8, 10, 13, 27, 30, 36 40 AG8: 5, 10, 15, 16, 17, 18, 25 AG9: 5, 20, 28, 30, 36, 40; AG10: 5, 7, 16, 28, 36 AG11: 5, 16, 23, 25, 36 28, 35, 40 AG12: 3, 5, 13, 20, 23, 33, 36AG13: 5, 7, 15, 16, 36</p>
5.2: Describe familiar routines.	<p><i>Throughout <u>Frog Street Toddler</u> activities, children learn rules for behaving appropriately in the classroom and in society. Children are reminded each day to commit to being a responsible member of the class by focusing on specific skills, such as using kind words, helpful hands, and listening ears.</i></p> <p>AG1: 5, 8, 14, 15, 24, 25, 34, 35 AG2: 5, 15, 25, 35 AG3: 5, 15, 25, 35, 38, 39 AG4:</p>

	<p>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, 35</p> <p>Resources: Classroom Posters—“5 Steps for Washing Hands,” and “5 Ways to Encourage Healthy Eating Habits”</p>
5.3: Participate in coordinated episodes of pretend play with peers.	<p><i>Pretend and Learn centers provide opportunities for children to use props in play activities. Example—Theme 9 <u>Pretend and Learn</u> (p. 23), children pretend to be bus riders and drop “coins” into a slot on the bus.</i></p> <p>AG1: 3, 5, 8, 13, 14, 15, 24, 25, 28, 34, 35 AG2: 3, 5, 9, 10, 13, 23, 30, 33 AG3: 3, 5, 8, 13, 23, 30, 33, 38 AG4: 3, 5, 8, 9, 23, 25 AG5: 3, 5, 7, 10, 18, 20, 27, 33 AG6: 3, 5, 15, 20, 26, 40 AG7: 3, 5, 8, 10, 13, 33, 40 AG8: 3, 5, 10, 13, 15, 17, 23 AG9: 3, 5, 13, 17, 23, 27, 28, 30, 40 AG10: 3, 5, 23, 28 AG11: 3, 5, 13, 23, 25, 28, 33, 35, 40 AG12: 3, 5, 8, 13, 20, 23, 29, 33 AG13: 3, 5, 13, 15, 19, 23</p>
5.4: Interact with adults in more complex ways.	<p>Children are encouraged to identify and follow rules, accepting redirection as appropriate.</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, 35</p>
Ages 19 - 36 Months	Emotional Development
1. Relationships with adults	The development of close relationships with certain adults who provide consistent nurturance.
1.1: When exploring the environment, from time to time reconnect, in a variety of ways, with the adult(s) with whom they have developed a special relationship through eye contact; facial expressions; shared feelings; or conversations about feelings, shared activities, or plans.	<p><i>Learning Centers and Photo Activity Card discussions offer many opportunities for children to use language to describe what they see and tell about their own experiences related to the topic. Starting the Day activities include prompts for children to use language to develop social skills, including asking for help.</i></p> <p>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,</p>

	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
1.2: When distressed, still seek to be physically close to these adults.	<p><i>Starting the Day</i> in each Activity Guide features strategies that encourage children to feel safe in new environments and situations.</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>
2. Identity of Self in Relation to Others	The developing concept that the child is an individual operating with social relationships.
2.1: Identify their feelings, needs, and interests.	<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 Step 4: <i>Build Community</i>, children place their name and photo in a <i>Safekeeper Box</i> as a reminder that they are a community of learners and are in a safe place together. They identify themselves in the photo each day as they place their photo in the <i>Safekeeper Box</i>.</p> <p>Theme 1: <i>All About Me</i>, children learn about their facial features, senses, and body parts. <i>Cognitive Development</i> includes <i>Photo Activity Cards</i> to stimulate discussion. These cards provide children with opportunities to use self-awareness expressions using words such as “Me” or “mine.”</p> <p>AG1: 5, 6, 8, 15, 25, 35 AG2: 5, 15, 25, 35 AG3: 5, 15, 25, 35 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, 35 AG10: 5, 15, 25, 35 AG11: 5, 15, 25, 35 AG12: 5, 15, 25, 35 AG13: 5, 15, 25, 35</p> <p>Resources: Photo Activity Card—#1 (face)</p>
2.2: Identify themselves and others as members of one or more groups by referring to categories.	<p>Throughout <i>Frog Street Toddler</i>, children engage in rhymes, chants, songs, and poems using “I”, “you” and “me” during development of the concepts of self and others. <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</p>

	<p><i>experiences related to the topic. <u>Starting the Day</u> activities include prompts for children to use language to develop social skills, including using big voices (A big voice is what children use to tell others that they don't like something, such as 'I don't like it when you take my blocks.')</i> Children also learn to use their own name and the names of other people.</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>3. Recognition of Ability</p>	<p>The developing understanding that the child can take action to influence the environment.</p>
<p>3.1: Show an understanding of their own abilities and refer to those abilities when describing themselves.</p>	<p><i>Frog Street provides ongoing support for toddlers' expanding independence in the form of 'Teaching Tips' for educators (such as in AG2, <u>What Should You Do?</u> p. 20 involving independence)—and activities specifically designed for 2 to 3 year-old children. Another example is AG11, <u>Construction Learning Center</u> (p. 3) wherein children are encouraged to use blocks and their own ideas to build an animal enclosure.</i></p> <p>AG1: 4, 5, 8, 16, 18, 21, 26, 18, 38, 41 AG2: 3, 13, 20, 23, 33 AG3: 3, 4, 5, 13, 18, 19, 23, 24, 25, 33 AG4: 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 38 AG5: 3, 4, 5, 13, 15, 23, 33 AG6: 3, 13, 23, 33, 34, 35, 38 AG7: 3, 8, 11, 13, 17, 18, 23, 33 AG8: 3, 13, 23, 33, 40 AG9: 3, 8, 10, 13, 23, 33, 34, 35 AG10: 3, 4, 5, 13, 14, 15, 23, 33 AG11: 3, 4, 5, 13, 18, 23, 24, 25, 33,</p>
<p>4. Expression of Emotion</p>	<p>The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words.</p>
<p>4.1: Express complex, self-conscious emotions such as pride, embarrassment, shame, and guilt.</p>	<p><i><u>Did You Know?</u> (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</i></p>

	<p>saying, “no, no” as they throw toys.</p> <p><i>Throughout Frog Street Toddler, children are encouraged to express their feelings. An example is in <u>Being Afraid</u> (Theme 8, p. 28) wherein they are encouraged to think of a time when they were afraid.</i></p> <p>AG1: 3, 4, 5, 6 14, 15, 24, 25, 28, 34, 35 AG2: 4, 5, 14, 15, 24, 25, 34, 35 AG3: 4, 5, 14, 15, 19, 24, 25, 28, 34, 35, 40 AG4: 4, 5, 6, 14, 15, 24, 25, 34, 35 AG5: 4, 5, 8, 14, 15, 18, 24, 25, 27, 34, 35 AG6: 4, 5, 14, 15, 20, 24, 25, 34, 35 AG7: 4, 5, 8, 14, 15, 20, 24, 25, 34, 35 AG8: 4, 5, 14, 15, 24, 25, 34, 35 AG9: 4, 5, 14, 15, 20, 24, 25, 34, 35, 38 AG10: 4, 5, 10, 14, 15, 20, 24, 25, 34, 35, 38 AG11: 4, 5, 14, 15, 20, 24, 25, 34, 35, 37, 40 AG12: 4, 5, 14, 15, 20, 24, 25, 34, 35, 40 AG13: 4, 5, 14, 15, 18, 20, 24, 25, 28, 34, 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” provides at a glance reminders for caregivers.</p>
<p>4.2: Demonstrate awareness of their feelings by using words to describe feelings to others or acting them out in pretend play.</p>	<p>AG1: 3, 4, 5, 6 14, 15, 24, 25, 28, 34, 35 AG2: 4, 5, 14, 15, 24, 25, 34, 35 AG3: 4, 5, 14, 15, 19, 24, 25, 28, 34, 35, 40 AG4: 4, 5, 6, 14, 15, 24, 25, 34, 35 AG5: 4, 5, 8, 14, 15, 18, 24, 25, 27, 34, 35 AG6: 4, 5, 14, 15, 20, 24, 25, 34, 35 AG7: 4, 5, 8, 14, 15, 20, 24, 25, 34, 35 AG8: 4, 5, 14, 15, 24, 25, 34, 35 AG9: 4, 5, 14, 15, 20, 24, 25, 34, 35, 38 AG10: 4, 5, 10, 14, 15, 20, 24, 25, 34, 35, 38 AG11: 4, 5, 14, 15, 20, 24, 25, 34, 35, 37, 40 AG12: 4, 5, 14, 15, 20, 24, 25, 34, 35, 40 AG13: 4, 5, 14, 15, 18, 20, 24, 25, 28, 34, 35</p>
<p>5. Emotion Regulation</p>	<p>The developing ability to manage emotional responses, with assistance from others and independently.</p>
<p>5.1: Anticipate the need for comfort and try to prepare themselves for changes in routine.</p>	<p><i><u>Starting the Day</u> is a 4-step routine (Unite, Calm, Connect, Build Community). Children learn to internalize rules, routines, and directions. Children also develop capacity to predict routines and regular events that make up the day or the session and respond to changes.</i></p> <p>AG1: 25, 35 AG2: AG3: 15, 35 AG4: 5, 15 AG6: 35 AG7: 15, 25 AG8: 5, 25 AG9: 8 AG10: 5, 15, 35 AG11: 15, 25 AG12: 15, 25 AG13: 25, 35</p>
<p>5.2: Have many self-comforting behaviors to choose from, depending on the situation, and be able to communicate specific needs and wants.</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>AG1: 2, 4, 5, 14, 15, 24, 25, 34, 35 AG2: 4, 5, 14, 15, 24, 25, 34, 35 AG3: 44, 5, 14, 15, 24, 25, 34, 35 AG4: 4, 5, 14, 15, 24, 25, 34, 35 AG5: 4, 5, 14, 15, 18, 24, 25, 34, 35 AG6: 4, 5, 14, 15, 24, 25, 34, 35 AG7: 4, 5, 14, 15, 24, 25, 34, 35 AG8: 4, 5, 14, 15, 24, 25, 34, 35 AG9: 4, 5, 9, 14, 15, 24, 25, 34, 35, 39 AG10: 4, 5, 14, 15, 24, 25, 34, 35 AG11: 4, 5, 14, 15, 24, 25, 34, 35 AG12: 4, 5, 14, 15, 24, 25, 34, 35 AG13: 4, 5, 14, 15, 24, 25, 34, 35</p> <p>Resources: 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>
6. Impulse Control	The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.
6.1: Sometimes exercise voluntary control over 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 and other 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>AG1: 5, 15, 25, 28, 31, 35, 40 AG2: 5, 15, 25, 35 AG3: 5, 15, 25, 30, 35 AG4: 5, 15, 25, 35, 60 AG5: 5, 15, 18, 25, 35, 37 AG6: 5, 15, 18, 20, 25, 35 AG7: 5, 15, 20, 25, 33, 35 AG8: 5, 15, 18, 20, 25, 28, 30, 35, 40 AG9: 5, 8, 15, 25, 28, 35 AG10: 5, 15, 25, 35 AG11: 5, 15, 18, 25, 30, 31, 35, 40 AG12: 5, 10, 15, 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” provides at-a-glance reminders for caregivers.</p>
Ages 19 - 36 Months	Language & Literacy Development
1. Receptive Language	The developing ability to understand words and increasingly complex utterances.
1.1: Demonstrate understanding of the meaning of others’ comments, questions, requests, or stories.	<p><i>Starting the Day</i> is a 4-step routine (<i>Unite, Calm, Connect, Build Community</i>). Children learn to internalize rules, routines, and directions. <i>Language Development</i> activities support a language-rich environment with opportunities to respond to directions, questions and invitations. <i>Physical Motor Development</i> activities provide opportunities for children to respond to verbal directions.</p> <p>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,</p>

	<p>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: 4, 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: Photo Activity Cards, Classroom Posters –“Sign Language,” “5 Ways to Encourage Toddlers to Talk” and “5 Reasons to Read to Children” offer at-a-glance reminders for caregivers.</p>
<p>2. Expressive Language</p>	<p>The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.</p>
<p>2.1: Communicate in a way that is understandable to most adults who speak the same language they do.</p>	<p><i>Throughout <u>Frog Street Toddler</u>, children will demonstrate receptive language and expressive language skills and communication strategies, including gestures and intonation. <u>Language Development</u> activities (p. 6, 16, 26, and 36) offer many opportunities for children to recount events in stories. <u>Photo Activity Card discussions</u> (p. 7, 17, 27, and 37) offer opportunities for children to use expressive language skills to share thoughts and ideas and receptive language skills to build vocabulary. Children are prompted during activities across all domains to communicate their thoughts and to describe their actions.</i></p> <p><i>The <u>Did You Know</u> in Theme 5, <u>Colors</u>, (p. 36) describes how toddlers often speak in fragmented sentences (and how educators can support proper syntax).</i></p> <p>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>2.2: Combine words into simple sentences.</p>	<p><i>Throughout <u>Frog Street Toddler</u>, children will demonstrate receptive language and</i></p>

	<p><i>expressive language skills and communication strategies. This includes a ‘language explosion,’ moving from two-word sentences to recounting events.</i></p> <p><i>Language Development activities (p. 6, 16, 26, and 36) offer many opportunities for children to recount events in stories. Photo Activity Card discussions (p. 7, 17, 27, and 37) offer opportunities for children to use expressive language skills to share thoughts and ideas and receptive language skills to build vocabulary. Children are prompted during activities across all domains to communicate their thoughts and to describe their actions.</i></p> <p>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>2.3: Demonstrate the ability to follow some grammatical rules of the home language.</p>	<p><i>In the Language Development section, children hear and learn language in context that allows them to internalize vocabulary, which in turn, helps them to express themselves. Story Time offers opportunities to children to name people or objects in books. Photo Activity Cards stimulate discussion, allowing children to use simple sentences, expand vocabulary and ask questions.</i></p> <p>AG1: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG2: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG3: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG4: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG5: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG6: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG7: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG8: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG9: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG10: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG11: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG12: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG13: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36</p> <p>Resources: Literacy Library (with board books, soft cover books, developmental storybooks,</p>

	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
3. Communication Skills and Knowledge	The developing ability to communicate nonverbally and verbally.
3.1: Engage in back-and-forth conversations that contain a number of turns, with each turn building upon what was said in the previous turn.	<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>AG1: 3, 6, 7, 13, 17, 23, 26, 27, 33, 37 AG2: 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 37, 39 AG3: 3, 7, 13, 17, 23, 27, 33, 37 AG4: 3, 7, 13, 17, 23, 27, 33, 37 AG5: 3, 7, 13, 17, 23, 27, 33, 37 AG6: 3, 7, 13, 17, 23, 27, 33, 37 AG7: 3, 7, 13, 17, 23, 27, 33, 37 AG8: 3, 7, 13, 17, 23, 27, 33, 37, 38 AG9: 3, 7, 13, 17, 23, 27, 33, 37 AG10: 3, 7, 13, 17, 23, 27, 33, 37 AG11: 3, 7, 13, 17, 23, 27, 33, 37 AG12: 3, 7, 13, 17, 23, 27, 33, 37 AG13: 3, 7, 13, 17, 23, 27, 33, 37</p>
4. Interest in Print	The developing interest in engaging with print in books and the environment.
4.1: Listen, ask questions, or make comments while being read to.	<p><i>Language Development activities engage children with literature through photos, pictures and illustrations. Library and Listening Centers offer children time to engage with books including photos, pictures and illustrations. The illustrations included in each of the familiar stories give children the opportunity to ask questions (“What’s that?”), describe what is happening or determine what will happen next.</i></p> <p>AG1: 3, 6, 16, 26, 36 AG2: 3, 6, 16, 26, 27, 36 AG3: 6, 8, 13, 16, 18, 26, 33, 36 AG4: 6, 16, 23, 26, 36 AG5: 6, 16, 17, 26, 27, 36, 39 AG6: 6, 16, 26, 36 AG7: 6, 16, 26, 36 AG8: 6, 16, 26, 36 AG9: 6, 16, 26, 36 AG10: 6, 16, 26, 36 AG11: 6, 16, 26, 36 AG12: 6, 16, 26, 36 AG13: 6, 16, 26, 36</p> <p>Resources: 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>
4.2: Look at books on their own.	<i>Children engage with books during Story Time and at the Library and Listening Center, providing children with opportunities to adjust a book to get the picture right side up, or hold a book, looking at the book page-by-page.</i>

	<p>AG 1: 3, 6, 16, 26, 36 AG 2: 3, 6, 13, 16, 19, 26, 33, 36 AG 3: 6, 7, 13, 16, 23, 26, 36 AG 4: 6, 9, 16, 26, 36, 38 AG 5: 6, 7, 16, 17, 26, 27, 36, 37, 38 AG 6: 6, 16, 26, 36 AG 7: 6, 16, 26, 36 AG 8: 6, 16, 18, 26, 36 AG 9: 6, 16, 26, 36 AG 10: 6, 8, 16, 26, 36 AG 11: 6, 16, 26, 36 AG 12: 6, 16, 26, 36 AG 13: 6, 16, 26, 36</p> <p>Resources: Literacy Library (with board books, soft cover books, developmental storybooks), “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers”</p>
4.3: Make scribble marks on paper and pretending to read what is written.	<p><i>Children create marks, drawings, and scribbles throughout the Frog Street program. In Theme 9, <u>Traditional Songs</u> (p. 13) <u>Learning Center (Creativity Station)</u>, children paint spiders with thin and wide legs. They then point to a thin line and a wide line.</i></p> <p><i>Children begin to demonstrate how print works, by using writing instruments in <u>Learning Centers</u>. In Theme 5, children create <u>Color Books</u>.</i></p> <p>AG1: 3, 6, 16, 23, 26, 27, 36 AG2: 3, 6, 7, 13, 16, 18, 19, 20, 23, 26, 33, 36, 37, 39 AG3: 3, 6, 7, 8, 13, 16, 23, 26, 33, 35, 36, 38, 39 AG4: 6, 13, 16, 23, 26, 33, 36 AG5: 6, 7, 16, 17, 23, 26, 27, 36, 39 AG6: 3, 6, 13, 16, 26, 33, 36 AG 7: 6, 16, 26, 36, 39 AG 8: 6, 16, 17, 18, 26, 27, 29, 33, 36, 38 AG9: 6, 7, 8, 9, 16, 17, 18, 26, 33, 36 AG10: 3, 6, 16, 18, 26, 27, 36, 37 AG11: 3, 6, 16, 26, 27, 36 AG12: 6, 16, 18, 26, 36, 39 AG 13: 6, 16, 23, 26, 29, 36</p>
Ages 19 - 36 Months	Cognitive Development
1. Cause-and-Effect	The developing understanding that one event brings about another.
1.1: Demonstrate an understanding of cause-and-effect by making predictions about what could happen and reflect upon what caused something to happen.	<p><i>Cognitive Development activities and Learning Centers offer children opportunities to explore cause-and-effect relationships and problem solving. Example—<u>All About Me—Loudest Sound</u> (Theme 1, p. 7) wherein the leader shakes <u>Jingle Boxes</u>—and children are invited to use their ears to determine which box makes the loudest and softest sounds.</i></p> <p>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</p> <p>Resources: Classroom Poster—“5 Ways to Support Cognitive Development”</p>
2. Spatial Relationships	The developing understanding of how things move and fit in space.

<p>2.1: Predict how things will fit and move in space without having to try out every possible solution.</p>	<p><i>Children are given opportunities to fit puzzle pieces together frequently throughout <u>Frog Street Toddler</u>. These opportunities are provided during <u>Cognitive Development Activities</u>, <u>Enrichment Activities</u>, and/or <u>Physical Development Activities</u>. Example— <u>Theme 2 Family and Home</u> (p. 7), children are invited to put their family puzzle pieces together.</i></p> <p>AG1: 7, 29 AG 2: 7 AG 3: 7, 8, 17, 27, 37 AG 4: 7, 9, 17, 19, 27, 29, 37, 38, 39 AG 5: 7, 13, 17, 27, 37 AG 6: 3, 4, 5, 7, 8, 9, 13, 15, 23, 25, 28, 29, 39 AG 7: 3, 7, 17, 23, 26, 27, 29, 37, 39 AG 8: 7, 13, 17, 19, 23, 27, 33, 37 AG 9: 7, 8, 17, 19, 26, 27, 34, 36, 37, 38 AG 10: 7, 17, 19, 27, 34, 36, 37 AG 11: 6, 7, 9, 17, 27, 37 AG 12: 4, 7, 8, 17, 18, 27, 29, 37 AG 13: 7, 8, 13, 17, 27, 37</p> <p>Resources: Patterns CD (Bug Puzzles, Farm Animal Puzzles, Humpty Dumpty Puzzle, Transportation Puzzles, Worker Puzzles, Zoo Animal Puzzles)</p>
<p>2.2: Show understanding of words used to describe size and locations in space.</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>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</p> <p>Resources: Classroom Poster—“5 Ways to Support Cognitive Development”</p>
<p>3. Imitation</p>	<p>The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.</p>

<p>3.1: Reenact multiple steps of others' actions that they have observed at an earlier time.</p>	<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. Did You Know? in Farm Animals (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>AG1: 3, 5, 13, 23, 33, 39 AG2: 3, 13, 23, 29, 30, 33 AG3: 3, 13, 15, 23, 25, 26, 29, 33, 35, 38, 39 AG4: 3, 5, 13, 23, 25, 26, 29, 33, 35, 36, 38 AG5: 3, 4, 6, 13, 15, 23, 25, 33, 35 AG6: 3, 5, 9, 13, 15, 23, 33 AG7: 3, 13, 15, 23, 26, 33, 40 AG8: 3, 9, 13, 16, 23, 33, 39 AG9: 3, 5, 13, 15, 23, 29, 33, 35, 39 AG10: 3, 5, 8, 9, 13, 17, 23, 33, 36 AG11: 3, 5, 13, 15, 23, 25, 33, 35, 38, 40 AG12: 3, 5, 9, 10, 13, 23, 33 AG13: 3, 13, 23, 33</p> <p>Resources: Classroom Poster—"5 Ways to Support Cognitive Development"</p>
<p>4. Number Sense</p>	<p>The developing understanding of number and quantity.</p>
<p>4.1: Show some understanding that numbers represent how many and demonstrate understanding of words that identify how much.</p>	<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— 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>5. Classification</p>	<p>The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.</p>
<p>5.1: Group objects into multiple piles based on one attribute at a time.</p>	<p><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></p> <p>AG1: 7, 17, 27, 29, 33, 37 AG 2: 3, 7, 17, 27, 37 AG 3: 7, 17, 19, 27, 33, 37 AG 4: 7, 9, 17, 19, 27, 29, 37, 38, 39 AG 5: 7, 13, 17, 27, 37 AG 6: 5, 6, 7, 9, 13, 14, 15, 16, 17,</p>

	18, 19, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 39 AG 7: 3, 7, 17, 23, 26, 27, 29, 37, 39 AG 8: 7, 13, 17, 19, 23, 27, 33, 37 AG 9: 7, 8, 17, 19, 26, 27, 34, 36, 37, 38 AG 10: 7, 17, 19, 27, 34, 36, 37 AG 11: 6, 7, 9, 17, 27, 37 AG 12: 4, 7, 8, 17, 18, 27, 29, 37 AG 13: 7, 8, 13, 17, 27, 37
5.2: Put things that are similar but not identical into one group, even though sometimes these labels are overgeneralized.	<p><i>Did You Know?</i> in <i>Bugs</i> (Theme 10, p. 37) describes how toddlers have an emerging interest in sorting and classifying. <i>Cognitive Development</i> activities provide opportunities for children to combine and separate groups/sets of objects.</p> <p>AG1: 7, 27, 33, 36, 37, 40 AG2: 3, 27, 37 AG3: 16, 17, 20, 27, 37 AG4: 17, 33 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>
6. Symbolic Play	The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.
6.1: Engage in make-believe play involving several sequenced steps, assigned roles, and an overall plan.	<p><i>Weekly Pretend and Learn</i> centers offer opportunities for children to use imitation and pretend play to learn new roles and relationships, sequences and plans.</p> <p>AG1: 3, 13, 33 AG2: 3, 9, 10, 13, 23, 30, 33 AG3: 3, 8, 13, 23, 33, 38 AG4: 3, 9, 23, 33 AG5: 3, 10, 18, 33 AG6: 3, 40 AG7: 3, 13, 33, 40 AG8: 3, 13, 23 AG9: 3, 13, 17, 23, 33 AG10: 3, 23 AG11: 3, 13, 23, 33 AG12: 3, 8, 13, 23, 29, 33 AG13: 3, 13, 23, 33</p>
6.2: Sometimes pretend by imagining an object without needing the concrete object present.	AG1: 7, 13, 17, 37 AG2: 17 AG3: 7, 17, 27, 33 AG4: 3, 7, 17, 23, 27, 37 AG5: 13, 17, 37 AG6: 7, 27, 37 AG7: 13, 17, 27, 33, 37, 38, 39 AG8: 3, 17, 23, 27 AG9: 10, 17, 27, 37 AG10: 7, 27, 37 AG11: 27, 37 AG12: 7, 27 AG13: 17, 27
7. Routines	The developing ability to understand and participate in personal care and sleep routines.
7.1: Initiate and follow through with some personal care routines.	<p><i>In Frog Street Toddler</i>, 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 <i>Friends Who Keep Us Healthy</i>, the entire week is centered on healthy habits and the friends (doctor, nurse, dentist) who help us stay healthy.</p> <p><i>It is important for toddlers to become confident in their ability to take care of their needs, including sleep and sleep routines. Lullaby songs are used frequently as part of naptime preparation.</i></p>

	<p>AG1: 7, 8, 17, 18, 28, 33 AG2: 8, 27 AG3: 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 36 AG4: 8, 21, 40 AG7: 17, 19, 28 AG8: 10 AG9: 18, 28 AG10: 10, 18, 20 AG11: 30 AG12: 8, 18, 28, 38 AG13: 8, 10, 18, 28, 38</p> <p>Resources: Classroom Posters—“5 Steps for Washing Hands,” and “5 Ways to Encourage Healthy Eating Habits”</p>
Ages 19 - 36 Months	Approaches to Learning
1. Problem Solving	The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.
1.1: Solve some problems without having to physically try out every possible solution and ask for help when needed.	<p>AG1: 7, 17, 27, 29, 33, 37 AG2: 3, 7, 17, 27, 31, 37 AG3: 7, 17, 19, 27, 33, 37 AG4: 3, 7, 9, 17, 19, 23, 27, 33, 37, 38, 39 AG5: 3, 7, 13, 17, 27, 37 AG6: 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 37, 39 AG7: 3, 7, 13, 17, 23, 26, 27, 29, 33, 37, 39 AG8: 3, 7, 13, 17, 19, 23, 27, 23, 33, 37 AG9: 7, 8, 10, 17, 19, 26, 27, 34, 36, 37, 38 AG10: 7, 17, 19, 27, 34, 36, 37 AG11: 6, 7, 8, 17, 27, 37 AG12: 4, 7, 8, 17, 18, 27, 29, 37 AG13: 7, 8, 13, 17, 27, 37</p> <p>Resources: Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a- glance reminders for caregivers.</p>
2. Memory	The developing ability to store and later retrieve information about past experiences.
2.1: Anticipate the series of steps in familiar activities, events, or routines.	<p><i>Starting the Day</i> is a 4-step routine (Unite, Calm, Connect, Build Community). Children learn to internalize rules, routines, and directions. Children also develop capacity to predict routines and regular events that make up the day or the session and respond to changes.</p> <p>AG1: 25, 35 AG2: AG3: 15, 35 AG4: 5, 15 AG6: 35 AG7: 15, 25 AG8: 5, 25 AG9: 8 AG10: 5, 15, 35 AG11: 15, 25 AG12: 15, 25 AG13: 25, 35</p> <p>Resources: Parents as Partners Cards: #14, #21, #36,</p>
2.2: Remember characteristics of the environment or people in it.	<p><i>Outdoor Play</i> is a daily activity. Children come to recognize the play area as a familiar place. Theme 2 (Family and Home) explores concepts of immediate family, extended family, pets and homes. Theme 3, <i>Friends</i> (Week 1- Everyday Friends, Week 2 - Friends Who Keep Us Healthy, Week 3 - Friends Who Keep Us Safe, Friends with Helpful Hands). Example— Theme 3 (p. 17. Caregiver uses <i>Photo Activity Cards</i> #18 (doctor), #19 (nurse), #20 (dentist), #21 (veterinarian) suggestions on the back of the cards to stimulate discussion, inviting children to talk about their experience (doctor’s office visit, dentist office visit, etc.).</p>

	<p>AG1: 3, 13, 23, 33 AG2: 3, 7, 13, 17, 23, 27, 33, 36, 37 AG3: 3, 7, 13, 17, 23, 27, 33, 37 AG4: 3, 13, 23, 33 AG5: 3, 13, 23, 33 AG6: 3, 13, 23, 33, 37 AG7: 3, 13, 23, 33 AG8: 3, 7, 13, 23, 33 AG9: 3, 13, 23, 33 AG10: 3, 13, 23, 33 AG11: 3, 7, 13, 23, 33 AG12: 3, 13, 23, 26, 27, 33 AG13: 3, 13, 23, 33</p> <p>Resources: Photo Activity Cards—#18 (doctor), #19 (nurse), #20 (dentist), #21 (veterinarian), Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p> <p><i>The Frog Street Toddler Welcome Book - Teaching Strategies</i> suggestions (pages 42-44) provide strategies for classroom setup. <i>Spruce Up Your Space</i> (at the end of each week’s activities) offer suggestions to keep the classroom safe. These sections include strategies for teachers regarding arrangement of the classroom environment in a way where children will know the location of objects and other familiar places in the classroom environment (i.e., knowing the location of shelves where toys are stored, etc.).</p> <p>Children demonstrate their understanding of location of familiar environments, especially when making the transition to activity centers. <i>Outdoor Play</i> is a daily activity. Children come to recognize the play area as a familiar place and know its location.</p>
<p>2.3: Briefly describe recent past events or act them out.</p>	<p><i>Outdoor Play</i> is a daily activity. Children come to recognize the play area as a familiar place. Theme 2 (Family and Home) explores concepts of immediate family, extended family, pets and homes. Theme 3 (Friends) explore: Week 1- Everyday Friends, Week 2 - Friends Who Keep Us Healthy, Week 3 - Friends Who Keep Us Safe, Friends with Helpful Hands. Example—Theme 3, p. 27: <i>Photo Activity Cards</i> #22 (firefighter) and #23 (police officer) caregiver uses suggestions on the back of the cards to stimulate discussion.</p> <p>AG1: 3, 13, 23, 33 AG2: 3, 7, 13, 17, 23, 27, 33, 36, 37 AG3: 3, 7, 13, 17, 23, 27, 33, 37 AG4: 3, 13, 23, 33 AG5: 3, 13, 23, 33 AG6: 3, 13, 23, 33, 37 AG7: 3, 13, 23, 33 AG8: 3, 7, 13, 23, 33 AG9: 3, 13, 23, 33 AG10: 3, 13, 23, 33 AG11: 3, 7, 13, 23, 33 AG12: 3, 13, 23, 26, 27, 33 AG13: 3, 13, 23, 33</p>
<p>3. Attention Maintenance</p>	<p>The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.</p>
<p>3.1: Sometimes demonstrate an ability to pay attention to more than one thing at a time.</p>	<p><i>Frog Street Toddler</i> provides children with many opportunities to develop the ability to maintain focus and attention to activities such as stories, finger plays, <i>Learning Centers</i>,</p>

puzzle assembly, and outdoor games.

AG1: 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 **AG2:** 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 **AG3:** 3, 6, 7, 8, 13, 16, 17, 23, 26, 27, 33, 36, 37, 39 **AG4:** 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 **AG5:** 3, 6, 7, 8, 13, 16, 17, 19, 23, 26, 27, 29, 33, 36, 37, 39 **AG6:** 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 **AG7:** 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 **AG8:** 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 **AG9:** 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 **AG10:** 3, 6, 7, 13, 16, 17, 23, 26, 27, 36, 33, 38 **AG11:** 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 **AG12:** 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 **AG13:** 3, 6, 13, 16, 17, 19, 23, 26, 27, 28, 33, 36, 37, 38