



Frog Street Toddler Correlation to the Head Start Early Learning Outcomes Framework



TEXTBOOK COMPANY: Frog Street Press, Inc.
CORRELATION TO HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

Head Start Early Learning Outcomes Framework	
Domain: Approaches to Learning	
Sub-domain: Emotional and Behavioral Self-Regulation	Frog Street Toddler
Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.	<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>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>
Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.	<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>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>
Goal IT-ATL 3. Child maintains focus and sustains attention with support.	<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>, puzzle assembly, and outdoor games during various periods of time.</p> <p>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,</p>

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Goal IT-ATL 4. Child develops ability to show persistence in actions and behavior.	<i>Frog Street Toddler</i> provides children with many opportunities to develop the ability to show persistence in actions and behavior with activities such as stories, finger plays, <u>Learning Centers</u> , puzzle assembly, and outdoor games during various periods of time. 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
Goal IT-ATL5. Child demonstrates the ability to be flexible in actions and behavior.	<i>The Starting the Day: Connect</i> section of each guide encourages children to engage in an activity with a partner. <i>Outdoor Play</i> 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, <i>Friends</i> (Week 1: <i>Everyday Friends</i>) children learn how to interact with each other in respectful and appropriate ways, demonstrating flexibility in their actions and behavior. 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
Goal IT-ATL6. Child demonstrates emerging initiative in interactions, experiences, and explorations.	<i>The Starting the Day: Connect</i> section of each guide encourages children to engage in an activity with a partner. <i>Outdoor Play</i> provides opportunities for children to interact through games and interactions with others. Activities with a heart icon are intended to help children build peer-to-peer relationships. In Theme 3, <i>Friends</i> (Week 1: <i>Everyday Friends</i>) children learn how to interact and explore relationships with each other in respectful and appropriate ways. 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
Goal IT-ATL7. Child shows interest in and curiosity about objects, materials, or events.	Throughout <i>Frog Street Toddler</i> , <i>Learning Centers</i> and <i>Cognitive Development</i> activities provide children with opportunities to build on prior knowledge as they try new activities and experiences and develop curiosity about objects, materials, or events. AG1: 3, 7, 13, 17, 23, 27, 33, 37 AG2: 3, 7, 13, 17, 23, 27, 33, 37 AG3: 3, 7, 13, 17, 23, 27, 33, 37 AG4: 3, 7, 13, 17, 23, 27, 29, 33, 37 AG5: 3, 7, 8, 13, 17, 19, 23, 27, 29, 33, 37 AG6: 3, 7,

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Sub-domain: Creativity	
Goal IT-ATL 8. Child uses creativity to increase understanding and learning.	<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 to foster creativity.</i></p> <p>AG1: 17, 23, 33 AG2: 28, 33 AG3: 3, 9, 13, 18, 23, 33, 39, 40 AG4: 3, 9, 13, 19, 23, 33 AG5: 23, 33 AG6: 3, 7, 8, 9, 18 AG7: 2, 9, 13, 17, 18, 19, 33 AG8: 7, 9, 13, 17, 19, 29 AG9: 3, 8, 13, 17, 23 AG10: 27, 29 AG11: 19, 29, 33 AG12: 3, 13, 23, 33 AG13: 3, 13, 33</p>
Goal IT-ATL 9. Child shows imagination in play and interactions with others.	<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>AG1: 13, 17, 23, 33 AG2: 3, 13, 23, 28, 33 AG3: 3, 9, 13, 18, 23, 33, 39, 40 AG4: 3, 9, 13, 19, 23, 33 AG5: 23, 33 AG6: 3, 7, 8, 9, 18 AG7: 2, 3, 9, 13, 17, 18, 19, 23, 33 AG8: 3, 7, 9, 13, 17, 19, 23, 29 AG9: 3, 8, 13, 17, 23, 33 AG10: 3, 23, 27, 29 AG11: 3, 13, 19, 23, 29, 33 AG12: 3, 13, 23, 33 AG13: 3, 13, 23, 33</p>

Domain: Social and Emotional Development	
Sub-Domain: Relationships with Adults	
Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	<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>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 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, 18, 24, 25, 26, 28, 34, 35, 36, 38 AG13: 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 34, 35, 36</p>
Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	<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>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 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, 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>
Goal IT-SE3. Child learns to use adults as a resource to meet needs.	<p><i><u>Starting the Day</u> in each Activity Guide features strategies to use adults as a resource that encourages children to feel safe in new environments and situations.</i></p> <p>AG1: 4, 5, 14, 15, 23, 30, 34, 35 AG2: 4, 5, 10, 14, 23, 24, 34, 25, 40; AG3: 4, 5, 8, 10, 14, 15, 23, 24, 25, 34, 35 AG4: 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 AG5: 4, 5, 14, 15, 23, 24, 25, 34, 35 AG6: 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 AG7: 4, 5, 8, 14, 15, 18, 23, 24, 25, 34, 35 AG8: 4, 5, 8, 14, 23, 24, 25, 34, 35 AG9: 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 AG10: 4, 5, 14, 15, 23, 34, 35 AG11: 4, 5, 14, 15, 23, 24, 34, 35 AG12: 4, 5, 14, 15, 23, 24, 34, 35, 38 AG13: 4, 5, 14, 15, 23, 24, 34, 35</p>
Sub-Domain: Relationships with Other Children	
Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.	<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</p>

	<p>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>
Goal IT-SE 5. Child imitates and engages in play with other children.	<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 Learning Centers are not established until age 2, Pretend and Learn activities can be easily modified and utilized. Many include specific instruction for adapting experiences for younger children. 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 reenactment. 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>
Sub-Domain: Emotional Functioning	
Goal IT-SE 6. Child learns to express a range of emotions.	<p><i>Did You Know? (Theme 1, p. 3) describes how young infants are able to ‘read’ facial expressions. Children are extremely sensitive to the expressions on faces and use them to assess moods. They will often try strategies to change a sad face into a happy face. Children begin to develop and demonstrate control over some of their feelings and behavior, such as saying, “no, no” as they throw toys.</i></p> <p><i>Throughout Frog Street Toddler, children are encouraged to express their feelings. An example is in Being Afraid (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 T Meltdown,” and “5 Ways to Support Social and Emotional Development” provides at, a, c reminders for caregivers.</p>
Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.	<p><i>Did You Know? (Theme 1, p. 3) describes how young infants are able to ‘read’ facial expressions. Children are extremely sensitive to the expressions on faces and use them to assess moods. They will often try strategies to change a sad face into a happy face. Children begin to develop and demonstrate control over some of their feelings and behavior, such as saying, “no, no” as they throw toys.</i></p> <p><i>Throughout Frog Street Toddler, children are encouraged to express their feelings. An example is in Being Afraid (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,</p>

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<p>Goal IT-SE 8. Child expresses care and concern towards others.</p>	<p><i>Throughout Frog Street Toddler, children engage in activities that help develop understanding of the emotional expressions/actions of other people. In Starting the Day, p. 5 they commit to being responsible members of the class by focusing on specific social skills, such as using listening ears. In Theme 6, Shapes and Sizes—Starting the Day (p. 5) children discuss listening to another person’s ‘big voice.’ (A big voice is what children use to tell others that they don’t like something.)</i></p> <p><i>The Did You Know? in Them 12, Zoo Animals (p. 8) describes how children learn empathy from watching adults.</i></p> <p>Activity Guide – (AG) AG1: 5, 15, 25, 28, 35, 40 AG2: 5, 15, 25, 35 AG3: 5, 15, 25, 30, 35 AG4: 5, 8, 15, 25, 35 AG5: 5, 7, 15, 20, 25, 27, 35 AG6: 5, 15, 20, 25, 26, 35 AG7: 5, 8, 10, 15, 25, 35, 40 AG8: 5, 10, 15, 17, 25, 35 AG9: 5, 15, 25, 28, 30, 35, 40 AG10: 5, 15, 25, 28, 35 AG11: 5, 15, 25, 28, 35, 40 AG12: 3, 5, 13, 15, 20, 25, 35 AG13: 5, 15, 25, 35</p>
<p>Goal IT-SE 9. Child manages emotions with the support of familiar adults.</p>	<p><i>Welcome to Frog Street Toddler describes ways to help children learn self-regulation, impulse control, and appropriate social interactions. Starting the Day—Calm and other Conscious Discipline® routines support them regulating their emotions. Emotional Coaching describes 32 simple steps to guide children toward identifying and naming their emotions. Example—What Should You Do? (Theme 1, p. 30) and Did You Know? (p. 28)</i></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>
<p>Sub-Domain: Sense of Identity and Belonging</p>	
<p>Goal IT-SE 10. Child shows awareness about self and how to connect with others.</p>	<p><i>Frog Street Toddler provides support for showing concern for others, and expressing own feelings and preferences appropriately. Example— Starting the Day—Build Community (Theme 6, p. 5) wherein children discuss listening to another person’s ‘big voice.’ (A big voice is what children use to tell others that they don’t like something, such as ‘I don’t like it when you take my blocks.)</i></p> <p>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>
<p>Goal IT-SE 11. Child understands some characteristics about</p>	<p><i>Frog Street Toddler provides support for showing concern for others, and expressing own feelings and</i></p>

<p>self and how to connect with others.</p>	<p><i>preferences appropriately. Example— Starting the Day—Build Community (Theme 6, p. 5) wherein children discuss listening to another person’s ‘big voice.’ (A big voice is what children use to tell others that they don’t like something, such as ‘I don’t like it when you take my blocks.)</i> 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>
<p>Goal IT-SE 12. Child shows confidence in own abilities through relationships with others.</p>	<p><i>The Starting the Day: Connect section of each guide encourages children to engage in an activity with a partner. Outdoor Play 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, Friends (Week 1: Everyday Friends) children learn how to interact with each other in respectful and appropriate ways.</i> 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>
<p>Goal IT-SE 13. Child develops a sense of belonging through relationships with others.</p>	<p><i>The Starting the Day: Connect section of each guide encourages children to engage in an activity with a partner. Outdoor Play 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, Friends (Week 1: Everyday Friends) children learn how to interact with each other in respectful and appropriate ways.</i> 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>

Language and Literacy	
Domain: Language and Communication	
Sub-Domain: Attending and Understanding	
Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.	<p><i>Starting the Day</i> is a 4-step routine (<u>Unite</u>, <u>Calm</u>, <u>Connect</u>, <u>Build Community</u>). 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.</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, 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>
Goal IT-LC 2. Child learns from communication and language experiences with others.	<p><u>Learning Centers</u> offer many opportunities for children to use language to plan and negotiate play and converse with friends. <u>Photo Activity Card</u> discussions offer opportunities for children to use language to describe what they see and tell about their own experiences related to the topic. <u>Starting the Day</u> activities include songs and finger plays and children are prompted regularly during activities to express their ideas and ask questions.</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>
Sub-Domain: Communicating and Speaking	
Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language.	<p><u>Learning Centers</u> offer many opportunities for children to use language to plan and negotiate play and converse with friends. <u>Photo Activity Card</u> discussions offer opportunities for children to use language to describe what they see and tell about their own experiences related to the topic. <u>Starting the Day</u> activities include songs and finger plays and children are prompted regularly during activities to express their ideas and ask questions.</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>
Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.	<p><u>Learning Centers</u> offer many opportunities for children to use language to plan and negotiate play and converse with friends. <u>Photo Activity Card</u> discussions offer opportunities for children to use language to describe what they see and tell about their own experiences related to the topic. <u>Starting the Day</u> activities include songs and finger plays and children are prompted regularly during activities to express their ideas and ask questions.</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>
Goal IT-LC 5. Child uses increasingly complex language in conversation with others.	<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>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, 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>
Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.	<p><i><u>Learning Centers</u> offer many opportunities for children to use language to plan and negotiate play and converse with friends. <u>Photo Activity Card</u> discussions offer opportunities for children to use language to describe what they see and tell about their own experiences related to the topic. <u>Starting the Day</u> 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>
Sub-Domain: Vocabulary	
Goal IT-LC 7. Child understands an increasing number of words used in communication with others.	<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/communication with others throughout the day.</i></p> <p>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,</p>

	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
Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.	<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 new concept. Children are encouraged to use new and unfamiliar words through their play and interactions/communication with others throughout the day.</i> 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
Sub-Domain: Emergent Literacy	
Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	<i>Music and Movement experiences are part of the weekly Enrichment Activities. Singing is a great springboard into language acquisition for toddlers. Music CDs are provided and songs are sung to familiar tunes. Starting the Day is a 4-step routine (Unite, Calm, Connect, Build Community). In step 1 (Unite), activities include thematic songs and finger plays. Children are prompted regularly to participate in singing songs and taking part in finger plays.</i> AG1: 3, 4, 13, 14, 23, 24, 33, 34 AG2: 3, 4, 13, 14, 23, 24, 33, 34 AG3: 3, 4, 13, 14, 23, 24, 33, 34 AG4: 3, 4, 13, 14, 23, 24, 33, 34 AG5: 3, 4, 13, 14, 23, 24, 33, 34 AG6: 3, 4, 13, 14, 23, 24, 33, 34 AG7: 3, 4, 13, 14, 23, 24, 33, 34 AG8: 3, 4, 13, 14, 23, 24, 33, 34 AG9: 3, 4, 13, 14, 23, 24, 33, 34 AG10: 3, 4, 13, 14, 23, 24, 33, 34 AG11: 3, 4, 13, 14, 23, 24, 33, 34 AG12: 3, 4, 13, 14, 23, 24, 33, 34 AG13: 3, 4, 13, 14, 23, 24, 33, 34 Resources: Music CDs, Classroom Poster – 5 Reasons to Sing and Dance
Goal IT-LC 10. Child handles books and relates them to their stories or information.	<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> AG1: 3, 6, 16, 26, 36 AG2: 3, 6, 13, 16, 26, 33, 36 AG3: 6, 13, 16, 23, 26, 36 AG4: 6, 16, 26, 36 AG5: 6, 16, 26, 36 AG6: 6, 16, 26, 33, 36 AG7: 6, 16, 26, 36 AG8: 6, 16, 26, 36 AG9: 6, 16, 26, 36 AG10: 6, 16, 26, 36 AG11: 3, 6, 16, 26, 36 AG12: 6, 16, 26, 36 AG13: 6, 16, 26, 36 Resources: Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Poster— “5 Reasons to Read to Children”
Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words.	<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. Discussion during Story Time gives children the opportunity to make predictions, describe and answer questions about the illustrations.</i>

	<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>
<p>Goal IT-LC 12. Child comprehends meaning from pictures and stories.</p>	<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>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>
<p>Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.</p>	<p>Children create marks, drawings, and scribbles throughout the Frog Street program. In Theme 9, <i>Traditional Songs</i> (p. 13) <i>Learning Center (Creativity Station)</i>, children paint spiders with thin and wide legs. They then point to a thin line and a wide line.</p> <p>Children begin to demonstrate how print works, by using writing instruments in <i>Learning Centers</i>. In Theme 5, children create <i>Color Books</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>

Cognition	
Domain: Cognition	
Sub-Domain: Exploration and Discovery	
Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.	<p><i>Enrichment Activities include Science Learning Centers 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 Learning Centers (Science). Children are encouraged to talk about what they have observed and changes that happen during each activity.</i></p> <p>AG5: 13, 23, 33, 38 AG6: 3 AG6: 3 AG8: 13, 23 AG9: 23, 23 AG10: 13, 23, 26, 27, 29 AG13: 13, 33</p>
Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.	<p><i>Theme 1 All About Me (Week 2: My Senses) Starting the Day and Learning Centers 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>AG1: 3, 6, 7, 13, 17, 18, 23, 27, 29, 33, 37, 39 AG2: 3, 13, 19, 23, 29, 33 AG3: 3, 7, 8, 9, 13, 17, 23, 27, 33, 37 AG4: 3, 7, 8, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 AG5: 3, 7, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 AG6: 3, 7, 8, 13, 17, 19, 23, 27, 28, 29, 33, 37, 39 AG7: 3, 7, 13, 17, 19, 23, 27, 28, 33, 37, 38 AG8: 3, 7, 9, 13, 17, 23, 27, 39, 33, 37, 38 AG9: 3, 7, 8, 13, 17, 18, 23, 27, 29, 33, 37, 39 AG10: 3, 7, 8, 9, 13, 17, 23, 27, 28, 33, 37, 39 AG11: 3, 7, 8, 13, 17, 18, 19, 23, 27, 29, 33, 37 AG12: 3, 7, 9, 13, 17, 18, 19, 23, 27, 28, 33, 37, 38 AG13: 3, 7, 8, 13, 17, 23, 27, 33, 37, 38</p> <p>Resources: Classroom Poster – 5 Ways to Support Cognitive Development offers at-a-glance reminders for caregivers.</p>
Sub-Domain: Memory	
Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	<p><i>During Outdoor Play activities (p. 3, 13, 23, and 33), children have opportunities to investigate their environment and explore cause-and-effect. Activity choices in the Cognitive Development domain (p. 7, 17, 27, and 37) offer many opportunities for children to observe objects, materials and explore changes.</i></p> <p>AG1: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG2: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG3: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG4: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG5: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG6: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG7: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG8: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG9: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG10: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG11: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG12: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG13: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40</p> <p>Resources: Classroom Poster—“5 Ways to Support Cognitive Development”</p>
Goal IT-C 4. Child recognizes the stability of people and objects in the environment.	<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>
Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.	<p><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 to develop more complex actions and thoughts.</i></p> <p><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></p> <p>AG1: 4, 5, 14, 15, 24, 25, 34, 35 AG2: 2, 3, 4, 5, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 24, 25, 34, 35, 37, 38 AG3: 2, 4, 5, 7, 8, 12, 14, 15, 24, 25, 34, 35 AG4: 4, 5, 14, 15, 24, 25, 34, 35 AG 5: 4, 5, 14, 15, 24, 25, 34, 35 AG 6: 4, 5, 14, 15, 24, 25, 34, 35 AG 7: 4, 5, 14, 15, 24, 25, 34, 35 AG 8: 4, 5, 14, 15, 24, 25, 34, 35 AG9: 4, 5, 14, 15, 24, 25, 34, 35 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: Photo Activity Cards—#9 family 1, #10 family 2, #11 family 3, #17 caregiver and class, Family Puzzles, Friendship Puzzles, Max the Puppet</p>
Sub-Domain: Reasoning and Problem-Solving	
Goal IT-C 6. Child learns to use a variety of strategies in solving problems.	<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>
Goal IT-C 7. Child uses reasoning and planning ahead to solve problems.	<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>
Sub-Domain: Emergent Mathematical Thinking	
Goal IT-C 8. Child develops sense of number and quantity.	<p><i><u>Did You Know?</u> 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>AG1: 5, 15, 25, 27, 35, 36 AG2: 5, 6, 7, 8, 15, 25, 35, 37 AG3: 5, 15, 25, 35, 36 AG4: 5, 15, 25, 35 AG5: 5, 15, 17, 25, 35 AG7: 5, 15, 25, 27, 35 AG6: 5, 15, 25, 35 AG7: 5, 15, 23, 25, 27, 35 AG8: 5, 15, 25, 35 AG9: 5, 7, 8, 15, 25, 35 AG10: 5, 15, 25, 35 AG11: 5, 9, 15, 25, 35, 37 AG12: 5, 15, 25, 35 AG13: 5, 6, 7, 8, 15, 25, 26, 35, 40</p> <p>Resources: Classroom Poster—“5 Ways to Support Cognitive Development”</p>
Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.	<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—Theme 2 <u>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>
Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.	<p><i><u>Frog Street Toddler</u> supports children’s evolving ability to classify objects and people. <u>Math Centers</u> allow them to sort, group, and categorize. Theme 6 is devoted entirely to <u>Shapes and Sizes</u>—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, 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</p>
Sub-Domain: Imitation and Symbolic Representation and Play	
Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.	<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>AG1: 13, 17, 23, 33 AG2: 3, 13, 23, 28, 33 AG3: 3, 9, 13, 18, 23, 33, 39, 40 AG4: 3, 9, 13, 19, 23, 33 AG5: 23, 33 AG6: 3, 7, 8, 9, 18 AG7: 2, 3, 9, 13, 17, 18, 19, 23, 33 AG8: 3, 7, 9, 13, 17, 19, 23, 29 AG9: 3, 8, 13, 17, 23, 33 AG10: 3, 23, 27, 29 AG11: 3, 13, 19, 23, 29, 33 AG12: 3, 13, 23, 33 AG13: 3, 13, 23, 33</p>
Goal IT-C 12. Child uses objects or symbols to represent something else.	<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>AG1: 13, 17, 23, 33 AG2: 3, 13, 23, 28, 33 AG3: 3, 9, 13, 18, 23, 33, 39, 40 AG4: 3, 9, 13, 19, 23, 33 AG5: 23, 33 AG6: 3, 7, 8, 9, 18 AG7: 2, 3, 9, 13, 17, 18, 19, 23, 33 AG8: 3, 7, 9, 13, 17, 19, 23, 29 AG9: 3, 8, 13, 17, 23, 33 AG10: 3, 23, 27, 29 AG11: 3, 13, 19, 23, 29, 33 AG12: 3, 13, 23, 33 AG13: 3, 13, 23, 33</p>

Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.

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.

AG1: 17, 23, 33 **AG2:** 28, 33 **AG3:** 3, 9, 13, 18, 23, 33, 39, 40 **AG4:** 3, 9, 13, 19, 23, 33 **AG5:** 23, 33 **AG6:** 3, 7, 8, 9, 18 **AG7:** 2, 9, 13, 17, 18, 19, 33 **AG8:** 7, 9, 13, 17, 19, 29 **AG9:** 3, 8, 13, 17, 23 **AG10:** 27, 29 **AG11:** 19, 29, 33 **AG12:** 3, 13, 23, 33 **AG13:** 3, 13, 33

Domain: Perceptual, Motor, and Physical Development	
Sub-Domain: Perception	
Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.	<p><i>Cognitive Development and Learning Centers provide children with opportunities to explore objects, experiences, and interactions. Example—Theme 1 (All About Me) Loudest Sound, (p. 7) wherein the caregiver shakes Jingle Boxes, then children are asked to use their ears to determine which one made 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” provides at-a-glance reminders for caregivers.</p>
Goal IT- PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.	<p><i>Cognitive Development and Learning Centers provide children with opportunities to explore objects, experiences, and interactions. Example—Theme 1 (All About Me) Loudest Sound, (p. 7) wherein the caregiver shakes Jingle Boxes, then children are asked to use their ears to determine which one made 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” provides at-a-glance reminders for caregivers.</p>
Sub-Domain: Gross Motor	
Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.	<p><i>Physical Development activities provide opportunities for children to develop, combine and coordinate arm and leg movements. Children also move their body, arms and legs with coordination during Sing-Along Songs and Chants</i></p> <p>Activity Guide - (AG) AG1: 3, 9, 13, 16, 19, 23, 28, 29, 36, 39 AG2: 3, 9, 13, 19, 23, 26, 29, 33, 39 AG3: 3, 9, 13, 19, 23, 28, 29, 33, 39 AG4: 3, 9, 13, 16, 19, 23, 29, 33, 38, 39 AG5: 3, 6, 9, 13, 19, 23, 28, 29, 33, 39 AG6: 3, 7, 9, 13, 17, 19, 23, 29, 33, 39 AG7: 3, 9, 13, 19, 23, 27, 29, 33, 39 AG8: 3, 9, 13, 16, 17, 19, 23, 29, 33, 39 AG9: 3, 9, 13, 19, 23, 29, 33, 39 AG10: 3, 9, 13, 14, 19, 23, 24, 29, 33, 34, 39 AG11: 3, 9, 13, 18, 19, 23, 29, 33, 38, 39 AG12: 3, 9, 13, 17, 19, 23, 28, 29, 33, 39 AG13: 3, 6, 8, 9, 13, 19, 23, 29, 33, 36, 39</p> <p>Resources: 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>
Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.	<p><i>Physical Development activities in Frog Street Toddler support large muscle balance, stability, control and coordination, including arms and legs, while playing with objects and equipment.</i></p> <p>AG1: 9, 19, 29, 39 AG2: 9, 19, 29, 39 AG3: 9, 19, 29, 39 AG4: 9, 19, 29, 39 AG5: 9, 19, 29,</p>

	<p>39 AG6: 9, 19, 29, 39 AG7: 9, 19, 29, 39 AG8: 9, 19, 29, 39 AG9: 9, 19, 29, 39 AG10: 9, 19, 29, 39 AG11: 9, 19, 29, 39 AG12: 9, 19, 29, 39 AG13: 9, 19, 29, 39</p> <p>Resources: 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>
Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.	<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>AG1: 3, 9, 13, 19, 23, 28, 29, 36, 39 AG2: 3, 9, 13, 19, 23, 26, 29, 33, 39 AG3: 3, 9, 13, 19, 23, 28, 29, 33, 39 AG4: 3, 9, 13, 16, 19, 23, 29, 33, 38, 39 AG5: 3, 6, 9, 13, 19, 23, 28, 29, 33, 39 AG6: 3, 7, 9, 13, 17, 19, 23, 29, 33, 39 AG7: 3, 9, 13, 19, 23, 27, 29, 33, 39 AG8: 3, 9, 13, 16, 17, 19, 23, 29, 33, 39 AG9: 3, 9, 13, 19, 23, 29, 33, 39 AG10: 3, 9, 13, 14, 19, 23, 24, 29, 33, 34, 39 AG11: 3, 9, 13, 18, 19, 23, 29, 33, 38, 39 AG12: 3, 9, 13, 17, 19, 23, 28, 29, 33, 39 AG13: 3, 6, 8, 9, 13, 19, 23, 29, 33, 36, 39</p> <p>Resources: Physical Development Materials (bean bags, beach ball, bouncing balls, tactile balls, eyedroppers), Classroom Poster—“5 Ways to Support Physical Development”</p>
Sub-Domain: Fine Motor	
Goal IT-PMP 6. Child coordinates hand and eye movement to perform actions.	<p><i>Children coordinate eye and hand movements when doing simple tasks.</i></p> <p>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</p>
Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.	<p>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</p>
Goal IT-PMP 8. Child adjusts reach and grasp to use tools.	<p>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</p>

	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
Sub-Domain: Health, Safety, and Nutrition	
Goal IT-PMP 9: Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	<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>AG 1: 7, 17, 18, 28, 33 AG 2: 27 AG 3: 12, 13, 14, 15, 16, 17, 18, 19, 36 AG 4: 8, 40 AG 7: 28 AG 8: 10 AG 9: 18, 28 AG 10: 10, 18, 20 AG 11: 30 AG 12: 8, 18, 28, 38 AG 13: 8, 10, 18, 28, 38</p>
Goal IT-PMP 10. Child uses safe behaviors with support from adults.	<p><i><u>Starting the Day</u> is a 4-step routine (<u>Unite</u>, <u>Calm</u>, <u>Connect</u>, <u>Build Community</u>). Children learn to internalize rules, routines, and directions, including those related to potentially harmful situations and safety rules. <u>Did You Know?</u> statements provide guidance for caregivers. Examples—Theme 4, <u>Did You Know?</u> p. 33 “When a toddler figures out that he can climb a strategically-placed chair to reach something, he has engaged in highly creative problem solving. Praise children for such solutions but be sure to remind children of safety rules as well.” Theme 13, <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>AG1: 7, 17 AG3: 24, 28, 29 AG9: 18, 26, 28 AG12: 18, 28, 38 AG13: 18, 38</p>
Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.	<p><i>The <u>Welcome to Frog Street Toddler Guide</u> 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. <u>Welcome to Frog Street Toddler</u> (pp. 36-38) describes specific ways to encourage healthy eating habits.</i></p> <p>AG3: 13, 16, 17, 18 AG4: 38 AG5: 8, 17, 18, 28 AG6: 3, 8, 18, 28, 31, 38 AG7: 8, 18, 38 AG8: 18, 28 AG9: 28 AG10: 8, 28, 38 AG11: 7, 8, 28 AG12: 8, 18, 28 AG13: 28</p> <p>Resources: Patterns CD—Foods: Healthy, Foods: Unhealthy, Classroom Posters “5 Ways to Encourage Healthy Eating Habits”</p>

