

# Virginia's Early Learning and Development Standards Birth-Five Learning Guidelines Correlation to Frog Toddler



## Virginia's Early Learning and Development Standards Correlation to Frog Street Toddler

VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS	Frog Street Activity Guide Page References
<b>Approaches to Play and Learning</b>	
<b>APL1. Curiosity and Initiative</b>	
<b>APL1.1. Being curious learners</b>	
<b>Early Toddler 12-24 months</b> APL1.1d Participates in new experiences, begins to ask questions, and experiments with new materials	<p><i>Throughout Frog Street Toddler, Learning Centers and Cognitive Development activities provide children with opportunities to try new activities and experiences and develop curiosity.</i></p> <p><b>AG1:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 27, 29, 33, 37 <b>AG5:</b> 3, 7, 8, 13, 17, 19, 23, 27, 29, 33, 37 <b>AG6:</b> 3, 7, 8, 13, 17, 23, 27, 29, 33, 37, 39 <b>AG7:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 27, 29, 33, 37 <b>AG9:</b> 3, 6, 7, 8, 13, 17, 19, 23, 27, 33, 37, 38 <b>AG10:</b> 3, 7, 9, 13, 17, 23, 27, 28, 33, 37, 38, 39 <b>AG11:</b> 3, 7, 8, 13, 17, 18, 23, 27, 28, 33, 37, 38 <b>AG12:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG13:</b> 3, 8, 13, 17, 23, 33, 38, 39</p>
<b>Later Toddler 22-36 months</b> APL1.1e Asks questions about materials and how they are used	<p><i>During Outdoor Play activities (Activity Guide pages 3, 13, 23, and 33), children have opportunities to investigate their environment. Learning Centers and Cognitive Development activities provide opportunities for children to explore, asking questions and using different methods.</i></p> <p><b>AG1:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG2:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG3:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG4:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG5:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG6:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG7:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG8:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40</p>
<b>Later Toddler 22-36 months</b> APL1.1f Shows interest and awareness in changes in the environment	

	<p><b>AG9:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG10:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG11:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG12:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG13:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40</p> <p><b>Resources:</b> Classroom Poster “5 Ways to Support Cognitive Development”</p>
<b>APL1.2. Taking initiative</b>	
<p><b>Early Toddler 12-24 months</b>  APL1.2j Initiates activities of interest and tries to get others involved</p>	<p><i>The <b>Starting the Day: Connect</b> section of each guide encourages children to engage in an activity with a partner. <b>Outdoor Play</b> 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 <b>Theme 3, Friends (Week 1: Everyday Friends)</b> children learn how to interact with each other in respectful and appropriate ways.</i></p> <p><b>AG1:</b> 2, 5, 9, 13, 19, 23, 29, 33, 39 <b>AG2:</b> 3, 5, 6, 7, 8, 10, 13, 15, 16, 18, 23, 25, 26, 33, 35, 38 <b>AG3:</b> 3, 5, 6, 10, 13, 15, 23, 25, 28, 33, 35 <b>AG4:</b> 3, 5, 6, 8, 13, 15, 18, 20, 23, 25, 28, 33, 35, 36, 38 <b>AG5:</b> 4, 5, 10, 14, 15, 24, 25, 34, 35 <b>AG6:</b> 3, 5, 13, 18, 23, 25, 33, 35 <b>AG7:</b> 5, 6, 7, 8, 15, 16, 25, 26, 35, 36, 38, 40 <b>AG8:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 34, 35, 40 <b>AG9:</b> 3, 5, 13, 23, 33 <b>AG10:</b> 3, 5, 13, 23, 33 <b>AG11:</b> 3, 5, 13, 23, 33 <b>AG12:</b> 3, 5, 13, 23, 33 <b>AG13:</b> 3, 5, 13, 23, 33</p>
<p><b>Early Toddler 12-24 months</b>  APL1.2k Uses toys to make things happen (e.g., pushes a button on a toy to create a sound)</p>	<p><b>Cognitive Development and Learning Centers</b> provide children with opportunities to explore cause-and-effect relationships.</p> <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.</i></p>
<p><b>Later Toddler 22-36 months</b>  APL1.2l Tries out different ways of using new materials</p>	

	<b>AG1:</b> 17, 23, 33 <b>AG2:</b> 28, 33 <b>AG3:</b> 3, 9, 13, 18, 23, 33, 39, 40 <b>AG4:</b> 3, 9, 13, 19, 23, 33 <b>AG5:</b> 23, 33 <b>AG6:</b> 3, 7, 8, 9, 18 <b>AG7:</b> 2, 9, 13, 17, 18, 19, 33 <b>AG8:</b> 7, 9, 13, 17, 19, 29 <b>AG9:</b> 3, 8, 13, 17, 23 <b>AG10:</b> 27, 29 <b>AG11:</b> 19, 29, 33 <b>AG12:</b> 3, 13, 23, 33 <b>AG13:</b> 3, 13, 33
<b>APL2. CREATIVITY AND IMAGINATION</b>	
<b>APL2.1. Showing creativity and imagination</b>	
<b>Early Toddler 12-24 months</b> APL2.1e Uses realistic objects in pretend play (e.g., pretends to fit toy keys into a door lock)	<i>Weekly Pretend and Learn centers offer opportunities for children to use imitation and pretend play to learn new roles and relationships, sequences, and plans.</i>
<b>Early Toddler 12-24 months</b> APL2.1f Plays with stuffed animals as though they were real	
<b>Early Toddler 12-24 months</b> APL2.1g Shows imagination by using objects to stand-in for other objects (e.g., uses a block to represent a phone or a car)	<b>AG1:</b> 3, 13, 33 <b>AG2:</b> 3, 9, 10, 13, 23, 30, 33 <b>AG3:</b> 3, 8, 13, 23, 33, 38 <b>AG4:</b> 3, 9, 23, 33 <b>AG5:</b> 3, 10, 18, 33 <b>AG6:</b> 3, 40 <b>AG7:</b> 3, 13, 33, 40 <b>AG8:</b> 3, 13, 23 <b>AG9:</b> 3, 13, 17, 23, 33 <b>AG10:</b> 3, 23 <b>AG11:</b> 3, 13, 23, 33 <b>AG12:</b> 3, 8, 13, 23, 29, 33 <b>AG13:</b> 3, 13, 23, 33
<b>Early Toddler 12-24 months</b> APL2.1h Reenacts familiar events using props (e.g., pats a doll on the back, says, “night, night” and puts it in the toy bed)	<b>AG1:</b> 17, 23, 33 <b>AG2:</b> 28, 33 <b>AG3:</b> 3, 9, 13, 18, 23, 33, 39, 40 <b>AG4:</b> 3, 9, 13, 19, 23, 33 <b>AG5:</b> 23, 33 <b>AG6:</b> 3, 7, 8, 9, 18 <b>AG7:</b> 2, 9, 13, 17, 18, 19, 33 <b>AG8:</b> 7, 9, 13, 17, 19, 29 <b>AG9:</b> 3, 8, 13, 17, 23 <b>AG10:</b> 27, 29 <b>AG11:</b> 19, 29, 33 <b>AG12:</b> 3, 13, 23, 33 <b>AG13:</b> 3, 13, 33
<b>Later Toddler 22-36 months</b> APL2.1i Creates three dimensional structures using blocks and found materials (e.g., stones or sticks)	<i>Children are given opportunities to fit two- and three-dimensional objects together frequently throughout Frog Street Toddler. These opportunities are provided during Cognitive Development Activities, Enrichment Activities, and/or Physical Development Activities. Example—Theme 2: Family and Home (p. 7), children are invited to put their family puzzle pieces together.</i>
	<b>AG1:</b> 7, 29 <b>AG2:</b> 7 <b>AG3:</b> 7, 8, 17, 27, 37 <b>AG4:</b> 7, 9, 17, 19, 27, 29, 37, 38, 39 <b>AG5:</b> 7, 13, 17, 27, 37 <b>AG6:</b> 3, 4, 5, 7, 8, 9, 13, 15, 23, 25, 28, 29, 39 <b>AG7:</b> 3, 7, 17, 23, 26, 27, 29, 37, 39 <b>AG8:</b> 7, 13, 17, 19, 23, 27, 33, 37 <b>AG9:</b> 7, 8, 17, 19, 26, 27, 34, 36,

	<p>37, 38 <b>AG10:</b> 7, 17, 19, 27, 34, 36, 37 <b>AG11:</b> 6, 7, 9, 17, 27, 37 <b>AG12:</b> 4, 7, 8, 17, 18, 27, 29, 37 <b>AG13:</b> 7, 8, 13, 17, 27, 37</p> <p><b>Resources:</b> Patterns CD</p>
<p><b>Later Toddler 22-36 months</b>  APL2.1j Incorporates props while talking about actions (e.g., takes play dough to the housekeeping area to fill muffin tins before putting them in the play oven)</p>	<p><i>Weekly Pretend and Learn Centers offer opportunities for children to engage in imaginative play, incorporating props.</i></p> <p><b>AG1:</b> 3, 5, 13, 15, 23, 27, 33, 36 <b>AG2:</b> 3, 9, 13, 23, 26, 27, 29, 33 <b>AG3:</b> 3, 13, 15, 23, 25, 26, 27, 29, 33, 35, 38, 39 <b>AG4:</b> 3, 5, 23, 25, 29, 33, 35, 38 <b>AG5:</b> 6, 15, 18, 25, 33, 35 <b>AG6:</b> 3, 5, 9, 26 <b>AG7:</b> 3, 13, 15, 19, 23, 26, 33 <b>AG8:</b> 3, 9, 16, 13, 23, 39 <b>AG9:</b> 5, 13, 15, 17, 23, 29, 33, 35, 39 <b>AG10:</b> 3, 5, 8, 9, 17, 23, 29, 36, 39 <b>AG11:</b> 3, 5, 7, 13, 15, 23, 25, 33, 35, 38, 39 <b>AG12:</b> 3, 9, 13, 19, 23, 28, 33, 39 <b>AG13:</b> 3, 6, 7, 8, 13, 19, 23, 29, 33</p>
<p><b>Later Toddler 22-36 months</b>  APL2.1k Creates new words or rhymes</p>	<p><i>In the sections, <b>Starting the Day, Language Development, and Cognitive Development</b>, children learn new vocabulary, repeat words, sing simple songs, and repeat chants and finger plays. They are encouraged to create new words or rhymes. The page references below identify specific places where exposure to sounds, words, songs, and rhythm of language are introduced. <b>Theme 8</b> focuses entirely on <b>Traditional Songs</b>.</i></p> <p><b>AG1:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG2:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG3:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG4:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG5:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG6:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG7:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG8:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG9:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG10:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG11:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG12:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG13:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37</p> <p><b>Welcome to Frog Street Toddler: 35</b></p>

	<b>Resources:</b> Literacy Library, Classroom Posters “5 Reasons to Read to Children” and “5 Reasons to Sing and Dance,” Music CDs
<b>APL3. EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION</b>	
<b>APL3.1. Focusing and paying attention</b>	
<b>Early Toddler 12-24 months</b> APL3.1f Participates in activities with people and materials that require attention like listening to simple stories as they are read	<b>Frog Street Toddler</b> <i>provides children with many opportunities to develop the ability to maintain focus and attention to activities such as stories, finger plays, Learning Centers, puzzle assembly, and outdoor games.</i>  <b>AG1:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG2:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 17, 23, 26, 27, 33, 36, 37, 39 <b>AG4:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG5:</b> 3, 6, 7, 8, 13, 16, 17, 19, 23, 26, 27, 29, 33, 36, 37, 39 <b>AG6:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG7:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG8:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG9:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG10:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 36, 33, 38 <b>AG11:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG12:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG13:</b> 3, 6, 13, 16, 17, 19, 23, 26, 27, 28, 33, 36, 37, 38
<b>Later Toddler 22-36 months</b> APL3.1g Focuses on self-initiated activities for a short amount of time (e.g., works on a puzzle)	<b>Frog Street</b> <i>provides ongoing support for toddlers’ expanding independence in the form of Teaching Tips’ for educators (such as in AG2, What Should You Do? p. 20 involving independence)—and activities specifically designed for 2- to 3-year-old children. Another example is AG11, Construction Learning Center (p. 3) wherein children are encouraged to use blocks and their own ideas to build an animal enclosure.</i>  <b>AG1:</b> 4, 5, 8, 16, 18, 21, 26, 18, 38, 41 <b>AG2:</b> 3, 13, 20, 23, 33 <b>AG3:</b> 3, 4, 5, 13, 18, 19, 23, 24, 25, 33 <b>AG4:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 38 <b>AG5:</b> 3, 4, 5, 13, 15, 23, 33 <b>AG6:</b> 3, 13, 23, 33, 34, 35, 38 <b>AG7:</b> 3, 8, 11, 13, 17, 18, 23, 33 <b>AG8:</b> 3, 13, 23, 33, 40 <b>AG9:</b> 3, 8, 10, 13, 23, 33, 34, 35 <b>AG10:</b> 3, 4, 5, 13, 14, 15, 23, 33 <b>AG11:</b> 3, 4, 5, 13, 18, 23, 24, 25, 33 <b>AG12:</b> 3, 4, 5, 13, 18, 23, 24, 25, 33 <b>AG13:</b> 3, 4, 5, 13, 18, 23, 24, 25, 33
<b>Later Toddler 22-36 months</b> APL3.1h Sustains interest with one or two tasks that engage them (e.g., plays at the sensory table for 5-10 minutes)	

APL3.2. Building working memory	
<p><b>Early Toddler 12-24 months</b>  APL3.2e Points to and names parents, siblings, body parts, and familiar objects</p>	<p><i>In Frog Street Toddler, Theme 1 is All About Me (Week 1: My Face; Week 2: My Senses; Week 3: Arms, Hands and Fingers; Week 4: Legs, Feet and Toes). Throughout All About Me, children are asked to identify body parts and familiar objects by pointing, singing or speaking; children learn vocabulary, both verbally and via ASL (American Sign Language).</i></p> <p><i>In Theme 2, Family and Home: children explore concepts of family (Week 1- Immediate Family, Week 2 – Extended Family, Week 3 – Pets, Week 4 – Home).</i></p> <p><i>In Theme 3, Friends: 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).</i></p> <p><b>Starting the Day</b> 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.</p> <p><b>AG1:</b> 4, 5, 6, 9, 14, 15, 16, 17, 18, 19, 23, 24, 25, 27, 29, 34, 35, 36, 38 <b>AG2:</b> 2, 3, 4, 5, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 24, 25, 34, 35, 37, 38 <b>AG3:</b> 2, 4, 5, 7, 8, 12, 14, 15, 24, 25, 34, 35 <b>AG4:</b> 4, 5, 14, 15, 24, 25, 34, 35, 38 <b>AG5:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG6:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG7:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG8:</b> 4, 5, 14, 15, 24, 25, 34, 35, 38 <b>AG9:</b> 4, 5, 14, 15, 24, 25, 34, 35, 39 <b>AG10:</b> 4, 5, 14, 15, 16, 17, 18, 24, 25, 34, 35 <b>AG11:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG12:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG13:</b> 4, 5, 14, 15, 24, 25, 34, 35</p> <p><b>Resources:</b> Photo Activity Cards, Family Puzzles, Friendship Puzzles, Max the Puppet</p>

<p><b>Early Toddler 12-24 months</b> APL3.2f Sings some of the words to a favorite song</p>	<p><i>In the sections, <b>Starting the Day</b>, <b>Language Development</b>, and <b>Cognitive Development</b>, children learn new vocabulary, repeat words, sing simple songs, and repeat chants and finger plays. The page references below identify specific places where exposure to sounds, words, songs, and rhythm of language are introduced. <b>Theme 8</b> focuses entirely on <b>Traditional Songs</b>.</i></p> <p><b>AG1:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG2:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG3:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG4:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG5:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG6:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG7:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG8:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG9:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG10:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG11:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG12:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG13:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37</p> <p><b>Resources:</b> Literacy Library; Classroom Posters “5 Reasons to Read to Children” and “5 Reasons to Sing and Dance,” Music CDs</p>
<p><b>Early Toddler 12-24 months</b> APL3.2g Follows simple 1-step verbal directions like “put your spare clothes in your cubby”</p>	<p><b>Starting the Day</b> is a 4-step routine (<b>Unite, Calm, Connect, Build Community</b>). Children learn to internalize rules, routines, and directions. <b>Language Development</b> activities support a language-rich environment with opportunities to respond to directions, questions and invitations. <b>Physical Motor Development</b> activities provide opportunities for children to respond to verbal directions.</p> <p><b>AG1:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG2:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG3:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG4:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG5:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG6:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG7:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG8:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG9:</b> 4, 5, 6, 9, 14,</p>



	16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG10:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG11:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG12:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG13:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39
<b>Later Toddler 22-36 months</b> APL3.2h Practices remembering by recounting a story or verbally describing a picture no longer in view	<b>AG1:</b> 3, 13, 23, 33 <b>AG2:</b> 3, 7, 13, 17, 23, 27, 33, 36, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG4:</b> 3, 13, 23, 33 <b>AG5:</b> 3, 13, 23, 33 <b>AG6:</b> 3, 13, 23, 33, 37 <b>AG7:</b> 3, 13, 23, 33 <b>AG8:</b> 3, 7, 13, 23, 33 <b>AG9:</b> 3, 13, 23, 33 <b>AG10:</b> 3, 13, 23, 33 <b>AG11:</b> 3, 7, 13, 23, 33 <b>AG12:</b> 3, 13, 23, 26, 27, 33 <b>AG13:</b> 3, 13, 23, 33  <b>Resources:</b> Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.
<b>Later Toddler 22-36 months</b> APL3.2i Remembers where materials are kept in familiar environments (e.g., can retrieve spare clothes from cubby)	
<b>APL3.3. Thinking flexibly and adapting</b>	
<b>Early Toddler 12-24 months</b> APL3.3f Tries a variety of approaches to get what is wanted	<b>AG1:</b> 7, 17, 27, 29, 33, 37 <b>AG2:</b> 3, 7, 17, 27, 31, 37 <b>AG3:</b> 7, 17, 19, 27, 33, 37 <b>AG4:</b> 3, 7, 9, 17, 19, 23, 27, 33, 37, 38, 39 <b>AG5:</b> 3, 7, 13, 17, 27, 37 <b>AG6:</b> 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 37, 39 <b>AG7:</b> 3, 7, 13, 17, 23, 26, 27, 29, 33, 37, 39 <b>AG8:</b> 3, 7, 13, 17, 19, 23, 27, 23, 33, 37 <b>AG9:</b> 7, 8, 10, 17, 19, 26, 27, 34, 36, 37, 38 <b>AG10:</b> 7, 17, 19, 27, 34, 36, 37 <b>AG11:</b> 6, 7, 8, 17, 27, 37 <b>AG12:</b> 4, 7, 8, 17, 18, 27, 29, 37 <b>AG13:</b> 7, 8, 13, 17, 27, 37  <b>Resources:</b> Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.
<b>Early Toddler 12-24 months</b> APL3.3g Modifies actions or behavior in social situations, daily routines, to problem solve	<b>Learning Centers and Photo Activity Card discussions offer many opportunities for children to use language to describe what they need to solve problems. Starting the Day activities include prompts for children to use language to develop social skills, including asking for help or to solve a problem.</b>  <b>AG1:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG2:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG3:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG4:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG5:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26,

	27, 33, 34, 35, 37 <b>AG6:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG7:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG8:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG9:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG10:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG11:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG12:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG13:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37
<b>Later Toddler 22-36 months</b> APL3.3h Adjusts to changes in routines when informed in advance	<b>Starting the Day is a 4-step routine (Unite, Calm, Connect, Build Community).</b> <i>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>  <b>AG1:</b> 25, 35 <b>AG2:</b> 35 <b>AG3:</b> 15, 35 <b>AG4:</b> 5, 15 <b>AG6:</b> 35 <b>AG7:</b> 15, 25 <b>AG8:</b> 5, 25 <b>AG9:</b> 8 <b>AG10:</b> 5, 15, 35 <b>AG11:</b> 15, 25 <b>AG12:</b> 15, 25 <b>AG13:</b> 25, 35  <b>Resources:</b> Parents as Partners Cards
<b>Later Toddler 22-36 months</b> APL3.3i Identifies signals for changes between activities	<b>Welcome to Frog Street Toddler, Teaching Strategies, p. 44</b> <i>provides guidelines for Handling Transitions including establishing routines using songs and rhymes to provide smooth transitions between activities. Example—Theme 3, p.40</i> <b>Teaching Strategies-Spruce Up Your Space:</b> <i>“Toddlers learn quickly where things go. They have a great time scattering toys everywhere, but they also love to help put things away. Make clean up part of your daily routine. Sing a clean-up song! Clean Up Time (Tune: “Do You Know the Muffin Man?”)</i>  <b>AG1:</b> 28 <b>AG3:</b> 33, 34, 39, 40 <b>AG4:</b> 29 <b>AG10:</b> 3, 30  <b>Resources:</b> Music CDs
<b>Later Toddler 22-36 months</b> APL3.3j Makes transitions that are part of a daily schedule	

APL3.4. Inhibiting responses	
<b>Early Toddler 12-24 months</b> <b>Note:</b> The developmental progression of this focus area is more explicitly evidenced later in infancy.	<b>Note:</b> The developmental progression of this focus area is more explicitly evidenced later in infancy.
<b>Later Toddler 22-36 months</b> APL3.4a Begins to take turns and waits in line for short periods of time with adult support	<p><i>The <b>Starting the Day: Connect</b> section of each guide encourages children to engage in an activity with a partner. <b>Outdoor Play</b> 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 appropriate ways, such as sharing, taking turns, waiting for others, etc. In <b>Theme 3, Friends (Week 1: Everyday Friends)</b> children learn how to interact with each other in respectful and appropriate ways.</i></p> <p><b>AG1:</b> 2, 5, 9, 13, 19, 23, 29, 33, 39 <b>AG2:</b> 3, 5, 6, 7, 8, 10, 13, 15, 16, 18, 23, 25, 26, 33, 35, 38 <b>AG3:</b> 3, 5, 6, 10, 13, 15, 23, 25, 28, 33, 35 <b>AG4:</b> 3, 5, 6, 8, 13, 15, 18, 20, 23, 25, 28, 33, 35, 36, 38 <b>AG5:</b> 4, 5, 10, 14, 15, 24, 25, 34, 35 <b>AG6:</b> 3, 5, 13, 18, 23, 25, 33, 35 <b>AG7:</b> 5, 6, 7, 8, 15, 16, 25, 26, 35, 36, 38, 40 <b>AG8:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 34, 35, 40 <b>AG9:</b> 3, 5, 13, 23, 33 <b>AG10:</b> 3, 5, 13, 23, 33 <b>AG11:</b> 3, 5, 13, 23, 33 <b>AG12:</b> 3, 5, 13, 23, 33 <b>AG13:</b> 3, 5, 13, 23, 33</p>
APL3.5. Persisting and problem-solving	
<b>Early Toddler 12-24 months</b> APL3.5g Shows increasing ability to stay engaged and complete task (e.g., putting all shapes in a shape sorter)	<p><b>Frog Street Toddler</b> provides children with many opportunities to develop the ability to maintain focus and attention to activities such as stories, finger plays, <b>Learning Centers</b>, puzzle assembly, and outdoor games.</p> <p><b>AG1:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG2:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 17, 23, 26, 27, 33, 36, 37, 39 <b>AG4:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG5:</b> 3, 6, 7, 8, 13, 16, 17, 19, 23, 26, 27, 29, 33, 36, 37, 39 <b>AG6:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG7:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG8:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG9:</b> 3, 6, 7, 13, 16, 17, 18,</p>

	<p>23, 26, 27, 33, 36, 37 <b>AG10:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 36, 33, 38 <b>AG11:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG12:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG13:</b> 3, 6, 13, 16, 17, 19, 23, 26, 27, 28, 33, 36, 37, 38</p>
<p><b>Early Toddler 12-24 months</b> APL3.5h Repeats preferred activities and gestures, signs, or asks for “more”</p>	<p><b>Cognitive Development activities and Learning Centers</b> offer children opportunities to choose different tasks. Children are also able to repeat activities many times to achieve mastery.</p> <p><b>AG1:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG9:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 33, 37</p> <p><b>Resources:</b> Classroom Poster – 5 Ways to Support Cognitive Development offers at-a-glance reminders for caregivers.</p>
<p><b>Early Toddler 12-24 months</b> APL3.5i Turns puzzle pieces different ways to complete a puzzle</p>	<p>Children are given opportunities to fit puzzle pieces together frequently throughout <b>Frog Street Toddler</b>. These opportunities are provided during <b>Cognitive Development Activities, Enrichment Activities, and/or Physical Development Activities</b>. Example—<b>Theme 2: Family and Home</b> (p. 7), children are invited to put their family puzzle pieces together.</p> <p><b>AG1:</b> 7, 29 <b>AG2:</b> 7 <b>AG3:</b> 7, 8, 17, 27, 37 <b>AG4:</b> 7, 9, 17, 19, 27, 29, 37, 38, 39 <b>AG5:</b> 7, 13, 17, 27, 37 <b>AG6:</b> 3, 4, 5, 7, 8, 9, 13, 15, 23, 25, 28, 29, 39 <b>AG7:</b> 3, 7, 17, 23, 26, 27, 29, 37, 39 <b>AG8:</b> 7, 13, 17, 19, 23, 27, 33, 37 <b>AG9:</b> 7, 8, 17, 19, 26, 27, 34, 36, 37, 38 <b>AG10:</b> 7, 17, 19, 27, 34, 36, 37 <b>AG11:</b> 6, 7, 9, 17, 27, 37 <b>AG12:</b> 4, 7, 8, 17, 18, 27, 29, 37 <b>AG13:</b> 7, 8, 13, 17, 27, 37</p> <p><b>Resources:</b> Patterns CD</p>
<p><b>Early Toddler 12-24 months</b> APL3.5j Begins to use different strategies to solve a problem when one approach does not work</p>	<p><b>AG1:</b> 7, 17, 27, 29, 33, 37 <b>AG2:</b> 3, 7, 17, 27, 31, 37 <b>AG3:</b> 7, 17, 19, 27, 33, 37 <b>AG4:</b> 3, 7, 9, 17, 19, 23, 27, 33, 37, 38, 39 <b>AG5:</b> 3, 7, 13, 17, 27, 37 <b>AG6:</b> 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19,</p>

	<p>23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 37, 39 <b>AG7:</b> 3, 7, 13, 17, 23, 26, 27, 29, 33, 37, 39 <b>AG8:</b> 3, 7, 13, 17, 19, 23, 27, 23, 33, 37 <b>AG9:</b> 7, 8, 10, 17, 19, 26, 27, 34, 36, 37, 38 <b>AG10:</b> 7, 17, 19, 27, 34, 36, 37 <b>AG11:</b> 6, 7, 8, 17, 27, 37 <b>AG12:</b> 4, 7, 8, 17, 18, 27, 29, 37 <b>AG13:</b> 7, 8, 13, 17, 27, 37</p> <p><b>Resources:</b> Classroom Poster “5 Ways to Support Cognitive Development” offers at-a-glance reminders for caregivers.</p>
<p><b>Early Toddler 12-24 months</b> APL3.5k Uses language to request help</p>	<p><b>Learning Centers and Photo Activity Card</b> discussions offer many opportunities for children to use language to describe what they see and talk about their own experiences related to the topic. <b>Starting the Day</b> activities include prompts for children to use language to develop social skills, including asking for help.</p> <p><b>AG1:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG2:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG3:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG4:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG5:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG6:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG7:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG8:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG9:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG10:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG11:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG12:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG13:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37</p>
<p><b>Later Toddler 22-36 months</b> APL3.5l Practices a skill or activity many times, even with difficulty (e.g., building a taller block tower or balancing on a log or balance beam)</p>	<p><b>Cognitive Development activities and Learning Centers</b> offer children opportunities to choose different tasks. Children are also able to repeat activities many times to achieve mastery.</p> <p><b>AG1:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG7:</b> 3, 7, 13,</p>

	<p>17, 23, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG9:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 33, 37</p> <p><b>Resources:</b> Classroom Poster – 5 Ways to Support Cognitive Development offers at-a-glance reminders for caregivers.</p>
<p><b>Later Toddler 22-36 months</b> APL3.5m Alters approach to tasks when initial approach does not work (e.g., tries different techniques when assembling a shape puzzle)</p>	<p><b>Cognitive Development activities and Learning Centers offer children opportunities to explore trial-and-error while problem solving.</b></p> <p><b>AG1:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG9:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 33, 37</p> <p><b>Resources:</b> Classroom Poster “5 Ways to Support Cognitive Development”</p>
<p><b>Later Toddler 22-36 months</b> APL3.5n Responds to adult’s verbal encouragement to try a new object or experience or try again after an unsuccessful attempt at an activity</p>	<p><b>AG1:</b> 3, 4, 5, 8, 13, 18, 23, 33 38 <b>AG2:</b> 3, 5, 7, 8, 11, 13, 18, 23, 28, 31, 33 <b>AG3:</b> 3, 4, 5, 13, 18, 23, 24, 25, 33 <b>AG4:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 38 <b>AG5:</b> 3, 4, 5, 13, 23, 33 <b>AG6:</b> 3, 11, 13, 15, 21, 23, 31, 33, 34, 35, 41 <b>AG7:</b> 3, 8, 11, 13, 17, 18, 21, 23, 33 <b>AG8:</b> 11, 21, 27, 31, 41 <b>AG9:</b> 3, 8, 13, 15, 23, 33, 34, 35 <b>AG10:</b> 3, 4, 5, 13, 14, 15, 23, 33 <b>AG11:</b> 3, 4, 5, 13, 18, 21, 23, 24, 25, 31, 33, 34, 35, 41 <b>AG12:</b> 3, 4, 5, 11, 13, 14, 15, 21, 23, 30, 31, 33, 34, 35 <b>AG13:</b> 3, 13, 23, 24, 25, 33, 40, 41</p>
<b>APL4. BEHAVIORAL SELF-REGULATION</b>	
<b>APL4.1. Managing actions and behaviors</b>	
<p><b>Early Toddler 12-24 months</b> APL4.1c Follows simple routines established by adults (e.g., eating, napping, playing)</p>	<p><b>Starting the Day is a 4-step routine (Unite, Calm, Connect, Build Community).</b> 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><b>AG1:</b> 25, 35 <b>AG2:</b> 35 <b>AG3:</b> 15, 35 <b>AG4:</b> 5, 15 <b>AG6:</b> 35 <b>AG7:</b> 15, 25 <b>AG8:</b> 5, 25 <b>AG9:</b> 8 <b>AG10:</b> 5, 15, 35 <b>AG11:</b> 15, 25 <b>AG12:</b> 15, 25 <b>AG13:</b> 25, 35</p> <p><b>Resources:</b> Parents as Partners Cards</p>
<p><b>Early Toddler 12-24 months</b> APL4.1d Follows instructions from adult (e.g., puts toy in a specified location)</p>	<p><b>Starting the Day</b> is a 4-step routine (<b>Unite, Calm, Connect, Build Community</b>). <i>Children learn to internalize rules, routines, and simple instructions. Children also develop capacity to predict routines and regular events that make up the day or the session and respond to changes often with enjoyment and interest.</i></p> <p><b>AG1:</b> 25, 35 <b>AG3:</b> 15, 35 <b>AG4:</b> 5, 15 <b>AG6:</b> 35 <b>AG7:</b> 15, 25 <b>AG8:</b> 5, 25 <b>AG9:</b> 8 <b>AG10:</b> 5, 15, 35 <b>AG11:</b> 15, 25 <b>AG12:</b> 15, 25 <b>AG13:</b> 25, 35</p> <p><b>Resources:</b> Parents as Partners Cards</p>
<p><b>Later Toddler 22-36 months</b> APL4.1e Participates in simple routines with adult support (e.g., hand washing before eating, clean up after eating)</p>	<p><i>In Frog Street Toddler, children are reminded how to safely cross a street, wear seat belts, and to wash their hands before eating and after toileting. In Theme 3, Week 2 Friends Who Keep Us Healthy, the entire week is centered on healthy habits and the friends (doctor, nurse, dentist) who help us stay healthy.</i></p> <p><b>AG1:</b> 7, 17, 18, 28, 33 <b>AG2:</b> 27 <b>AG3:</b> 12, 13, 14, 15, 16, 17, 18, 19, 36 <b>AG4:</b> 8, 40 <b>AG7:</b> 28 <b>AG8:</b> 10 <b>AG9:</b> 18, 28 <b>AG10:</b> 10, 18, 20 <b>AG11:</b> 30 <b>AG12:</b> 8, 18, 28, 38 <b>AG13:</b> 8, 10, 18, 28, 38</p> <p><b>Resources:</b> Classroom Posters “5 Steps for Washing Hands,” and “5 Ways to Encourage Healthy Eating Habits”</p>
<p><b>Later Toddler 22-36 months</b> APL4.1f Becomes familiar with basic safety rules (e.g., hold an adult’s hand when crossing the street)</p>	<p><b>Starting the Day</b> is a 4-step routine (<b>Unite, Calm, Connect, Build Community</b>) in which children learn to internalize rules, routines, and directions, including those related to potentially harmful situations and safety rules. <b>Did You Know?</b> statements provide guidance for caregivers. Children are reminded how to</p>

	<p><i>safely cross a street, wear seat belts, and wash their hands before eating and after toileting. Theme 3, Friends (Week 3 - Friends Who Keep Us Safe) the weeks activities are related to healthy habits and the “friends” (doctor, nurse, dentist) who help us stay safe and healthy.</i></p> <p><b>AG1:</b> 7, 17, 18, 28, 33 <b>AG2:</b> 27 <b>AG3:</b> 13, 14, 15, 16, 17, 18, 19, 36 <b>AG4:</b> 8, 40 <b>AG7:</b> 28 <b>AG8:</b> 10 <b>AG9:</b> 18, 28 <b>AG10:</b> 10, 18, 20 <b>AG11:</b> 30 <b>AG12:</b> 8, 18, 28, 38 <b>AG13:</b> 8, 10, 18, 28, 38</p>
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>SED1. POSITIVE SELF-CONCEPT</b>	
<b>SED1.1. Developing self-awareness</b>	
<p><b>Early Toddler 12-24 months</b> SED1.1f Shows awareness of one's own thoughts, feelings, and preferences (e.g., child hits peer, then says, “I’m mad”)</p>	<p><i>Frog Street Toddler provides support for showing concern for others and expressing desires and preferences appropriately. Example— <b>Starting the Day—Build Community</b> (Theme 6, p. 5) wherein children discuss listening to another person’s ‘big voice.’ (A big voice is what children use to tell others that they don’t like something, such as ‘I don’t like it when you take my blocks.’)</i></p> <p><b>AG1:</b> 5, 28, 40 <b>AG2:</b> 5 <b>AG3:</b> 5, 30 <b>AG4:</b> 5, 8, 25 <b>AG5:</b> 5, 7, 20, 27 <b>AG6:</b> 5, 20, 26 <b>AG7:</b> 5, 8, 10, 40 <b>AG8:</b> 5, 10, 15, 17 <b>AG9:</b> 5, 28, 30, 40 <b>AG10:</b> 5, 28 <b>AG11:</b> 5, 25, 28, 35, 40 <b>AG12:</b> 3, 5, 13, 20, 23, 33 <b>AG13:</b> 5, 15</p>
<p><b>Early Toddler 12-24 months</b> SED1.1g Uses own first name</p>	<p><i>Throughout <b>Frog Street Toddler</b>, children engage in rhymes, chants, songs, and poems using “I”, “you” and “me” during development of the concepts of self and others. <b>Learning Centers</b> offer many opportunities for children to describe various objects and people related to monthly themes. <b>Photo Activity Card</b> discussions (p. 7, 17, 27, and 37) provide opportunities for children to use language to describe what they see and talk about their own experiences related to the topic. <b>Starting the Day</b> activities include prompts for children to use language to develop social skills. Children also learn to use their own name and the names of others in their classroom and community.</i></p>



	<p><b>AG1:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG2:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG3:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG4:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG5:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG6:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG7:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG8:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG9:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG10:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG11:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG12:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG13:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37</p> <p><b>Resources:</b> Photo Activity Cards, Classroom Posters –“Sign Language,”</p>
<p><b>Later Toddler 22-36 months</b>  SED1.1h Shows awareness of being part of a family and a larger community (e.g., identifies siblings in family photo)</p>	<p><i>In Theme 2, Family and Home: children explore concepts of family (Week 1- Immediate Family, Week 2 – Extended Family, Week 3 – Pets, Week 4 – Home). In Theme 3, Friends: 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).</i></p> <p><b>Starting the Day</b> 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.</p> <p><b>AG1:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG2:</b> 2, 3, 4, 5, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 24, 25, 34, 35, 37, 38 <b>AG3:</b> 2, 4, 5, 7, 8, 12, 14, 15, 24, 25, 34, 35 <b>AG4:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG5:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG6:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG7:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG8:</b> 4, 5, 14, 15, 24, 25, 34,</p>

	<p>35 <b>AG9:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG10:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG11:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG12:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG13:</b> 4, 5, 14, 15, 24, 25, 34, 35</p> <p><b>Resources:</b> Photo Activity Cards, Family Puzzles, Friendship Puzzles, Max the Puppet</p>
<p><b>Later Toddler 22-36 months</b> SED1.1i Describes own physical characteristics and behaviors</p>	<p><b>Frog Street Toddler</b> <i>encourages teachers to be inclusive and culturally responsive as a habit of mind.</i></p> <p><b>AG1:</b> 3, 13, 23 <b>AG2:</b> 3, 13, 23, 33 <b>AG3:</b> 3, 13, 23, 33 <b>AG4:</b> 3, 7, 13, 23, 33 <b>AG5:</b> 3, 13, 23, 33 <b>AG6:</b> 3, 13, 23, 33 <b>AG7:</b> 3, 13, 23, 33 <b>AG8:</b> 3, 13, 23, 33 <b>AG9:</b> 3, 13, 23, 33 <b>AG10:</b> 3, 13, 23, 33 <b>AG11:</b> 3, 13, 223, 33 <b>AG12:</b> 3, 13, 23, 33 <b>AG13:</b> 3, 13, 23, 33</p> <p><b>Welcome Guide:</b> 53</p>
<p><b>Later Toddler 22-36 months</b> SED1.1j Indicates likes and dislikes when asked</p>	<p><b>Frog Street Toddler</b> <i>provides support for encouraging children to express their own likes and dislikes in appropriate ways.</i> <i>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.’) Children are encouraged to be thinkers and make decisions throughout the day.</i></p> <p><b>AG1:</b> 5, 28, 40 <b>AG2:</b> 5 <b>AG3:</b> 5, 30 <b>AG4:</b> 5, 8, 25 <b>AG5:</b> 5, 7, 20, 27 <b>AG6:</b> 5, 20, 26 <b>AG7:</b> 5, 8, 10, 40 <b>AG8:</b> 5, 10, 15, 17 <b>AG9:</b> 5, 28, 30, 40; <b>AG10:</b> 5, 28 <b>AG11:</b> 5, 25, 28, 35, 40 <b>AG12:</b> 3, 5, 13, 20, 23, 33 <b>AG13:</b> 5, 15</p>
<b>SED1.2. Developing self-confidence</b>	
<p><b>Early Toddler 12-24 months</b> SED1.2c Shows awareness of being seen by others such as repeating an action when someone is watching</p>	<p><b>Learning Centers and Outdoor Play</b> <i>provide opportunities for children to show their accomplishments and tell others throughout all the domains.</i></p>

	<p><b>AG1:</b> 10, 40 <b>AG2:</b> 18 <b>AG3:</b> 5, 20, 25, 27, 35, 37, 40 <b>AG4:</b> 20  <b>AG5:</b> 10, 30 <b>AG6:</b> 4, 5, 6, 10, 15, 20, 29, 34, 38 <b>AG7:</b> 5, 9, 10,  16, 20, 30 <b>AG8:</b> 20, 35, 37 <b>AG9:</b> 15, 16, 20, 24, 25, 39 <b>AG10:</b>  20 <b>AG11:</b> 14, 20, 38 <b>AG12:</b> 6, 25, 33, 40 <b>AG13:</b> 9, 14, 15, 20</p>
<p><b>Early Toddler 12-24 months</b>  SED1.2d Begins to recognize own abilities; is aware of self and own preferences</p>	<p><b>Learning Centers and Outdoor Play</b> opportunities for children to increase abilities and express their feelings over their accomplishments in all the domains.</p> <p><b>AG1:</b> 10, 40 <b>AG2:</b> 18 <b>AG3:</b> 5, 20, 25, 27, 35, 37, 40 <b>AG4:</b> 20  <b>AG5:</b> 10, 30 <b>AG6:</b> 4, 5, 6, 10, 15, 20, 29, 34, 38 <b>AG7:</b> 5, 9, 10,  16, 20, 30 <b>AG8:</b> 20, 35, 37 <b>AG9:</b> 15, 16, 20, 24, 25, 39 <b>AG10:</b>  20 <b>AG11:</b> 14, 20, 38 <b>AG12:</b> 6, 25, 33, 40 <b>AG13:</b> 9, 14, 15, 20</p>
<p><b>Later Toddler 22-36 months</b>  SED1.2e Performs the tasks requested of them and may initiate tasks on their own</p>	<p><b>Frog Street</b> provides ongoing support for toddlers' expanding independence in the form of <b>Teaching Tips</b> for educators (such as in <b>AG2, What Should You Do?</b> p. 20 involving independence)—and activities specifically designed for 2- to 3-year-old children. Another example is <b>AG11, Construction Learning Center</b> (p.3) wherein children are encouraged to use blocks and their own ideas to build an animal enclosure.</p> <p><b>AG1:</b> 4, 5, 8, 16, 18, 21, 26, 18, 38, 41 <b>AG2:</b> 3, 13, 20, 23, 33  <b>AG3:</b> 3, 4, 5, 13, 18, 19, 23, 24, 25, 33 <b>AG4:</b> 3, 4, 5, 13, 14, 15,  23, 24, 25, 33, 38 <b>AG5:</b> 3, 4, 5, 13, 15, 23, 33 <b>AG6:</b> 3, 13, 23,  33, 34, 35, 38 <b>AG7:</b> 3, 8, 11, 13, 17, 18, 23, 33 <b>AG8:</b> 3, 13, 23,  33, 40 <b>AG9:</b> 3, 8, 10, 13, 23, 33, 34, 35 <b>AG10:</b> 3, 4, 5, 13, 14,  15, 23, 33 <b>AG11:</b> 3, 4, 5, 13, 18, 23, 24, 25, 33</p>
<p><b>Later Toddler 22-36 months</b>  SED1.2f Expresses likes and dislikes, including favorite foods, colors, or activities</p>	<p><b>Frog Street Toddler</b> provides support for encouraging children to express their own likes and dislikes in appropriate ways. Example: <b>Starting the Day—Build Community (Theme 6, p. 5)</b> 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.') Children are encouraged to be thinkers and make decisions throughout the day.</p>

	<p><b>AG1:</b> 5, 28, 40 <b>AG2:</b> 5 <b>AG3:</b> 5, 30 <b>AG4:</b> 5, 8, 25 <b>AG5:</b> 5, 7, 20, 27 <b>AG6:</b> 5, 20, 26 <b>AG7:</b> 5, 8, 10, 40 <b>AG8:</b> 5, 10, 15, 17 <b>AG9:</b> 5, 28, 30, 40; <b>AG10:</b> 5, 28 <b>AG11:</b> 5, 25, 28, 35, 40 <b>AG12:</b> 3, 5, 13, 20, 23, 33 <b>AG13:</b> 5, 15</p>
<p><b>Later Toddler 22-36 months</b> SED1.2g Demonstrates new skills and abilities to others</p>	<p><i>Throughout <b>Frog Street Toddler, Learning Centers and Cognitive Development</b> activities provide children with opportunities to try new activities and experiences and develop curiosity with others.</i></p> <p><b>AG1:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 27, 29, 33, 37 <b>AG5:</b> 3, 7, 8, 13, 17, 19, 23, 27, 29, 33, 37 <b>AG6:</b> 3, 7, 8, 13, 17, 23, 27, 29, 33, 37, 39 <b>AG7:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 27, 29, 33, 37 <b>AG9:</b> 3, 6, 7, 8, 13, 17, 19, 23, 27, 33, 37, 38 <b>AG10:</b> 3, 7, 9, 13, 17, 23, 27, 28, 33, 37, 38, 39 <b>AG11:</b> 3, 7, 8, 13, 17, 18, 23, 27, 28, 33, 37, 38 <b>AG12:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG13:</b> 3, 8, 13, 17, 23, 33, 38, 39</p>
<b>SED1.3. Becoming autonomous and independent</b>	
<p><b>Early Toddler 12-24 months</b> SED1.3e Shows anxiety upon separation from primary caregiver and/or familiar adults</p>	<p><i>The development of caregiver and family attachment is supported throughout <b>Frog Street Toddler</b>. Example—<b>Did You Know? (Theme 1, p. 8)</b> wherein children are divided into groups and assigned a designated group caregiver. When children are stressed, they have access to this trusted adult. Activities such as this allow children to develop trust and attachment while growing in their independence. This same caregiver leads the <b>Starting the Day</b> routine which encourages social and emotional skills in appropriate ways.</i></p>
<p><b>Early Toddler 12-24 months</b> SED1.3f Asks for help from familiar adults but may attempt to complete parts of tasks independently</p>	<p><i><b>Frog Street Toddler</b> provides ongoing support for toddlers' expanding independence in the form of <b>Teaching Tips</b> for educators (such as in <b>AG2, What Should You Do?</b> p. 20 involving independence)—and activities specifically designed for 2- to 3- year-old children. Another example is <b>AG11, Construction Learning Center</b> (p. 3) wherein children are encouraged to use blocks and their own ideas to build an animal enclosure.</i></p>

	<p><b>AG1:</b> 4, 5, 8, 16, 18, 21, 26, 18, 38, 41 <b>AG2:</b> 3, 13, 20, 23, 33  <b>AG3:</b> 3, 4, 5, 13, 18, 19, 23, 24, 25, 33 <b>AG4:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 38 <b>AG5:</b> 3, 4, 5, 13, 15, 23, 33 <b>AG6:</b> 3, 13, 23, 33, 34, 35, 38 <b>AG7:</b> 3, 8, 11, 13, 17, 18, 23, 33 <b>AG8:</b> 3, 13, 23, 33, 40 <b>AG9:</b> 3, 8, 10, 13, 23, 33, 34, 35 <b>AG10:</b> 3, 4, 5, 13, 14, 15, 23, 33 <b>AG11:</b> 3, 4, 5, 13, 18, 23, 24, 25, 33</p>
<p><b>Later Toddler 22-36 months</b>  SED1.3g Shows signs of security and trust when separated from familiar adults</p>	<p><i>The development of caregiver and family attachment is supported throughout <b>Frog Street Toddler</b>. Example—<b>Did You Know? (Theme 1, p. 8)</b> wherein children are divided into groups and assigned a designated group caregiver. When children are stressed, they have access to this trusted adult. Activities such as this allow children to develop trust and attachment while growing in their independence. Following directions from the trusted caregiver is part of the <b>Starting the Day</b> routine each day.</i></p> <p><b>AG1:</b> 4, 8, 14, 18, 24, 30, 34 <b>AG2:</b> 4, 5, 6, 7, 8, 10, 14, 15, 16, 18, 24, 25, 26, 34, 35, 38, 41 <b>AG3:</b> 4, 5, 6, 14, 15, 18, 24, 25, 28, 34, 35, 36 <b>AG4:</b> 4, 5, 6, 8, 14, 15, 24, 25, 28, 34, 35, 36, 38 <b>AG5:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35 <b>AG6:</b> 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 28, 34, 35, 36 <b>AG7:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG8:</b> 4, 5, 6, 8, 14, 15, 18, 24, 25, 26, 28, 34, 35, 36, 38 <b>AG9:</b> 4, 5, 6, 8, 14, 15, 16, 24, 25, 26, 27, 34, 35, 36, 38 <b>AG10:</b> 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG11:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG12:</b> 4, 5, 6, 7, 8, 14, 15, 16, 18, 18, 24, 25, 26, 28, 34, 35, 36, 38 <b>AG13:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 34, 35, 36</p>
<p><b>Later Toddler 22-36 months</b>  SED1.3h Asks for help from familiar adults, but may push away and refuse help</p>	<p><b>AG1:</b> 3, 4, 5, 7, 8, 13, 16, 17, 18, 23, 26, 27, 33, 37, 38 <b>AG2:</b> 3, 5, 7, 8, 13, 17, 18, 20, 23, 27, 28, 33, 37 <b>AG3:</b> 3, 4, 5, 7, 13, 17, 18, 19, 23, 24, 25, 27, 33, 37 <b>AG4:</b> 3, 4, 5, 7, 13, 14, 15, 17, 23, 24, 25, 27, 29, 33, 37, 38 <b>AG5:</b> 3, 4, 5, 7, 8, 13, 15, 17, 19, 23, 27, 29, 33, 37 <b>AG6:</b> 3, 7, 8, 13, 15, 17, 23, 27, 29, 33, 34, 35, 37, 38, 39 <b>AG7:</b> 3, 7, 8, 13, 17, 18, 23, 27, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 27, 29, 33, 37 <b>AG9:</b> 3, 6, 7, 8, 10, 13, 15, 17, 19, 23, 27, 33, 34, 35, 37, 38 <b>AG10:</b> 3, 4, 5, 7, 9, 13, 14, 15, 17, 23, 27, 28, 33, 37, 38, 39 <b>AG11:</b> 3, 4, 5, 7, 8, 13, 17, 18, 23, 24, 25, 27,</p>

	28, 33, 34, 35, 37, 38 <b>AG12:</b> 3, 4, 5, 7, 13, 14, 15, 17, 23, 27, 30, 33, 34, 35, 37 <b>AG13:</b> 3, 8, 13, 17, 23, 24, 25, 33, 38, 39
<b>Later Toddler 22-36 months</b> SED1.3i Knows and states independent thoughts (e.g., “I do it myself.”)	<b>Frog Street Toddler</b> provides ongoing support for toddlers’ expanding independence in the form of <b>Teaching Tips</b> ’ for educators (such as in <b>AG2, What Should You Do?</b> p. 20 involving independence)—and activities specifically designed for 2 to 3- year-old children. Another example is <b>AG11, Construction Learning Center</b> (p. 3) wherein children are encouraged to use blocks and their own ideas to build an animal enclosure.  <b>AG1:</b> 4, 5, 8, 16, 18, 21, 26, 18, 38, 41 <b>AG2:</b> 3, 13, 20, 23, 33 <b>AG3:</b> 3, 4, 5, 13, 18, 19, 23, 24, 25, 33 <b>AG4:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 38 <b>AG5:</b> 3, 4, 5, 13, 15, 23, 33 <b>AG6:</b> 3, 13, 23, 33, 34, 35, 38 <b>AG7:</b> 3, 8, 11, 13, 17, 18, 23, 33 <b>AG8:</b> 3, 13, 23, 33, 40 <b>AG9:</b> 3, 8, 10, 13, 23, 33, 34, 35 <b>AG10:</b> 3, 4, 5, 13, 14, 15, 23, 33 <b>AG11:</b> 3, 4, 5, 13, 18, 23, 24, 25, 33
<b>SED2. EMOTIONAL COMPETENCE</b>	
<b>SED2.1. Seeing and naming emotions in self and others</b>	
<b>Early Toddler 12-24 months</b> SED2.1e Imitates emotions of others (e.g., pats a child or adult when upset)	<b>Welcome to Frog Street Toddler</b> describes ways to help children learn self-regulation, impulse control, and appropriate social interactions. <b>Starting the Day—Calm</b> and other <b>Conscious Discipline®</b> routines support them regulating their emotions. <b>Emotional Coaching</b> describes 32 simple steps to guide children toward identifying and naming their emotions. <i>Example—What Should You Do? (Theme 1, p. 30) and Did You Know? (p. 28)</i>  <b>AG1:</b> 5, 15, 25, 28, 31, 35, 40 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 30, 35 <b>AG4:</b> 5, 15, 25, 35, 60 <b>AG5:</b> 5, 15, 18, 25, 35, 37 <b>AG6:</b> 5, 15, 18, 20, 25, 35 <b>AG7:</b> 5, 15, 20, 25, 33, 35 <b>AG8:</b> 5, 15, 18, 20, 25, 28, 30, 35, 40 <b>AG9:</b> 5, 8, 15, 25, 28, 35 <b>AG10:</b> 5, 15, 25, 35 <b>AG11:</b> 5, 15, 18, 25, 30, 31, 35, 40 <b>AG12:</b> 5, 10, 15, 25, 35 <b>AG13:</b> 5, 15, 25, 35
<b>Early Toddler 12-24 months</b> SED2. 1f Recognizes and labels own feelings with adult support	

	<p><b>Resources:</b> Classroom Posters “5 Ways to be an Emotional Coach,” “5 Ways to Diffuse a Toddler Meltdown,” and “5 Ways to Support Social and Emotional Development” provides at-a-glance reminders for caregivers.</p>
<p><b>Later Toddler 22-36 months</b> SED2.1g Recognizes emotions of others (e.g., "mama sad," "papa happy")</p>	<p><i>Throughout <b>Frog Street Toddler</b>, children engage in activities that help develop understanding of the emotional expressions/actions of other people. In <b>Starting the Day</b>, p. 5 they commit to being responsible members of the class by focusing on specific social skills, such as using listening ears. <b>The Did You Know?</b> in <b>Theme 12, Zoo Animals</b> (p. 8) describes how children learn empathy from watching adults.</i></p> <p><b>AG1:</b> 5, 15, 25, 28, 35, 40 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 30, 35 <b>AG4:</b> 5, 8, 15, 25, 35 <b>AG5:</b> 5, 7, 15, 20, 25, 27, 35 <b>AG6:</b> 5, 15, 20, 25, 26, 35 <b>AG7:</b> 5, 8, 10, 15, 25, 35, 40 <b>AG8:</b> 5, 10, 15, 17, 25, 35 <b>AG9:</b> 5, 15, 25, 28, 30, 35, 40 <b>AG10:</b> 5, 15, 25, 28, 35 <b>AG11:</b> 5, 15, 25, 28, 35, 40 <b>AG12:</b> 3, 5, 13, 15, 20, 25, 35 <b>AG13:</b> 5, 15, 25, 35</p>
<b>SED2.2. Expressing emotions</b>	
<p><b>Early Toddler 12-24 months</b> SED2.2d Uses gestures and symbolic actions to demonstrate feelings and needs (e.g., lays head on caregiver's lap when tired)</p>	<p><i>Throughout <b>Frog Street Toddler</b>, children engage in activities that help develop understanding of their own emotional expressions/actions and those of others. In <b>Starting the Day</b>, p. 5 they commit to being responsible members of the class by focusing on specific social skills in appropriate ways, such as using listening ears. In <b>Theme 6, Shapes and Sizes—Starting the Day</b> (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.) <b>The Did You Know?</b> in <b>Theme 12, Zoo Animals</b> (p. 8) describes how children learn empathy from watching adults.</i></p> <p><b>AG1:</b> 5, 15, 25, 28, 35, 40 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 30, 35 <b>AG4:</b> 5, 8, 15, 25, 35 <b>AG5:</b> 5, 7, 15, 20, 25, 27, 35 <b>AG6:</b> 5, 15, 20, 25, 26, 35 <b>AG7:</b> 5, 8, 10, 15, 25, 35, 40 <b>AG8:</b> 5, 10, 15, 17, 25, 35 <b>AG9:</b> 5, 15, 25, 28, 30, 35, 40 <b>AG10:</b> 5, 15, 25, 28, 35 <b>AG11:</b> 5, 15, 25, 28, 35, 40 <b>AG12:</b> 3, 5, 13, 15, 20, 25, 35 <b>AG13:</b> 5, 15, 25, 35</p>
<p><b>Early Toddler 12-24 months</b> SED2.2e Names some emotions, (e.g., “me sad”)</p>	
<p><b>Early Toddler 12-24 months</b> SED2.2f Uses movement or facial expressions to show an emotion (e.g., jumps up and down or shows wider smiles when excited, stomps feet when upset, shows bigger eyes when surprised)</p>	

<b>Later Toddler 22-36 months</b> SED2.2g Demonstrates an emotional response to a situation (e.g., throws toy because told to clean up; smiles and cheers when it is time to go outside)	<b>Throughout Frog Street Toddler</b> , children are asked to share their preferences in positive ways, such as in <b>I Like School (Theme 3, p. 6)</b> wherein they are asked to name their favorite school activity. A foundation of the program is to celebrate the joy of learning, expressing their emotions in socially appropriate ways.
<b>Later Toddler 22-36 months</b> SED2.2h Begins to express complex emotions such as pride, gratitude, embarrassment, shame, and guilt	<b>AG1:</b> 13, 29 <b>AG2:</b> 10, 27, 36, 38, 39, 43 <b>AG3:</b> 6, 26, 36 <b>AG5:</b> 4, 14, 16, 18, 24, 26, 28, 38, 40 <b>AG6:</b> 5, 15, 16, 25, 35 <b>AG7:</b> 7, 10, 13, 27, 30, 36 <b>AG8:</b> 10, 16, 17, 18, 25 <b>AG9:</b> 20, 36 <b>AG10:</b> 7, 16, 36 <b>AG11:</b> 16, 23, 36 <b>AG12:</b> 36 <b>AG13:</b> 5, 7, 16, 36
<b>SED2.3. Communicating feelings, wants, and needs</b>	
<b>Early Toddler 12-24 months</b> SED2.3c Uses verbal and nonverbal communication to signal the need for their caregiver (e.g., calls by name, crawls into a familiar adult's lap)	<b>AG1:</b> 3, 5, 13, 15, 23, 27, 33, 36 <b>AG2:</b> 3, 9, 13, 23, 26, 27, 29, 33 <b>AG3:</b> 3, 13, 15, 23, 25, 26, 27, 29, 33, 35, 38, 39 <b>AG4:</b> 3, 5, 23, 25, 29, 33, 35, 38 <b>AG5:</b> 6, 15, 18, 25, 33, 35 <b>AG6:</b> 3, 5, 9, 26 <b>AG7:</b> 3, 13, 15, 19, 23, 26, 33 <b>AG8:</b> 3, 9, 13, 16, 23, 39 <b>AG9:</b> 5, 13, 15, 17, 23, 29, 33, 35, 39 <b>AG10:</b> 3, 5, 8, 9, 17, 23, 29, 36, 39 <b>AG11:</b> 3, 5, 7, 13, 15, 23, 25, 33, 35, 38, 39 <b>AG12:</b> 3, 9, 13, 19, 23, 28, 32, 33, 39 <b>AG13:</b> 3, 6, 7, 8, 13, 19, 23, 29, 33
<b>Later Toddler 22-36 months</b> SED2.3d Communicates wants and needs verbally or through alternative communication (e.g., "pick me up" or raises up arms)	
<b>SED2.4. Regulating emotions</b>	
<b>Early Toddler 12-24 months</b> SED2.4d Uses caregiver's facial cues, voice tones, or other body language to assist in novel and uncertain situations (e.g., hides behind parent until encouraged to interact with an unfamiliar person)	<b>Welcome to Frog Street Toddler</b> describes ways to help children learn self-regulation, impulse control, and appropriate social interactions to manage their emotions. <b>Starting the Day—Calm</b> and other <b>Conscious Discipline®</b> routines support them regulating their emotions. <b>Emotional Coaching</b> describes 32 simple steps to guide children toward identifying and naming their emotions. Example— <b>What Should You Do? (Theme 1, p. 30)</b> and <b>Did You Know? (p. 28)</b>
<b>Early Toddler 12-24 months</b> SED2.4e Expresses strong feelings without regulation	
<b>Later Toddler 22-36 months</b> SED2.4f Engages in pretend play to manage uncertainty and fear (e.g., comforts stuffed animal and puts on Band-Aid after a "fall" or "cut")	<b>AG1:</b> 7, 17, 27, 29, 33, 37 <b>AG2:</b> 3, 7, 17, 27, 37 b 7, 17, 19, 27, 33, 37 <b>AG4:</b> 3, 7, 9, 17, 19, 23, 27, 33, 37, 38, 39 <b>AG5:</b> 3, 7, 13, 17, 27, 37 <b>AG6:</b> 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 39 <b>AG7:</b> 3, 7, 13, 17, 23, 26, 27, 29, 33, 37, 39 <b>AG8:</b> 3, 7, 13, 17, 19, 23, 27, 33, 37 <b>AG9:</b> 7, 8, 10, 17, 19, 26, 27, 34, 36, 37, 38 <b>AG10:</b> 7, 17, 19, 27, 34, 36, 37 <b>AG11:</b> 6, 7, 8, 17, 27, 37 <b>AG12:</b> 4, 7, 8, 17, 18, 27, 29, 37 <b>AG13:</b> 7, 8, 13, 17, 27, 37
<b>Later Toddler 22-36 months</b> SED2.4g Uses some self-comfort strategies	
<b>Later Toddler 22-36 months</b> SED2.4h Accepts adult suggestions for managing feelings by themselves	
<b>Later Toddler 22-36 months</b> SED2.4i Seeks caregiver support when feeling overwhelmed by emotion; may reject support	



SED2.5. Showing care and concern for others	
<b>Early Toddler 12-24 months</b> SED2.5c Tries to comfort another child or an adult who is upset (e.g., brings a comfort object, pats the person on the back)	<i>Throughout Frog Street Toddler, children engage in activities that help develop understanding of the emotional expressions/actions of other people. In <b>Starting the Day</b>, p. 5 they commit to being responsible members of the class by focusing on specific social skills, such as using listening ears. In <b>Theme 6, Shapes and Sizes—Starting the Day</b> (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.) <b>The Did You Know?</b> in <b>Theme 12, Zoo Animals</b> (p. 8) describes how children learn empathy from watching adults.</i>  <b>AG1:</b> 5, 15, 25, 28, 35, 40 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 30, 35 <b>AG4:</b> 5, 8, 15, 25, 35 <b>AG5:</b> 5, 7, 15, 20, 25, 27, 35 <b>AG6:</b> 5, 15, 20, 25, 26, 35 <b>AG7:</b> 5, 8, 10, 15, 25, 35, 40 <b>AG8:</b> 5, 10, 15, 17, 25, 35 <b>AG9:</b> 5, 15, 25, 28, 30, 35, 40 <b>AG10:</b> 5, 15, 25, 28, 35 <b>AG11:</b> 5, 15, 25, 28, 35, 40 <b>AG12:</b> 3, 5, 13, 15, 20, 25, 35 <b>AG13:</b> 5, 15, 25, 35
<b>Later Toddler 22-36 months</b> SED2.5d Expresses empathy toward other children who are crying by showing concerned attention; tries to comfort them with words or actions	
<b>Later Toddler 22-36 months</b> SED2.5e Expresses empathy toward adults who are sad by comforting them with words or actions	
SED3. INTERACTING WITH OTHERS	
SED3.1. Developing relationships with adults	
<b>Early Toddler 12-24 months</b> SED3.1g Continues to need the security of a trusted adult; asks for help, if needed, in verbal and non-verbal ways (e.g., returns to familiar adult when at the playground)	<b>AG1:</b> 3, 4, 5, 7, 8, 13, 16, 17, 18, 23, 26, 27, 33, 37, 38 <b>AG2:</b> 3, 5, 7, 8, 13, 17, 18, 20, 23, 27, 28, 33, 37 <b>AG3:</b> 3, 4, 5, 7, 13, 17, 18, 19, 23, 24, 25, 27, 33, 37 <b>AG4:</b> 3, 4, 5, 7, 13, 14, 15, 17, 23, 24, 25, 27, 29, 33, 37, 38 <b>AG5:</b> 3, 4, 5, 7, 8, 13, 15, 17, 19, 23, 27, 29, 33, 37 <b>AG6:</b> 3, 7, 8, 13, 15, 17, 23, 27, 29, 33, 34, 35, 37, 38, 39 <b>AG7:</b> 3, 7, 8, 13, 17, 18, 23, 27, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 27, 29, 33, 37 <b>AG9:</b> 3, 6, 7, 8, 10, 13, 15, 17, 19, 23, 27, 33, 34, 35, 37, 38 <b>AG10:</b> 3, 4, 5, 7, 9, 13, 14, 15, 17, 23, 27, 28, 33, 37, 38, 39 <b>AG11:</b> 3, 4, 5, 7, 8, 13, 17, 18, 23, 24, 25, 27, 28, 33, 34, 35, 37, 38 <b>AG12:</b> 3, 4, 5, 7, 13, 14, 15, 17, 23, 27, 30, 33, 34, 35, 37 <b>AG13:</b> 3, 8, 13, 17, 23, 24, 25, 33, 38, 39
<b>Early Toddler 12-24 months</b> SED3.1h Uses different words or signs to refer to self and others (e.g., joyously shouts “titi!” when sees aunt)	<i>Throughout Frog Street Toddler, children engage in rhymes, chants, songs, and poems using “I”, “you” and “me” during development of the concepts of self and others.</i>

	<p><b>Photo Activity Card</b> discussions (p. 7, 17, 27, and 37) provide opportunities for children to use language to describe what they see and talk about their own experiences related to the topic using their own name or personal pronoun.</p> <p><b>Starting the Day</b> activities include prompts for children to use language to develop social skills. Children also learn to speak or sign their own name and the names of other people.</p> <p><b>AG1:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG2:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG3:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG4:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG5:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG6:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG7:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG8:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG9:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG10:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG11:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG12:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG13:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37</p>
<p><b>Later Toddler 22-36 months</b> SED3.1i Imitates and attempts to please familiar adults (e.g., puts plates on table before lunch)</p>	<p><i>The development of caregiver and family attachment is supported throughout <b>Frog Street Toddler</b>. Example—<b>Did You Know?</b> (Theme 1, p. 8) wherein children are divided into groups and assigned a designated group caregiver. When children are stressed, they have access to this trusted adult.</i></p> <p><b>AG1:</b> 4, 8, 14, 18, 24, 30, 34 <b>AG2:</b> 4, 5, 6, 7, 8, 10, 14, 15, 16, 18, 24, 25, 26, 34, 35, 38, 41 <b>AG3:</b> 4, 5, 6, 14, 15, 18, 24, 25, 28, 34, 35, 36 <b>AG4:</b> 4, 5, 6, 8, 14, 15, 24, 25, 28, 34, 35, 36, 38 <b>AG5:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35 <b>AG6:</b> 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 28, 34, 35, 36 <b>AG7:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG8:</b> 4, 5, 6, 8, 14, 15, 18, 24, 25, 26, 28, 34, 35, 36, 38 <b>AG9:</b> 4, 5, 6, 8, 14, 15, 16, 24, 25, 26, 27,</p>
<p><b>Later Toddler 22-36 months</b> SED3.1j Engages in positive interactions in a wide variety of situations with familiar adults</p>	
<p><b>Later Toddler 22-36 months</b> SED3.1k Looks to or seeks familiar adults for comfort when distressed or tired</p>	

	<p>34, 35, 36, 38 <b>AG10:</b> 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG11:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG12:</b> 4, 5, 6, 7, 8, 14, 15, 16, 18, 18, 24, 25, 26, 28, 34, 35, 36, 38 <b>AG13:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 34, 35, 36</p> <p><b>Resources:</b> Classroom Posters “5 Ways to Show Children They Are Loved,” “5 Ways to be an Emotional Coach,” “5 Steps to Say Goodbye,” and “5 Ways to Support Social and Emotional Development” offer at-a-glance reminders for caregivers.</p>
<b>SED3.2. Developing relationships with other children</b>	
<p><b>Early Toddler 12-24 months</b> SED3.2e Participates in simple back-and-forth interactions with another child</p>	<p><i>The <b>Starting the Day: Connect</b> section of each guide encourages children to engage in an activity with a partner. <b>Outdoor Play</b> 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 <b>Theme 3, Friends (Week 1: Everyday Friends)</b> children learn how to interact with each other in respectful and appropriate ways.</i></p> <p><b>AG1:</b> 2, 5, 9, 13, 19, 23, 29, 33, 39 <b>AG2:</b> 3, 5, 6, 7, 8, 10, 13, 15, 16, 18, 23, 25, 26, 33, 35, 38 <b>AG3:</b> 3, 5, 6, 10, 13, 15, 23, 25, 28, 33, 35 <b>AG4:</b> 3, 5, 6, 8, 13, 15, 18, 20, 23, 25, 28, 33, 35, 36, 38 <b>AG5:</b> 4, 5, 10, 14, 15, 24, 25, 34, 35 <b>AG6:</b> 3, 5, 13, 18, 23, 25, 33, 35 <b>AG7:</b> 5, 6, 7, 8, 15, 16, 25, 26, 35, 36, 38, 40 <b>AG8:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 34, 35, 40 <b>AG9:</b> 3, 5, 13, 23, 33 <b>AG10:</b> 3, 5, 13, 23, 33 <b>AG11:</b> 3, 5, 13, 23, 33 <b>AG12:</b> 3, 5, 13, 23, 33 <b>AG13:</b> 3, 5, 13, 23, 33</p>
<p><b>Early Toddler 12-24 months</b> SED3.2f Interacts with a few children on a regular basis, knows some of their names, knows their likes or dislikes</p>	
<p><b>Early Toddler 12-24 months</b> SED3.2g Interacts with a few children on similar activities (e.g., runs after a child or plays next to other children)</p>	
<p><b>Early Toddler 12-24 months</b> SED3.2h Enjoys playful interactions and social exchange games</p>	
<p><b>Later Toddler 22-36 months</b> SED3.2i Plays alongside peers and engages in simple turn-taking (e.g., takes turns on the slide at the playground)</p>	
<p><b>Later Toddler 22-36 months</b> SED3.2j Interacts with a few children on shared activities and understands simple social interaction rules (e.g., “your turn” or “my turn”)</p>	
<p><b>Later Toddler 22-36 months</b> SED3.2k Responds to others’ questions in social interactions with words or actions</p>	
<p><b>Later Toddler 22-36 months</b> SED3.2l Begins to initiate interactions with other children in shared play activities</p>	

<b>SED3.3. Engaging in cooperative play</b>	
<b>Early Toddler 12-24 months</b> SED3.3g Engages in solitary play, watching other children nearby while continuing to play alone (e.g., putting a puzzle together or stacking blocks)	<i>Children will often continue sustained independent play while participating in more complex activities at other times.</i>  <b>AG1:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG9:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 33, 37
<b>Early Toddler 12-24 months</b> SED3.3h Pretends to talk on toy phone with familiar adult	<i>Children will engage in games and other social exchanges with familiar adults.</i>  <b>AG1:</b> 4, 8, 14, 18, 24, 30, 34 <b>AG2:</b> 4, 5, 6, 7, 8, 10, 14, 15, 16, 18, 24, 25, 26, 34, 35, 38 <b>AG3:</b> 4, 5, 6, 14, 15, 18, 24, 25, 28, 34, 35, 36 <b>AG4:</b> 4, 5, 6, 8, 14, 15, 24, 25, 28, 34, 35, 36, 38 <b>AG5:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35 <b>AG6:</b> 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 28, 34, 35, 36 <b>AG7:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG8:</b> 4, 5, 6, 8, 14, 15, 18, 24, 25, 26, 28, 34, 35, 36, 38 <b>AG9:</b> 4, 5, 6, 8, 14, 15, 16, 24, 25, 26, 27, 34, 35, 36, 38 <b>AG10:</b> 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG11:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG12:</b> 4, 5, 6, 7, 8, 14, 15, 16, 18, 18, 24, 25, 26, 28, 34, 35, 36, 38 <b>AG13:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 34, 35, 36
<b>Later Toddler 22-36 months</b> SED3.3i Engages in parallel play, playing near or beside other children using similar materials (e.g. playing in the sand box using shared objects)	<b>AG1:</b> 2, 5, 9, 13, 15, 19, 23, 25, 28, 29, 33, 35, 39, 40 <b>AG2:</b> 3, 5, 6, 7, 8, 10, 13, 15, 16, 18, 23, 25, 26, 33, 35, 38 <b>AG3:</b> 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 40 <b>AG4:</b> 3, 5, 6, 8, 13, 15, 18, 23, 25, 28, 33, 35, 36, 38 <b>AG5:</b> 4, 5, 7, 10, 14, 15, 20, 24, 25, 27, 34, 35 <b>AG6:</b> 3, 5, 13, 15, 18, 20, 23, 25, 26, 33, 35 <b>AG7:</b> 5, 6, 7, 8, 10, 15, 16, 25, 26, 35, 36, 38, 40 <b>AG8:</b> 3, 4, 5, 10, 13, 14, 15, 17, 23, 24, 25, 33, 34, 35, 40 <b>AG9:</b> 3, 5, 13, 15, 23, 25, 28, 30, 33, 35, 40 <b>AG10:</b> 3, 5, 13, 15, 23, 25,

<p><b>Later Toddler 22-36 months</b>  SED3.3j Plays simple games (e.g., Simon Says/Follow the Leader, Hide and Seek or the Hokey Pokey) led by familiar adults</p>	<p><i>Children will engage in games and other social exchanges with familiar adults.</i></p> <p><b>AG1:</b> 4, 8, 14, 18, 24, 30, 34 <b>AG2:</b> 4, 5, 6, 7, 8, 10, 14, 15, 16, 18, 24, 25, 26, 34, 35, 38 <b>AG3:</b> 4, 5, 6, 14, 15, 18, 24, 25, 28, 34, 35, 36 <b>AG4:</b> 4, 5, 6, 8, 14, 15, 24, 25, 28, 34, 35, 36, 38 <b>AG5:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35 <b>AG6:</b> 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 28, 34, 35, 36 <b>AG7:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG8:</b> 4, 5, 6, 8, 14, 15, 18, 24, 25, 26, 28, 34, 35, 36, 38 <b>AG9:</b> 4, 5, 6, 8, 14, 15, 16, 24, 25, 26, 27, 34, 35, 36, 38 <b>AG10:</b> 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG11:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG12:</b> 4, 5, 6, 7, 8, 14, 15, 16, 18, 18, 24, 25, 26, 28, 34, 35, 36, 38 <b>AG13:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 34, 35, 36</p>
<p align="center"><b>SED3.4. Solving social interaction problems</b></p>	
<p><b>Early Toddler 12-24 months</b>  <b>Note:</b> The developmental progression of this focus area is more explicitly evidenced later in infancy.</p>	<p><b>Note:</b> The developmental progression of this focus area is more explicitly evidenced later in infancy.</p>
<p><b>Later Toddler 22-36 months</b>  SED3.4a Begins to solve social problems when facilitated by an adult</p>	<p><b>What Should You Do?</b> <i>sections in each theme (signified by a sun icon) often provide detailed scenarios and information to help caregivers interact with children and help them solve social problems (such as grabbing a toy while another child is using it).</i></p> <p><b>Did You Know?</b> <i>in Nursery Rhymes (Theme 7, p. 28) describes how it is often hard to determine when to step in to help a child and when to stand back. (Although all children will feel more secure when they know you are there.)</i></p> <p><b>Starting the Day</b> <i>is designed to help little ones develop self-control and strategies for interacting appropriately with peers.</i></p> <p><b>Welcome to Frog Street Toddler</b> <i>provides research and background information on Learning Domains—Social Interactions. It contains Becoming an Emotional Coach—Teaching Strategies.</i></p> <p><b>AG1:</b> 4, 5, 10 <b>AG2:</b> 4, 5, 7, 18, 20 <b>AG3:</b> 4, 5, 8, 28, 30, 33, 38 <b>AG4:</b> 4, 5, 18, 19, 30 <b>AG5:</b> 4, 5, 10, 18 <b>AG6:</b> 4, 5, 20 <b>AG7:</b> 4,</p>

	<p>5, 20 <b>AG8:</b> 4, 5, 10, 20 <b>AG9:</b> 4, 5, 20, 30 <b>AG10:</b> 4, 5, 8, 10, 20, 28, 40 <b>AG11:</b> 4, 5, 40 <b>AG12:</b> 4, 5, 10 <b>AG13:</b> 4, 5</p> <p><b>Welcome to Frog Street Toddler:</b> 26, 27, 28, 34</p> <p><b>Resources:</b> Classroom Posters “5 Ways to be an Emotional Coach,” and “5 Ways to Support Social and Emotional Development”</p>
<b>COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT</b>	
<b>CLLD1. COMMUNICATION</b>	
<b>CLLD1.1. Understanding verbal and nonverbal cues</b>	
<p><b>Early Toddler 12-24 months</b> CLLD1.1k Uses sounds or nonverbal cues to respond to oral reading</p>	<p><b>AG1:</b> 3, 5, 13, 15, 23, 27, 33, 36 <b>AG2:</b> 3, 9, 13, 23, 26, 27, 29, 33 <b>AG3:</b> 3, 13, 15, 23, 25, 26, 27, 29, 33, 35, 38, 39 <b>AG4:</b> 3, 5, 23, 25, 29, 33, 35, 38 <b>AG5:</b> 6, 15, 18, 25, 33, 35 <b>AG6:</b> 3, 5, 9, 26 <b>AG7:</b> 3, 13, 15, 19, 23, 26, 33 <b>AG8:</b> 3, 9, 13, 16, 23, 39 <b>AG9:</b> 5, 13, 15, 17, 23, 29, 33, 35, 39 <b>AG10:</b> 3, 5, 8, 9, 17, 23, 29, 36, 39 <b>AG11:</b> 3, 5, 7, 13, 15, 23, 25, 33, 35, 38, 39 <b>AG12:</b> 3, 9, 13, 19, 23, 28, 32, 33, 39 <b>AG13:</b> 3, 6, 7, 8, 13, 19, 23, 29, 33</p>
<p><b>Early Toddler 12-24 months</b> CLLD1.1l Responds to simple requests</p>	<p><b>Starting the Day</b> is a 4-step routine (<b>Unite, Calm, Connect, Build Community</b>). <i>Children learn to internalize rules, routines, and directions. Language Development activities support a language-rich environment with opportunities to respond to directions, questions and invitations. Physical Motor Development activities provide opportunities for children to respond to verbal directions.</i></p> <p><b>AG1:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG2:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG3:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG4:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG5:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG6:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG7:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG8:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG9:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG10:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG11:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG12:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG13:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39</p>

<b>Early Toddler 12-24 months</b> CLLD1.1m Identifies familiar people, animals, and objects	<b>AG2:</b> 6 <b>AG3:</b> 6, 26 <b>AG4:</b> 6 <b>AG5:</b> 37 <b>AG6:</b> 6 <b>AG7:</b> 17, 26 <b>AG8:</b> 6, 16, 17, 26 <b>AG9:</b> 8, 26, 36, 37 <b>AG10:</b> 6 <b>AG11:</b> 27 <b>AG13:</b> 6
<b>Early Toddler 12-24 months</b> CLLD1.1n Begins to understand nouns	<b>Resources:</b> Literature Library, Photo Activity Cards, Vocabulary Cards
<b>Early Toddler 12-24 months</b> CLLD1.1o Begins to understand action words (e.g., hop, jump, press, go, stop)	
<b>Early Toddler 12-24 months</b> CLLD1.1p Completes a task in response to a request (e.g., pick up your cup, go find your coat)	
<b>Early Toddler 12-24 months</b> CLLD1.1q Identifies familiar people, animals, and objects (using gestures, words, or sounds)	
<b>Early Toddler 12-24 months</b> CLLD1.1r Begins to recognize some body parts	<b>Frog Street Toddler, Theme 1 is All About Me (Week 1: My Face; Week 2: My Senses; Week 3: Arms, Hands and Fingers; Week 4: Legs, Feet and Toes).</b> <i>Throughout All About Me, children are asked to identify body parts by pointing, singing or speaking; children learn vocabulary, both verbally and via ASL (American Sign Language).</i>  <b>AG1:</b> 4, 5, 6, 9, 15, 16, 17, 18, 19, 23, 24, 27, 29, 34, 36, 38 <b>AG4:</b> 38 <b>AG8:</b> 38 <b>AG9:</b> 34, 39 <b>AG10:</b> 16, 17, 18  <b>Resources:</b> Photo Activity Cards
<b>Early Toddler 12-24 months</b> CLLD1.1s Understands and responds to some pronouns (mine, you, me)	<i>Throughout Frog Street Toddler, children engage in rhymes, chants, songs, and poems using “I”, “you” and “me” during development of the concepts of self and others. Learning Centers offer many opportunities for children to describe various objects and people related to monthly themes. Photo Activity Card discussions (p. 7, 17, 27, and 37) provide opportunities for children to use language to describe what they see and talk about their own experiences related to the topic. Starting the Day 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>

	<p><b>AG1:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG2:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG3:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG4:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG5:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG6:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG7:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG8:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG9:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG10:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG11:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG12:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG13:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37</p> <p><b>Resources:</b> Photo Activity Cards, Classroom Posters “Sign Language”</p>
<p><b>Later Toddler 22-36 months</b> CLLD1.1t Listens to and attends to spoken language and read-aloud texts</p>	<p><b>AG1:</b> 3, 5, 13, 15, 23, 27, 33, 36 <b>AG2:</b> 3, 9, 13, 23, 26, 27, 29, 33 <b>AG3:</b> 3, 13, 15, 23, 25, 26, 27, 29, 33, 35, 38, 39 <b>AG4:</b> 3, 5, 23, 25, 29, 33, 35, 38 <b>AG5:</b> 6, 15, 18, 25, 33, 35 <b>AG6:</b> 3, 5, 9, 26 <b>AG7:</b> 3, 13, 15, 19, 23, 26, 33 <b>AG8:</b> 3, 9, 13, 16, 23, 39 <b>AG9:</b> 5, 13, 15, 17, 23, 29, 33, 35, 39 <b>AG10:</b> 3, 5, 8, 9, 17, 23, 29, 36, 39 <b>AG11:</b> 3, 5, 7, 13, 15, 23, 25, 33, 35, 38, 39 <b>AG12:</b> 3, 9, 13, 19, 23, 28, 32, 33, 39 <b>AG13:</b> 3, 6, 7, 8, 13, 19, 23, 29, 33</p>
<p><b>Later Toddler 22-36 months</b> CLLD1.1u Follows simple and short directions for routine practices</p>	<p><i>Throughout Frog Street Toddler activities, children learn rules for behaving appropriately in the classroom and in society. Children are reminded each day to commit to being a responsible member of the class by focusing on specific skills, such as using kind words, helpful hands, and listening ears.</i></p> <p><b>AG1:</b> 5, 8, 14, 15, 24, 25, 34, 35 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 35, 38, 39 <b>AG4:</b> 5, 15, 25, 35 <b>AG5:</b> 5, 15, 25, 35 <b>AG6:</b> 5, 15, 25, 35 <b>AG7:</b> 5, 15, 25, 35 <b>AG8:</b> 5, 15, 25, 35 <b>AG9:</b> 5, 15, 25, 26, 35 <b>AG10:</b> 5, 15, 25, 35 <b>AG11:</b> 5, 15, 25, 35 <b>AG12:</b> 5, 15, 25, 28, 35 <b>AG13:</b> 5, 15, 25, 35</p>



<b>Later Toddler 22-36 months</b> CLLD1.1v Understands and responds to several hundred words or more	<b>AG1:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG2:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG3:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG4:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG5:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG6:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG7:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG8:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG9:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG10:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG11:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG12:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG13:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39
<b>Later Toddler 22-36 months</b> CLLD1.1w Understands and responds to basic attribute word differences such as personal (I/me/you/it) and possessive (my and mine) pronouns	<b>AG2:</b> 6 <b>AG3:</b> 6, 26 <b>AG4:</b> 6 <b>AG5:</b> 37 <b>AG6:</b> 6 <b>AG7:</b> 17, 26 <b>AG8:</b> 6, 16, 17, 26 <b>AG9:</b> 8, 26, 36, 37 <b>AG10:</b> 6 <b>AG11:</b> 27 <b>AG13:</b> 6
<b>CLLD1.2. Using vocabulary and nonverbal cues to communicate</b>	
<b>Early Toddler 12-24 months</b> CLLD1.2h Repeats words heard in conversations	<b>AG2:</b> 6 <b>AG3:</b> 6, 26 <b>AG4:</b> 6 <b>AG5:</b> 37 <b>AG6:</b> 6 <b>AG7:</b> 17, 26 <b>AG8:</b> 6, 16, 17, 26 <b>AG9:</b> 8, 26, 36, 37 <b>AG10:</b> 6 <b>AG11:</b> 27 <b>AG13:</b> 6
<b>Early Toddler 12-24 months</b> CLLD1.2i Makes simple one-word requests such as saying or signing “milk” or “leche” when asking for a drink)	<b>AG1:</b> 16, 17, 19, 26, 29, 34, 39 <b>AG2:</b> 38 <b>AG3:</b> 14 <b>AG4:</b> 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 29 <b>AG6:</b> 9, 19 <b>AG7:</b> 4 <b>AG8:</b> 16 <b>AG9:</b> 13, 14, 15, 16, 17, 23, 24, 25, 27, 28, 29, 33, 34, 35, 37, 38, 39 <b>AG10:</b> 17, 38 <b>AG13:</b> 4, 7, 9, 13, 14, 15, 17, 18, 20, 23, 24, 25, 26, 27, 28, 29, 33, 34, 35
<b>Early Toddler 12-24 months</b> CLLD1.2j Uses vocabulary for familiar items and events (e.g., hat, ball)	<b>AG1:</b> 2, 12, 22, 32 <b>AG2:</b> 2, 12, 22, 32 <b>AG3:</b> 2, 12, 22, 32 <b>AG4:</b> 2, 12, 22, 32 <b>AG5:</b> 2, 12, 22, 32 <b>AG6:</b> 2, 12, 22, 32 <b>AG7:</b> 2, 12, 22, 32 <b>AG8:</b> 2, 12, 22, 32 <b>AG9:</b> 2, 12, 22, 32 <b>AG10:</b> 2, 12, 22, 32 <b>AG11:</b> 2, 12, 22, 32 <b>AG12:</b> 2, 22, 32 <b>AG13:</b> 2, 22, 32  <b>Resources:</b> Literature Library, Photo Activity Cards, Vocabulary Cards

<p><b>Early Toddler 12-24 months</b> CLLD1.2k Begins to combine words, verbally or through signing (e.g., making requests through two- and multi-word use/utterances such as "eat- or comer-'nana'/banana"</p>	<p><b>AG1:</b> 6, 7, 9, 16, 17, 26, 27, 36, 37, 38 <b>AG2:</b> 3, 6, 7, 9, 13, 16, 17, 18, 26, 27, 34, 36, 37 <b>AG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG4:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG6:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG7:</b> 6, 7, 8, 16, 17, 26, 27, 36, 37 <b>AG8:</b> 6, 7, 16, 17, 26, 27, 36, 37, 38 <b>AG9:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG10:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG11:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG12:</b> 6, 7, 16, 17, 26, 27, 29, 36, 37 <b>AG13:</b> 6, 7, 16, 17, 26, 27, 36, 37</p>
<p><b>Later Toddler 22-36 months</b> CLLD1.2l Asks short questions and requests clarifications</p>	<p><b>AG1:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG2:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG4:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG6:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG7:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG8:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG9:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG10:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG11:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG12:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG13:</b> 6, 7, 16, 17, 26, 27, 36, 37</p>
<p><b>Later Toddler 22-36 months</b> CLLD1.2m Speaks in or signs short sentences and some expanded sentences and is understood by familiar peers or adults most of the time</p>	<p><i>Throughout Frog Street Toddler, children will demonstrate receptive language and expressive language skills and communication strategies, including gestures and intonation with short and expanded sentences. 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><b>The Did You Know in Theme 5, Colors, (p. 36) describes how toddlers often speak in fragmented sentences (and how educators can support proper syntax).</b></p> <p><b>AG1:</b> 6, 7, 9, 16, 17, 26, 27, 36, 37, 38 <b>AG2:</b> 3, 6, 7, 9, 13, 16, 17, 18, 26, 27, 34, 36, 37 <b>AG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG4:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG6:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG7:</b> 6, 7, 8, 16, 17, 26, 27, 36, 37 <b>AG8:</b> 6, 7, 16, 17, 26, 27, 36, 37, 38 <b>AG9:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG10:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG11:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>AG12:</b> 6, 7, 16, 17, 26, 27, 29, 36, 37 <b>AG13:</b> 6, 7, 16, 17, 26, 27, 36, 37</p>

<p><b>Later Toddler 22-36 months</b> CLLD1.2n Begins to use more diverse types of words, such as color and quantity words (all, some, more, and including numbers)</p>	<p><i>All the <b>Learning Domains</b> in <b>Frog Street Toddler</b> provide ways to enhance and grow children's vocabulary. <b>Learning Centers</b> and <b>Photo Activity Card</b> discussions offer many opportunities for children to use language to describe what they see and talk about their own experiences related to the topic. <b>Starting the Day</b> activities include prompts for children to use language to develop social skills and introduce thematic vocabulary.</i></p> <p><b>AG1:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG2:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG3:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG4:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG5:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG6:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG7:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG8:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG9:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG10:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG11:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG12:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG13:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37</p>
<b>CLLD1.3. Learning and engaging in conversational interactions</b>	
<p><b>Early Toddler 12-24 months</b> CLLD1.3g Responds with facial expressions, vocalizations, and/or gestures to engage in conversation with others</p>	<p><i><b>Learning Centers</b> offer many opportunities for children to use language to plan and negotiate play and converse with friends. <b>Photo Activity Card</b> discussions offer opportunities for children to use language to describe what they see and talk about their own experiences related to the topic. <b>Starting the Day</b> activities include songs and finger plays and children are prompted regularly during activities to express their ideas and ask questions using verbal responses and nonverbal gestures.</i></p> <p><b>AG1:</b> 3, 6, 7, 13, 17, 23, 26, 27, 33, 37 <b>AG2:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 37, 39 <b>AG3:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 27, 33,</p>
<p><b>Later Toddler 22-36 months</b> CLLD1.3h Uses simple verbal responses and nonverbal gestures</p>	
<p><b>Later Toddler 22-36 months</b> CLLD1.3i Uses words, gestures, signs, and phrases to converse with others</p>	
<p><b>Later Toddler 22-36 months</b> CLLD1.3j Begins to ask and respond to questions</p>	

	37 <b>AG6:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 27, 33, 37, 38 <b>AG9:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 27, 33, 37
<b>CLLD2. FOUNDATIONS OF READING</b>	
<b>CLLD2.1. Paying attention to print as meaningful</b>	
<b>Early Toddler 12-24 months</b> CLLD2.1c Recognizes and engages with print and pictures, or braille in their environment (e.g., points to words and images; touches with fingers)	<b>Welcome to Frog Street Toddler (p. 35) provides Teaching Strategies for Sharing Books with Toddlers. Examples include—</b> <i>“Make connections between things in the book and the child’s life...” and “Ask one or two simple questions about the book. As children mature, ask questions that make them think.” These are precursor skills for children to begin to recognize familiar logos and symbols in the environment.</i>  <b>AG1:</b> 6, 16, 23, 26, 36 <b>AG2:</b> 3, 6, 7, 13, 16, 18, 26, 36, 39 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 23, 26, 33, 35, 36, 38, 39 <b>AG4:</b> 6, 13, 16, 23, 26, 33, 36 <b>AG5:</b> 6, 7, 16, 17, 23, 26, 27, 36 <b>AG6:</b> 3, 6, 13, 16, 26, 33, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 18, 26, 33, 36, 38 <b>AG9:</b> 6, 9, 16, 26, 33, 36 <b>AG10:</b> 3, 6, 16, 18, 26, 36 <b>AG11:</b> 3, 6, 16, 26, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 23, 26, 36
<b>Early Toddler 12-24 months</b> CLLD2.1d Demonstrates interest in written forms of language, such as print in books or signs on building	<b>AG1:</b> 3, 6, 16, 26, 36 <b>AG2:</b> 3, 6, 13, 16, 26, 33, 36 <b>AG3:</b> 6, 13, 16, 23, 26, 36 <b>AG4:</b> 6, 16, 26, 36 <b>AG5:</b> 6, 16, 26, 36 <b>AG6:</b> 6, 16, 26, 33, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 26, 36 <b>AG9:</b> 6, 16, 26, 36 <b>AG10:</b> 6, 16, 26, 36 <b>AG11:</b> 3, 6, 16, 26, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 26, 36
<b>Early Toddler 12-24 months</b> CLLD2.1e Distinguishes print from pictures	<b>Language Development activities engage children with literature through photos, pictures and illustrations. In later themes, children recognize the differences between picture and print.</b>  <b>AG1:</b> 6, 16, 26, 36 <b>AG2:</b> 6, 16, 26, 36 <b>AG3:</b> 6, 16, 26, 36 <b>AG4:</b> 6, 16, 26, 36 <b>AG5:</b> 6, 16, 26, 36 <b>AG6:</b> 6, 16, 26, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 26, 36 <b>AG9:</b> 6, 16, 26, 36 <b>AG10:</b> 6, 16, 26, 36 <b>AG11:</b> 6, 16, 26, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 26, 36

	<p><b>Welcome to Frog Street Toddler: 35</b></p> <p><b>Resources:</b> Literacy Library; Classroom Poster “5 Reasons to Read to Children”</p>
<p><b>Later Toddler 22-36 months</b> CLLD2.1f Attributes meaning to some symbols, such as a familiar logo or design</p>	<p><b>Language Development</b> activities engage children with literature, including pictures, photos and illustrations. <b>Welcome to Frog Street Toddler (p. 35) provides Teaching Strategies for Sharing Books with Toddlers.</b> Examples include— “Make connections between things in the book and the child’s life...” and “Ask one or two simple questions about the book. As children mature, ask questions that make them think.” These are precursor skills for children to begin to recognize familiar logos and symbols in the environment.</p> <p><b>AG1:</b> 6, 16, 23, 26, 36 <b>AG2:</b> 3, 6, 7, 13, 16, 18, 26, 36, 39 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 23, 26, 33, 35, 36, 38, 39 <b>AG4:</b> 6, 13, 16, 23, 26, 33, 36 <b>AG5:</b> 6, 7, 16, 17, 23, 26, 27, 36 <b>AG6:</b> 3, 6, 13, 16, 26, 33, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 18, 26, 33, 36, 38 <b>AG9:</b> 6, 9, 16, 26, 33, 36 <b>AG10:</b> 3, 6, 16, 18, 26, 36 <b>AG11:</b> 3, 6, 16, 26, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 23, 26, 36</p> <p><b>Welcome to Frog Street Toddler: 35</b></p> <p><b>Resources:</b> Literacy Library; Classroom Poster “5 Reasons to Read to Children”</p>
<p><b>Later Toddler 22-36 months</b> CLLD2.1g Identifies common words in the environment (e.g., name, exit, stop)</p>	
<p><b>Later Toddler 22-36 months</b> CLLD2.1h Points to and names some letters or characters in their names when seen in other words</p>	<p><b>Starting the Day</b> is a 4-step routine (<b>Unite, Calm, Connect, Build Community</b>). Children learn to internalize rules, routines, and directions. Daily during Step 3: <b>Connect</b>, children acknowledge their friends who are absent. With the help of Max, the puppet, they welcome back friends who have been absent. During Step 4: <b>Build Community</b>, children place their name and photo in a <b>Safekeeper Box</b> as a reminder that they are a community of learners and are in a safe place together. These two routines provide the children with opportunities to see their name in print and provide a foundation for children to</p>

	<p><i>learn the beginning letter of their first names and make connections as their literacy skills emerge.</i></p> <p><b>AG1:</b> 5, 15, 25, 35 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 35 <b>AG4:</b> 5, 13, 15, 25, 35 <b>AG5:</b> 4, 5, 13, 15, 25, 35 <b>AG6:</b> 5, 15, 25, 35 <b>AG7:</b> 5, 15, 25, 35 <b>AG8:</b> 5, 15, 25, 35, 38 <b>AG9:</b> 3, 5, 15, 25, 28, 35 <b>AG10:</b> 5, 15, 18, 25, 35 <b>AG11:</b> 5, 6, 8, 15, 25, 35 <b>AG12:</b> 5, 15, 25, 35 <b>AG13:</b> 4, 5, 15, 25, 35, 41</p> <p><b>Resources:</b> Parents as Partners Cards</p>
<b>CLLD2.2. Understanding ideas, vocabulary, and information in stories and texts</b>	
<p><b>Early Toddler 12-24 months</b> CLLD2.2c Begins to show specific interest in being read to (e.g., brings a book to an adult or points to pictures in the environment or a book)</p>	<p><b>AG1:</b> 3, 6, 16, 26, 36 <b>AG2:</b> 3, 6, 13, 16, 26, 33, 36 <b>AG3:</b> 6, 13, 16, 23, 26, 36 <b>AG4:</b> 6, 16, 26, 36 <b>AG5:</b> 6, 16, 26, 36 <b>AG6:</b> 6, 16, 26, 33, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 26, 36 <b>AG9:</b> 6, 16, 26, 36 <b>AG10:</b> 6, 16, 26, 36 <b>AG11:</b> 3, 6, 16, 26, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 26, 36</p>
<p><b>Early Toddler 12-24 months</b> CLLD2.2d Engages in familiar stories verbally (e.g., fills in a word when the reader pauses) or with motions (e.g., imitates actions with an adult)</p>	<p><i>Children are encouraged to recite simple phrases from familiar stories. <b>Theme 8: Traditional Tales (Week 1: The Three Little Pigs, Week 2: The Three Bears, Week 3: Three Billy Goats Gruff, Week 4: The Gingerbread Man).</b> Children recite the simple phrases from these stories during many of the theme's activities.</i></p> <p><b>AG1:</b> 6, 36 <b>AG2:</b> 6, 36, 37 <b>AG3:</b> 6 <b>AG4:</b> 16, 18, 26, 36 <b>AG5:</b> 36 <b>AG6:</b> 6, 36 <b>AG7:</b> 6, 8, 16 <b>AG8:</b> 6, 7, 16, 17, 26, 36, 37, 39 <b>AG9:</b> 6, 16, 17, 26 <b>AG11:</b> 6, 14, 16, 24, 26, 27, 34, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 16</p> <p><b>Resources:</b> Literature Library</p>
<p><b>Early Toddler 12-24 months</b> CLLD2.2e Listens to explanations of words or repeats words adults explain or emphasize</p>	<p><b>AG1:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG2:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG3:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG4:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG5:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG6:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG7:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG8:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG9:</b> 4, 5, 6, 9, 14,</p>

	16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG10:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG11:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG12:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 <b>AG13:</b> 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39
<b>Later Toddler 22-36 months</b> CLLD2.2f Identifies the feelings of characters in a book or story	<i>Discussion following Story Time provides children with opportunities to identify characters from the story and/or details from informational text. Children are invited to join in the repetitive language of the stories and make connections between the story and their own lives or events happening in the classroom.</i>
<b>Later Toddler 22-36 months</b> CLLD2.2g Asks to be read to or asks the meaning of written text	
<b>Later Toddler 22-36 months</b> CLLD2.2h Makes connections to the story through talking about characters and events	
<b>Later Toddler 22-36 months</b> CLLD2.2i Expresses empathy for characters and problems in text and stories with adult guidance and support	
<b>Later Toddler 22-36 months</b> CLLD2.2j Repeats words heard during story reading	<b>AG1:</b> 6, 16, 26, 36 <b>AG2:</b> 6, 16, 26, 36 <b>AG3:</b> 6, 16, 26, 36 <b>AG4:</b> 6, 16, 26, 36 <b>AG5:</b> 6, 16, 26, 36 <b>AG6:</b> 6, 16, 26, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 26, 36 <b>AG9:</b> 6, 16, 26, 36 <b>AG10:</b> 6, 16, 26, 36 <b>AG11:</b> 6, 16, 26, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 26, 36
<b>CLLD2.3. Learning spoken language is composed of smaller segments of sound</b>	
<b>Early Toddler 12-24 months</b> CLLD2.3d Orally repeats a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs or directions/ requests from adults or peers	<b>AG1:</b> 3, 5, 13, 15, 23, 27, 33, 36 <b>AG2:</b> 3, 9, 13, 23, 26, 27, 29, 33 <b>AG3:</b> 3, 13, 15, 23, 25, 26, 27, 29, 33, 35, 38, 39 <b>AG4:</b> 3, 5, 23, 25, 29, 33, 35, 38 <b>AG5:</b> 6, 15, 18, 25, 33, 35 <b>AG6:</b> 3, 5, 9, 26 <b>AG7:</b> 3, 13, 15, 19, 23, 26, 33 <b>AG8:</b> 3, 9, 13, 16, 23, 39 <b>AG9:</b> 5, 13, 15, 17, 23, 29, 33, 35, 39 <b>AG10:</b> 3, 5, 8, 9, 17, 23, 29, 36, 39 <b>AG11:</b> 3, 5, 7, 13, 15, 23, 25, 33, 35, 38, 39 <b>AG12:</b> 3, 9, 13, 19, 23, 28, 32, 33, 39 <b>AG13:</b> 3, 6, 7, 8, 13, 19, 23, 29, 33
<b>Later Toddler 22-36 months</b> CLLD2.3e Orally produces or reproduces simple culturally and linguistically familiar rhymes or sings favorite songs	
<b>Later Toddler 22-36 months</b> CLLD2.3f Imitates most sounds of language using familiar words	
<b>CLLD2.4. Learning how letters and print work to create words and meaning</b>	
<b>Early Toddler 12-24 months</b> <b>Note:</b> The developmental progression of this focus area is more explicitly evidenced later in infancy.	<b>Note:</b> The developmental progression of this focus area is more explicitly evidenced later in infancy.
<b>Later Toddler 22-36 months</b> CLLD2.4a Begins to recognize a few upper- or lower- case letters (if taught)	<b>Starting the Day is a 4-step routine (Unite, Calm, Connect, Build Community).</b> Children learn to internalize rules, routines, and directions. Daily during <b>Step 3: Connect</b> , children acknowledge their friends who are absent. With the help of

	<p><b>Max, the puppet, they welcome back friends who have been absent. During Step 4: Build Community, children place their name and photo in a Safekeeper Box as a reminder that they are a community of learners and are in a safe place together. These two routines provide the children with opportunities to see their name in print and provide a foundation for children to recognize name/letters in print and make connections as their literacy skills emerge.</b></p> <p><b>AG1:</b> 5, 15, 25, 35 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 35 <b>AG4:</b> 5, 13, 15, 25, 35 <b>AG5:</b> 4, 5, 13, 15, 25, 35 <b>AG6:</b> 5, 15, 25, 35 <b>AG7:</b> 5, 15, 25, 35 <b>AG8:</b> 5, 15, 25, 35, 38 <b>AG9:</b> 3, 5, 15, 25, 28, 35 <b>AG10:</b> 5, 15, 18, 25, 35 <b>AG11:</b> 5, 6, 8, 15, 25, 35 <b>AG12:</b> 5, 15, 16, 25, 35 <b>AG13:</b> 4, 5, 15, 25, 35, 41</p> <p><b>Resources:</b> Parents as Partners Card</p>
<b>CLLD3. FOUNDATIONS OF WRITING</b>	
<b>CLLD3.1. Drawing, scribbling, and writing to communicate</b>	
<p><b>Early Toddler 12-24 months</b> CLLD3.1d Begins to use controlled marks like swoops, circles, and waves to represent their ideas</p>	<p><i>Children create marks, drawings, and scribbles throughout the <b>Frog Street Toddler program. In Theme 9, Traditional Songs (p. 13) Learning Center (Creativity Station), children paint spiders with thin and wide legs. They then point to a thin line and a wide line.</b></i></p> <p><i>Children begin to demonstrate how print works, by using writing instruments in <b>Learning Centers. In Theme 5, children create Color Books.</b></i></p>
<p><b>Early Toddler 12-24 months</b> CLLD3.1e Writes in a linear fashion and connects marks with repetitive up/down or looping motions</p>	
<p><b>Early Toddler 12-24 months</b> CLLD3.1f Begins to use scribbles or intentional marks to represent objects</p>	
<p><b>Early Toddler 12-24 months</b> CLLD3.1g Attempts to “read” their writing or drawing to others, including their name</p>	



<b>Later Toddler 22-36 months</b> CLLD3.1h Begins to use distinct letter-like symbols and letter formations with curves, lines, circles, and dots to represent words, ideas, phrases, sentences, and stories or events with or without drawing	<b>AG1:</b> 3, 6, 16, 23, 26, 27, 36 <b>AG2:</b> 3, 6, 7, 13, 16, 18, 19, 20, 23, 26, 33, 36, 37, 39 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 23, 26, 33, 35, 36, 38, 39 <b>AG4:</b> 6, 13, 16, 23, 26, 33, 36 <b>AG5:</b> 6, 7, 16, 17, 23, 26, 27, 36, 39 <b>AG6:</b> 3, 6, 13, 16, 26, 33, 36 <b>AG7:</b> 6, 16, 26, 36, 39 <b>AG8:</b> 6, 16, 17, 18, 26, 27, 29, 33, 36, 38 <b>AG9:</b> 6, 7, 8, 9, 16, 17, 18, 26, 33, 36 <b>AG10:</b> 3, 6, 16, 18, 26, 27, 36, 37 <b>AG11:</b> 3, 6, 16, 26, 27, 36 <b>AG12:</b> 6, 16, 18, 26, 36, 39 <b>AG13:</b> 6, 16, 23, 26, 29, 36
<b>Later Toddler 22-36 months</b> CLLD3.1i Begins to draw/write for a variety of audiences (e.g., family members and teachers)	
<b>Later Toddler 22-36 months</b> CLLD3.1j Begins to draw/write for a variety of purposes (e.g., grocery lists, invitations, birthday cards)	
<b>CLLD3.2. Developing writing habits and skills</b>	
<b>Early Toddler 12-24 months</b> CLLD3.2b Begins to share drawings/writing and explains the meaning of the illustrations/text (e.g., says circle is a ball)	<b>AG1:</b> 3, 6, 16, 23, 26, 27, 36 <b>AG2:</b> 3, 6, 7, 13, 16, 18, 19, 20, 23, 26, 33, 36, 37, 39 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 23, 26, 33, 35, 36, 38, 39 <b>AG4:</b> 6, 13, 16, 23, 26, 33, 36 <b>AG5:</b> 6, 7, 16, 17, 23, 26, 27, 36, 39 <b>AG6:</b> 3, 6, 13, 16, 26, 33, 36 <b>AG7:</b> 6, 16, 26, 36, 39 <b>AG8:</b> 6, 16, 17, 18, 26, 27, 29, 33, 36, 38 <b>AG9:</b> 6, 7, 8, 9, 16, 17, 18, 26, 33, 36 <b>AG10:</b> 3, 6, 16, 18, 26, 27, 36, 37 <b>AG11:</b> 3, 6, 16, 26, 27, 36 <b>AG12:</b> 6, 16, 18, 26, 36, 39 <b>AG13:</b> 6, 16, 23, 26, 29, 36
<b>Later Toddler 22-36 months</b> CLLD3.2c Shares writing with others as a way to represent their understandings and ideas	
<b>CLLD3.3. Handling writing tools</b>	
<b>Early Toddler 12-24 months</b> CLLD3.3c Uses the whole arm to control and direct the scribbles, marks, drawing, and writing intentions	<i>Children control small muscles in hands (reach, grasp, and release) during songs, chants, finger plays and Fine Motor activities. Children control small muscles in hands when doing simple tasks as they progress throughout the year.</i>  <b>AG1:</b> 3, 9, 13, 19, 23, 27, 29, 33, 39 <b>AG2:</b> 3, 7, 8, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG3:</b> 3, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <b>AG4:</b> 3, 7, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 <b>AG5:</b> 3, 8, 9, 13, 17, 19, 23, 29, 33, 34, 37, 38, 39 <b>AG6:</b> 3, 8, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 <b>AG7:</b> 3, 7, 8, 9, 13, 17, 18, 19, 23, 29, 33, 39 <b>AG8:</b> 3, 7, 9, 13, 17, 19, 23, 29, 33, 37, 39 <b>AG9:</b> 3, 7, 9, 13, 18, 19, 23, 27, 29, 33, 37, 38, 39 <b>AG10:</b> 3, 7, 9, 13, 17, 19, 23, 26, 28, 29, 33, 37, 38, 39 <b>AG11:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <b>AG12:</b> 3, 6, 7, 9, 13, 19, 23, 29, 33, 37, 39 <b>AG13:</b> 3, 7, 9, 13, 16, 17, 19, 23, 27, 28, 29, 33, 37, 39

<p><b>Later Toddler 22-36 months</b> CLLD3.3d Attempts to use their fingertips to grip writing tools, finger grip may be loose or too tight and finger positioning may be too high or too close to the tip</p>	<p><b>AG1:</b> 3, 9, 13, 19, 23, 27, 29, 33, 39 <b>AG2:</b> 3, 7, 8, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG3:</b> 3, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <b>AG4:</b> 3, 7, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 <b>AG5:</b> 3, 8, 9, 13, 17, 19, 23, 29, 33, 34, 37, 38, 39 <b>AG6:</b> 3, 8, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 <b>AG7:</b> 3, 7, 8, 9, 13, 17, 18, 19, 23, 29, 33, 39 <b>AG8:</b> 3, 7, 9, 13, 17, 19, 23, 29, 33, 37, 39 <b>AG9:</b> 3, 7, 9, 13, 18, 19, 23, 27, 29, 33, 37, 38, 39 <b>AG10:</b> 3, 7, 9, 13, 17, 19, 23, 26, 28, 29, 33, 37, 38, 39 <b>AG11:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <b>AG12:</b> 3, 6, 7, 9, 13, 19, 23, 29, 33, 37, 39 <b>AG13:</b> 3, 7, 9, 13, 16, 17, 19, 23, 27, 28, 29, 33, 37, 39</p>
<b>HEALTH AND PHYSICAL DEVELOPMENT</b>	
<b>HPD1. USING SENSES</b>	
<b>HPD1.1. Learning through all senses</b>	
<p><b>Early Toddler 12-24 months</b> HPD1.1i Demonstrates sensory preferences (e.g., chooses clothes of a particular color or enjoys putting their feet in sand or grass)</p>	<p><b>Frog Street Toddler, Theme 1: All About Me, Week 2</b> <i>focuses on the senses. Starting the Day and Learning Centers encourage children to explore using their senses and talk about what they are able to do with each of their five senses (including see, hear and touch). Children are able to use their senses to construct knowledge about the environment and the world around them.</i></p> <p><b>AG1:</b> 3, 6, 7, 13, 17, 18, 23, 27, 29, 33, 37, 39 <b>AG2:</b> 3, 13, 19, 23, 29, 33 <b>AG3:</b> 3, 7, 8, 9, 13, 17, 23, 27, 33, 37 <b>AG4:</b> 3, 7, 8, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 <b>AG5:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 <b>AG6:</b> 3, 7, 8, 13, 17, 19, 23, 27, 28, 29, 33, 37, 39 <b>AG7:</b> 3, 7, 13, 17, 19, 23, 27, 28, 33, 37, 38 <b>AG8:</b> 3, 7, 9, 13, 17, 23, 27, 39, 33, 37, 38 <b>AG9:</b> 3, 7, 8, 13, 17, 18, 23, 27, 29, 33, 37, 39 <b>AG10:</b> 3, 7, 8, 9, 13, 17, 23, 27, 28, 33, 37, 39 <b>AG11:</b> 3, 7, 8, 13, 17, 18, 19, 23, 27, 29, 33, 37 <b>AG12:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 28, 33, 37, 38 <b>AG13:</b> 3, 7, 8, 13, 17, 23, 27, 33, 37, 38</p> <p><b>Resources:</b> Classroom Poster “5 Ways to Support Cognitive Development” offers at-a-glance reminders for caregivers.</p>
<p><b>Early Toddler 12-24 months</b> HPD1.1j Combines information from the senses to inform the way they interact with the environment and acquire information (e.g., touches a variety of objects during walk)</p>	
<p><b>Later Toddler 22-36 months</b> HPD1.1k Uses the information received from their senses to guide interactions with the environment (e.g., notices that adults put on coats before going outside and then goes to get their own coat)</p>	

<p><b>Later Toddler 22-36 months</b> HPD1.1l Shows understanding of body size, such as doll clothes will not fit on a child's body or a child's body will not fit on doll furniture</p>	<p><i>Children begin to understand size and make comparisons in activities during Weekly Learning Centers such as Math and Pretend and Learn.</i></p> <p><b>AG1:</b> 6, 23 <b>AG3:</b> 16 <b>AG4:</b> 7, 30, 34, 35, 36, 37, 38, 39 <b>AG6:</b> 3, 13, 14, 18, 34, 37 <b>AG7:</b> 37, 43 <b>AG8:</b> 3, 27 <b>AG12:</b> 13, 18</p>
<p><b>Later Toddler 22-36 months</b> HPD1.1m Shows increased balance and coordination in play activities and daily routines, such as playing a game or singing a song with hand motions</p>	<p><b>Physical Development</b> <i>activities provide opportunities for children to develop, combine and coordinate arm and leg movements. Children also move their body, arms and legs with coordination during Sing-Along Songs and Chants.</i></p> <p><b>AG1:</b> 3, 9, 13, 16, 19, 23, 28, 29, 36, 39 <b>AG2:</b> 3, 9, 13, 19, 23, 26, 29, 33, 39 <b>AG3:</b> 3, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG4:</b> 3, 9, 13, 16, 19, 23, 29, 33, 38, 39 <b>AG5:</b> 3, 6, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG6:</b> 3, 7, 9, 13, 17, 19, 23, 29, 33, 39 <b>AG7:</b> 3, 9, 13, 19, 23, 27, 29, 33, 39 <b>AG8:</b> 3, 9, 13, 16, 17, 19, 23, 29, 33, 39 <b>AG9:</b> 3, 9, 13, 19, 23, 29, 33, 39 <b>AG10:</b> 3, 9, 13, 14, 19, 23, 24, 29, 33, 34, 39 <b>AG11:</b> 3, 9, 13, 18, 19, 23, 29, 33, 38, 39 <b>AG12:</b> 3, 9, 13, 17, 19, 23, 28, 29, 33, 39 <b>AG13:</b> 3, 6, 8, 9, 13, 19, 23, 29, 33, 36, 39</p> <p><b>Resources:</b> Manipulatives, Classroom Poster—5 Ways to Support Physical Development provides at-a-glance reminders for caregivers.</p>
<b>HPD2. GROSS MOTOR</b>	
<b>HPD2.1. Developing large muscle control</b>	
<p><b>Early Toddler 12-24 months</b> HPD2.1e Moves through the world with more independence</p>	<p><b>Physical Development</b> <i>activities provide opportunities for children to develop, combine and coordinate arm and leg movements. Children also move their body, arms and legs with coordination during Sing-Along Songs and Chants.</i></p> <p><b>AG1:</b> 3, 9, 13, 16, 19, 23, 28, 29, 36, 39 <b>AG2:</b> 3, 9, 13, 19, 23, 26, 29, 33, 39 <b>AG3:</b> 3, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG4:</b> 3, 9, 13, 16, 19, 23, 29, 33, 38, 39 <b>AG5:</b> 3, 6, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG6:</b> 3, 7, 9, 13, 17, 19, 23, 29, 33, 39 <b>AG7:</b> 3, 9, 13, 19, 23, 27, 29, 33, 39 <b>AG8:</b> 3, 9, 13, 16, 17, 19, 23, 29, 33, 39 <b>AG9:</b> 3, 9, 13, 19, 23, 29, 33, 39</p>
<p><b>Early Toddler 12-24 months</b> HPD2.1f Develops strength, balance, and coordination by repeating movements (e.g., walks up and down stairs while holding on, climbs onto furniture, and begins to run)</p>	
<p><b>Later Toddler 22-36 months</b> HPD2.1g Gains control of a variety of movements including running and jumping with increasing independence</p>	
<p><b>Later Toddler 22-36 months</b></p>	

HPD2.1h Uses familiar objects that encourage large motor movements (e.g., riding toys, crawl tubes, slides)	3, 9, 13, 19, 23, 29, 33, 39 <b>AG10:</b> 3, 9, 13, 14, 19, 23, 24, 29, 33, 34, 39 <b>AG11:</b> 3, 9, 13, 18, 19, 23, 29, 33, 38, 39 <b>AG12:</b> 3, 9, 13, 17, 19, 23, 28, 29, 33, 39 <b>AG13:</b> 3, 6, 8, 9, 13, 19, 23, 29, 33, 36, 39
<b>Later Toddler 22-36 months</b> HPD2.1i Performs actions smoothly with balance, strength, and coordination (e.g., dances, bends over to pick up a toy, reaches up high on a shelf, walks up and down steps)	<b>Resources:</b> Manipulatives, Classroom Poster—5 Ways to Support Physical Development provides at-a-glance reminders for caregivers.
<b>HPD2.2. Exploring the environment</b>	
<b>Early Toddler 12-24 months</b> HPD2.2c Shows enjoyment of active play and engages in regular and sustained movement (e.g., pushes toys around, goes up and down slide over and over, dumps items out of containers)	<b>AG1:</b> 3, 9, 13, 16, 19, 23, 28, 29, 36, 39 <b>AG2:</b> 3, 9, 13, 19, 23, 26, 29, 33, 39 <b>AG3:</b> 3, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG4:</b> 3, 9, 13, 16, 19, 23, 29, 33, 38, 39 <b>AG5:</b> 3, 6, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG6:</b> 3, 7, 9, 13, 17, 19, 23, 29, 33, 39 <b>AG7:</b> 3, 9, 13, 19, 23, 27, 29, 33, 39 <b>AG8:</b> 3, 9, 13, 16, 17, 19, 23, 29, 33, 39 <b>AG9:</b> 3, 9, 13, 19, 23, 29, 33, 39 <b>AG10:</b> 3, 9, 13, 14, 19, 23, 24, 29, 33, 34, 39 <b>AG11:</b> 3, 9, 13, 18, 19, 23, 29, 33, 38, 39 <b>AG12:</b> 3, 9, 13, 17, 19, 23, 28, 29, 33, 39 <b>AG13:</b> 3, 6, 8, 9, 13, 19, 23, 29, 33, 36, 39
<b>Later Toddler 22-36 months</b> HPD2.2d Uses a variety of increasingly complex movements and body positions to participate in active and quiet indoor and outdoor play	
<b>HPD3. FINE MOTOR</b>	
<b>HPD3.1. Using eyes and hands together</b>	
<b>Early Toddler 12-24 months</b> HPD3.1d Plays with objects such as putting together and taking apart toys	<i>Children control small muscles in hands (reach, grasp, and release) during songs, chants, finger plays and <b>Fine Motor</b> activities. Children control small muscles in hands when doing simple tasks.</i>  <b>AG1:</b> 3, 9, 13, 19, 23, 27, 29, 33, 39 <b>AG2:</b> 3, 7, 8, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG3:</b> 3, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <b>AG4:</b> 3, 7, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 <b>AG5:</b> 3, 8, 9, 13, 17, 19, 23, 29, 33, 34, 37, 38, 39 <b>AG6:</b> 3, 8, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 <b>AG7:</b> 3, 7, 8, 9, 13, 17, 18, 19, 23, 29, 33, 39 <b>AG8:</b> 3, 7, 9, 13, 17, 19, 23, 29, 33, 37, 39 <b>AG9:</b> 3, 7, 9, 13, 18, 19, 23, 27, 29, 33, 37, 38, 39 <b>AG10:</b> 3, 7, 9, 13, 17, 19, 23, 26, 28, 29, 33, 37, 38, 39 <b>AG11:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <b>AG12:</b> 3, 6, 7, 9, 13, 19, 23, 29, 33, 37, 39 <b>AG13:</b> 3, 7, 9, 13, 16, 17, 19, 23, 27, 28, 29, 33, 37, 39
<b>Early Toddler 12-24 months</b> HPD3.1e Uses simple tools (e.g., spoon, play hammer, crayon)	
<b>Later Toddler 22-36 months</b> HPD3.1f Uses tools that require finger and hand control (e.g., painting with a large paintbrush, holding eating utensils, buttoning clothes)	

HPD3.2. Developing small muscle control	
<b>Early Toddler 12-24 months</b> HPD3.2e Uses hands and fingers to build a tall block tower, turns single book pages, twists toy nuts and bolts, uses one hand to hold and drink from a cup	<i>Children control small muscles in hands (reach, grasp, and release) during songs, chants, finger plays and <b>Fine Motor</b> activities. Children control small muscles in hands when doing simple tasks.</i>  <b>AG1:</b> 3, 9, 13, 19, 23, 27, 29, 33, 39 <b>AG2:</b> 3, 7, 8, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG3:</b> 3, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <b>AG4:</b> 3, 7, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 <b>AG5:</b> 3, 8, 9, 13, 17, 19, 23, 29, 33, 34, 37, 38, 39 <b>AG6:</b> 3, 8, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 <b>AG7:</b> 3, 7, 8, 9, 13, 17, 18, 19, 23, 29, 33, 39 <b>AG8:</b> 3, 7, 9, 13, 17, 19, 23, 29, 33, 37, 39 <b>AG9:</b> 3, 7, 9, 13, 18, 19, 23, 27, 29, 33, 37, 38, 39 <b>AG10:</b> 3, 7, 9, 13, 17, 19, 23, 26, 28, 29, 33, 37, 38, 39 <b>AG11:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <b>AG12:</b> 3, 6, 7, 9, 13, 19, 23, 29, 33, 37, 39 <b>AG13:</b> 3, 7, 9, 13, 16, 17, 19, 23, 27, 28, 29, 33, 37, 39
<b>Early Toddler 12-24 months</b> HPD3.2f Extends reach by using simple tools such as a stick or rake to pull a distant object closer	
<b>Later Toddler 22-36 months</b> HPD3.2g Plans ways to use hands for various activities, such as stacking, building, connecting, drawing	
<b>Later Toddler 22-36 months</b> HPD3.2h Adjusts grasp to use different tools for different purposes, such as a spoon and marker	
HPD4. PHYSICAL HEALTH AND SELF-CARE	
HPD4.1. Taking care of daily health needs	
<b>Early Toddler 12-24 months</b> HPD4.1f Cooperates and helps with care routines (e.g., dental care, hand-washing)	<i>In Frog Street Toddler, children are reminded how to wash their hands before eating and after toileting. In Theme 3, Week 2 Friends Who Keep Us Healthy, the entire week is centered on healthy habits and the friends (doctor, nurse, dentist) who help us stay healthy.</i>  <b>AG1:</b> 7, 17, 18, 28, 33 <b>AG2:</b> 27 <b>AG3:</b> 12, 13, 14, 15, 16, 17, 18, 19, 36 <b>AG4:</b> 8, 40 <b>AG7:</b> 28 <b>AG8:</b> 10 <b>AG9:</b> 18, 28 <b>AG10:</b> 10, 18, 20 <b>AG11:</b> 30 <b>AG12:</b> 8, 18, 28, 38 <b>AG13:</b> 8, 10, 18, 28, 38  <b>Resources:</b> Classroom Posters “5 Steps for Washing Hands,” and “5 Ways to Encourage Healthy Eating Habits”
<b>Early Toddler 12-24 months</b> HPD4.1g Uses gestures, words, or sign language to communicate what they need	<b>AG1:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 28, 33, 34, 35, 37, 40 <b>AG2:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG3:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 30, 33, 34, 35, 37 <b>AG4:</b> 3, 4, 5, 6, 7, 8, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG5:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 20, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG6:</b> 3, 4, 5, 6, 7, 13, 14,

	15, 17, 20, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG7:</b> 3, 4, 5, 6, 7, 8, 10, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37, 40 <b>AG8:</b> 3, 4, 5, 6, 7, 10, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG9:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 28, 30, 33, 34, 35, 37, 40 <b>AG10:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 28, 33, 34, 35, 37 <b>AG11:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 28, 33, 34, 35, 37, 40 <b>AG12:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 20, 23, 24, 25, 26, 27, 33, 34, 35, 37 <b>AG13:</b> 3, 4, 5, 6, 7, 13, 14, 15, 17, 19, 23, 24, 25, 26, 27, 33, 34, 35, 37
<b>Early Toddler 12-24 months</b> HPD4.1h Soothes themselves when needed (e.g., looks at book before nap)	<b>AG1:</b> 4, 5, 14, 15, 23, 30, 34, 35 <b>AG2:</b> 4, 5, 10, 14, 23, 24, 34, 25, 40 <b>AG3:</b> 4, 5, 8, 10, 14, 15, 23, 24, 25, 34, 35 <b>AG4:</b> 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 <b>AG5:</b> 4, 5, 14, 15, 23, 24, 25, 34, 35 <b>AG6:</b> 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 <b>AG7:</b> 4, 5, 8, 14, 15, 18, 23, 24, 25, 34, 35 <b>AG8:</b> 4, 5, 8, 14, 23, 24, 25, 34, 35 <b>AG9:</b> 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 <b>AG10:</b> 4, 5, 14, 15, 23, 34, 35 <b>AG11:</b> 4, 5, 14, 15, 23, 24, 34, 35 <b>AG12:</b> 4, 5, 14, 15, 23, 24, 34, 35, 38 <b>AG13:</b> 4, 5, 14, 15, 23, 24, 34, 35
<b>Later Toddler 22-36 months</b> HPD4.1i Takes care of personal self-care needs like hand-washing with some adult assistance	<i>In Frog Street Toddler, children are reminded how to wash their hands before eating and after toileting. In Theme 3, Week 2 Friends Who Keep Us Healthy, the entire week is centered on healthy habits and the friends (doctor, nurse, dentist) who help us stay healthy.</i>  <b>AG1:</b> 7, 17, 18, 28, 33 <b>AG2:</b> 27 <b>AG3:</b> 12, 13, 14, 15, 16, 17, 18, 19, 36 <b>AG4:</b> 8, 40 <b>AG7:</b> 28 <b>AG8:</b> 10 <b>AG9:</b> 18, 28 <b>AG10:</b> 10, 18, 20 <b>AG11:</b> 30 <b>AG12:</b> 8, 18, 28, 38 <b>AG13:</b> 8, 10, 18, 28, 38  <b>Resources:</b> Classroom Posters “5 Steps for Washing Hands,” and “5 Ways to Encourage Healthy Eating Habits”
<b>Later Toddler 22-36 months</b> HPD4.1j Uses words or sign language to ask for what they need (e.g., food when hungry, drink when thirsty)	<i>In Frog Street Toddler, children are reminded how to use words or sign language to ask for things they need.</i>  <b>AG1:</b> 7, 17, 18, 28, 33 <b>AG2:</b> 27 <b>AG3:</b> 2, 13, 14, 15, 16, 17, 18, 19, 22, 36 <b>AG4:</b> 8, 40 <b>AG7:</b> 28 <b>AG8:</b> 10 <b>AG9:</b> 18, 28 <b>AG10:</b> 10, 18, 20 <b>AG11:</b> 30 <b>AG12:</b> 8, 18, 28, 38 <b>AG13:</b> 8, 10, 18, 28, 38  <b>Resources:</b> Classroom Posters “5 Steps for Washing Hands”, and “5 Ways to Encourage Healthy Eating Habits”

<p><b>Later Toddler 22-36 months</b> HPD4.1k Begins to use different strategies to calm themselves when needed (e.g., seeks out a quiet space)</p>	<p><b>AG1:</b> 4, 5, 14, 15, 23, 30, 34, 35 <b>AG2:</b> 4, 5, 10, 14, 23, 24, 34, 25, 40 <b>AG3:</b> 4, 5, 8, 10, 14, 15, 23, 24, 25, 34, 35 <b>AG4:</b> 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 <b>AG5:</b> 4, 5, 14, 15, 23, 24, 25, 34, 35 <b>AG6:</b> 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 <b>AG7:</b> 4, 5, 8, 14, 15, 18, 23, 24, 25, 34, 35 <b>AG8:</b> 4, 5, 8, 14, 23, 24, 25, 34, 35 <b>AG9:</b> 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 <b>AG10:</b> 4, 5, 14, 15, 23, 34, 35 <b>AG11:</b> 4, 5, 14, 15, 23, 24, 34, 35 <b>AG12:</b> 4, 5, 14, 15, 23, 24, 34, 35, 38 <b>AG13:</b> 4, 5, 14, 15, 23, 24, 34, 35</p>
<p><b>HPD4.2. Adopting safe behaviors</b></p>	
<p><b>Early Toddler 12-24 months</b> HPD4.2e Cooperates with safety instructions and warnings (e.g., holding a caregiver's hand)</p>	<p><b>Starting the Day</b> is a 4-step routine (<b>Unite, Calm, Connect, Build Community</b>). Children learn to internalize rules, routines, and directions, including those related to potentially harmful situations and safety rules. <b>Did You Know?</b> statements provide guidance for caregivers. Examples—<b>Theme 4, Did You Know?</b> 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.” <b>Theme 13, Did You Know?</b> 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.” Children are reminded how to safely cross a street, wear seat belts, and wash their hands before eating and after toileting. <b>Theme 3, Friends (Week 3 - Friends Who Keep Us Safe)</b> the weeks activities are related to healthy habits and the “friends” (doctor, nurse, dentist) who help us stay safe and healthy.</p> <p><b>AG1:</b> 7, 17, 18, 28, 33 <b>AG2:</b> 27 <b>AG3:</b> 12, 13, 14, 15, 16, 17, 18, 19, 36 <b>AG4:</b> 8, 40 <b>AG7:</b> 28 <b>AG8:</b> 10 <b>AG9:</b> 18, 28 <b>AG10:</b> 10, 18, 20 <b>AG11:</b> 30 <b>AG12:</b> 8, 18, 28, 38 <b>AG13:</b> 8, 10, 18, 28, 38</p>
<p><b>Early Toddler 12-24 months</b> HPD4.2f Watches for adult reactions to unfamiliar people or situations</p>	
<p><b>Later Toddler 22-36 months</b> HPD4.2g Accepts adult guidance, support, and protection when encountering unsafe situations</p>	
<p><b>Later Toddler 22-36 months</b> HPD4.2h Learns some differences between safe and unsafe play behaviors (e.g., not standing on chairs or tables)</p>	
<p><b>Later Toddler 22-36 months</b> HPD4.2i Pays attention to simple safety instructions</p>	



HPD4.3. Eating with healthy habits	
<b>Early Toddler 12-24 months</b> HPD4.3e Shows interest in new foods that are offered	<i>The Welcome to Frog Street Toddler Guide includes specific ways to encourage healthy eating habits on pp. 36-38. During snack time, children are exposed to a variety of foods. They learn to distinguish between healthy and unhealthy foods. Specific ways to encourage healthy eating habits are also described.</i>  <b>AG3:</b> 13, 16, 17, 18 <b>AG4:</b> 38 <b>AG5:</b> 8, 17, 18, 28 <b>AG6:</b> 3, 8, 18, 28, 31, 38 <b>AG7:</b> 8, 18, 38 <b>AG8:</b> 18, 28 <b>AG9:</b> 28 <b>AG10:</b> 8, 28, 38 <b>AG11:</b> 7, 8, 28 <b>AG12:</b> 8, 18, 28 <b>AG13:</b> 28  <b>Resources:</b> Patterns CD, Classroom Posters “5 Ways to Encourage Healthy Eating Habits”
<b>Early Toddler 12-24 months</b> HPD4.3f Begins to distinguish between food and non-food items	
<b>Later Toddler 22-36 months</b> HPD4.3g Eats a variety of nutritious foods and recognizes healthy foods	
<b>Later Toddler 22-36 months</b> HPD4.3h Prepares nutritious snacks with adult assistance by stirring and using measuring cups	
HPD4.4. Developing healthy habits for rest and sleep	
<b>Early Toddler 12-24 months</b> HPD4.4e Sleeps more consistently and shows alertness when awake	<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>  <b>Frog Street Toddler</b> provides ongoing support for teachers on <b>Teaching Tips</b> pages. Example— <b>Theme 3, p. 10 Spruce Up Your Space</b> “Toddlers should be able to rest or sleep whenever they are tired rather than according to a schedule. Be sure your environment offers space where children can nap with their own bedding whenever they need rest.” <i>Parents partner with caregivers by completing the All About Me sheet in the beginning of the year to assist in establishing routines at school based on children’s routines at home. Toddler Daily Report allows parents to indicate caregivers each morning how the child slept the night before. This helps the caregiver to be more aware of the possibility that the child may need an additional nap.</i>  <b>AG1:</b> 8 <b>AG2:</b> 8 <b>AG3:</b> 10, 20 <b>AG4:</b> 21 <b>AG7:</b> 17, 19  <b>Resources:</b> Parents as Partner Card, All About Me—Toddler Daily Report, Classroom Poster “Sign Language”
<b>Early Toddler 12-24 months</b> HPD4.4f Cooperates with sleep routines	
<b>Later Toddler 22-36 months</b> HPD4.4g Sleeps well, wakes up rested and ready for daily activities	
<b>Later Toddler 22-36 months</b> HPD4.4h Participates in sleep routines with guidance	
<b>Later Toddler 22-36 months</b> HPD4.4i Indicates they are tired by saying, “I’m sleepy.”	



COGNITIVE DEVELOPMENT	
SCIENCE: THE NATURAL AND PHYSICAL WORLD	
CD1.1. Paying attention to the natural world	
<p><b>Early Toddler 12-24 months</b> CD1.1d Shows more focus and spends more time when observing or exploring</p>	<p><b>Theme 1 All About Me (Week 2: My Senses) Starting the Day and Learning Centers</b> encourage children to observe and explore using their senses and talk about what they are able to do with each of their five senses (including see, hear and touch).</p> <p><b>AG1:</b> 3, 6, 7, 13, 17, 18, 23, 27, 29, 33, 37, 39 <b>AG2:</b> 3, 13, 19, 23, 29, 33 <b>AG3:</b> 3, 7, 8, 9, 13, 17, 23, 27, 33, 37 <b>AG4:</b> 3, 7, 8, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 <b>AG5:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 <b>AG6:</b> 3, 7, 8, 13, 17, 19, 23, 27, 28, 29, 33, 37, 39 <b>AG7:</b> 3, 7, 13, 17, 19, 23, 27, 28, 33, 37, 38 <b>AG8:</b> 3, 7, 9, 13, 17, 23, 27, 39, 33, 37, 38 <b>AG9:</b> 3, 7, 8, 13, 17, 18, 23, 27, 29, 33, 37, 39 <b>AG10:</b> 3, 7, 8, 9, 13, 17, 23, 27, 28, 33, 37, 39 <b>AG11:</b> 3, 7, 8, 13, 17, 18, 19, 23, 27, 29, 33, 37 <b>AG12:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 28, 33, 37, 38 <b>AG13:</b> 3, 7, 8, 13, 17, 23, 27, 33, 37, 38</p> <p><b>Resources:</b> Classroom Poster –“5 Ways to Support Cognitive Development” offers at-a-glance reminders for caregivers.</p>
<p><b>Early Toddler 12-24 months</b> CD1.1e Handles toys and materials in different ways (e.g., filling, dumping, etc.)</p>	<p><b>Learning Centers (Science)</b> provide opportunities for children to explore living things, objects and materials, often handling them in different ways.</p> <p><b>AG1:</b> 3, 8, 17 <b>AG3:</b> 13, 23 <b>AG4:</b> 8 <b>AG5:</b> 3 <b>AG6:</b> 3, 8 <b>AG7:</b> 23 <b>AG8:</b> 27 <b>AG10:</b> 3, 13, 33</p>
<p><b>Later Toddler 22-36 months</b> CD1.1f Observes and describes items and events in the natural world using words, signs, or gestures</p>	<p><b>Enrichment Activities</b> include <b>Science Learning Centers</b> 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 <b>Learning Centers (Science)</b>. Children are encouraged to talk about what they have observed and changes that happen during each activity.</p>

	<p><b>AG5:</b> 13, 23, 33, 38 <b>AG6:</b> 3 <b>AG6:</b> 3 <b>AG8:</b> 13, 23 <b>AG9:</b> 23, 23 <b>AG10:</b> 13, 22, 23, 26, 27, 28, 29 <b>AG13:</b> 13, 33</p> <p><b>Resources:</b> Sequence Cards, Photo Activity Card, Vocabulary Cards</p>
<p><b>Later Toddler 22-36 months</b> CD1.1g Observes and describes natural phenomena using the tools of the arts (e.g., expressions, sounds, movements, drawing)</p>	<p><b>AG1:</b> 3, 6, 7, 13, 17, 18, 23, 27, 29, 33, 37, 39 <b>AG2:</b> 3, 13, 19, 23, 29, 33 <b>AG3:</b> 3, 7, 8, 9, 13, 17, 23, 27, 33, 37 <b>AG4:</b> 3, 7, 8, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 <b>AG5:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 <b>AG6:</b> 3, 7, 8, 13, 17, 19, 23, 27, 28, 29, 33, 37, 39 <b>AG7:</b> 3, 7, 13, 17, 19, 23, 27, 28, 33, 37, 38 <b>AG8:</b> 3, 7, 9, 13, 17, 23, 27, 39, 33, 37, 38 <b>AG9:</b> 3, 7, 8, 13, 17, 18, 23, 27, 29, 33, 37, 39 <b>AG10:</b> 3, 7, 8, 9, 13, 17, 23, 27, 28, 33, 37, 39 <b>AG11:</b> 3, 7, 8, 13, 17, 18, 19, 23, 27, 29, 33, 37 <b>AG12:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 28, 33, 37, 38 <b>AG13:</b> 3, 7, 8, 13, 17, 23, 27, 33, 37, 38</p>
<b>CD1.2. Testing questions and ideas</b>	
<p><b>Early Toddler 12-24 months</b> CD1.2e Continues to play or explore in spite of distracting sounds or objects</p>	<p><b>Frog Street Toddler</b> provides children with many opportunities to engage in exploration and play despite distractions. Lessons allow children to develop the ability to maintain focus and attention to activities such as stories, finger plays, <b>Learning Centers</b>, puzzle assembly, and outdoor games.</p> <p><b>AG1:</b> 3, 4, 5, 7, 8, 13, 16, 17, 18, 23, 26, 27, 33, 37, 38 <b>AG2:</b> 3, 5, 7, 8, 13, 17, 18, 20, 23, 27, 28, 33, 37 <b>AG3:</b> 3, 4, 5, 7, 13, 17, 18, 19, 23, 24, 25, 27, 33, 37 <b>AG4:</b> 3, 4, 5, 7, 13, 14, 15, 17, 23, 24, 25, 27, 29, 33, 37, 38 <b>AG5:</b> 3, 4, 5, 7, 8, 13, 15, 17, 19, 23, 27, 29, 33, 37 <b>AG6:</b> 3, 7, 8, 13, 15, 17, 23, 27, 29, 33, 34, 35, 37, 38, 39 <b>AG7:</b> 3, 7, 8, 13, 17, 18, 23, 27, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 27, 29, 33, 37, 40 <b>AG9:</b> 3, 6, 7, 8, 10, 13, 15, 17, 19, 23, 27, 33, 34, 35, 37, 38 <b>AG10:</b> 3, 4, 5, 7, 9, 13, 14, 15, 17, 23, 27, 28, 33, 37, 38, 39 <b>AG11:</b> 3, 4, 5, 7, 8, 13, 17, 18, 23, 24, 25, 27, 28, 33, 34, 35, 37, 38 <b>AG12:</b> 3, 4, 5, 7, 13, 14, 15, 17, 23, 27, 30, 33, 34, 35, 37 <b>AG13:</b> 3, 8, 13, 17, 23, 24, 25, 33, 38, 39</p>
<p><b>Early Toddler 12-24 months</b> CD1.2f Shows more independence and uses “trial and error” when exploring toys and materials</p>	<p><b>Cognitive Development</b> activities and <b>Learning Centers</b> offer children opportunities to explore trial-and-error while problem solving.</p>

	<p><b>AG1:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG9:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 33, 37</p> <p><b>Resources:</b> Classroom Poster “5 Ways to Support Cognitive Development”</p>
<p><b>Later Toddler 22-36 months</b> CD1.2g Notices differences among materials such as sand and water</p>	<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 <b>Cognitive Development</b> domain (p. 7, 17, 27, and 37) offer many opportunities for children to observe objects, materials and explore changes.</i></p> <p><b>AG1:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG2:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG3:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG4:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG5:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG6:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG7:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG8:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG9:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG10:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG11:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG12:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40  <b>AG13:</b> 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40</p> <p><b>Resources:</b> Classroom Poster “5 Ways to Support Cognitive Development”</p>

<p><b>Later Toddler 22-36 months</b> CD1.2h Follows adult's model to use simple tools to manipulate and explore objects</p>	<p><i>Throughout <b>Frog Street Toddler</b>, children are given many opportunities to explore objects and materials to figure out how something works and changes. <b>Physical Development and Enrichment Activities</b> (Construction and Science centers) provide opportunities for children to explore how tools and simple machines are used to move, combine or change objects or materials. <b>Cognitive Development and Enrichment Activities</b> are other areas where children explore energy sources (lights, bells, and other sources of sound). Example—<b>Theme 9</b>, p. 23 - children are invited to explore sound makers (bells, drums, horns, shakers, rhythm band instruments). Then the children are challenged to describe the sounds of each item <b>AG1:</b> 7, 29, 39 <b>AG3:</b> 17, 27, 29, 37 <b>AG5:</b> 17, 28, 39 <b>AG7:</b> 7, 17, <b>AG8:</b> 27, 39 <b>AG9:</b> 7, 17, 23 <b>AG10:</b> 29 <b>AG11:</b> 9 <b>AG13:</b> 13</i></p> <p><b>Resources:</b> Parents as Partners Cards</p>
<p><b>Later Toddler 22-36 months</b> CD1.2i Reacts to and comments on changes when mixing or manipulating materials</p>	<p><i>In the <b>Science Center</b>, children are encouraged to notice changes in the basic physical properties and states of matter of objects when manipulating or mixing materials.</i></p> <p><b>AG1:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG9:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 33, 37</p>
<p><b>CD2. Social Science: People, Community, and Culture</b></p>	
<p><b>CD2.1. Learning about ways that people interact</b></p>	
<p><b>Early Toddler 12-24 months</b> CD2.1c Imitates sounds, gestures, and actions observed in daily interactions and routines</p>	<p><i>Children are encouraged to imitate sounds, gestures, and actions in the daily <b>Starting the Day</b> thematic songs. Weekly <b>Pretend and Learn</b> centers also offer opportunities for children to imitate sounds, gestures, or behaviors. Opportunities to pretend and imitate are also included in daily activities throughout the curriculum.</i></p>

	<p><b>AG1:</b> 3, 5, 13, 15, 23, 27, 33, 36 <b>AG2:</b> 3, 9, 13, 23, 26, 27, 29, 33 <b>AG3:</b> 3, 13, 15, 23, 25, 26, 27, 29, 33, 35, 38, 39 <b>AG4:</b> 3, 5, 23, 25, 29, 33, 35, 38 <b>AG5:</b> 6, 15, 18, 25, 33, 35 <b>AG6:</b> 3, 5, 9, 26 <b>AG7:</b> 3, 13, 15, 19, 23, 26, 33 <b>AG8:</b> 3, 9, 16, 13, 23, 39; <b>AG9:</b> 5, 13, 15, 17, 23, 29, 33, 35, 39 <b>AG10:</b> 3, 5, 8, 9, 17, 23, 29, 36, 39 <b>AG11:</b> 3, 5, 7, 13, 15, 23, 25, 33, 35, 38, 39 <b>AG12:</b> 3, 9, 13, 19, 23, 28, 33, 39 <b>AG13:</b> 3, 6, 7, 8, 13, 19, 23, 29, 33</p>
<p><b>Early Toddler 12-24 months</b> CD2.1d Shows preference for a familiar adult over others</p>	<p><i>The development of caregiver and family attachment is supported throughout <b>Frog Street Toddler</b>. Example—<b>Did You Know? (Theme 1, p. 8)</b> wherein children are divided into groups and assigned a designated group caregiver. When children are stressed, they have access to this trusted adult. Activities such as this allow children to develop trust and attachment while growing in their independence. This same caregiver leads the <b>Starting the Day</b> routine which encourages social and emotional skills in appropriate ways.</i></p> <p><b>AG1:</b> 7, 17 <b>AG3:</b> 24, 28, 29 <b>AG9:</b> 18, 26, 28 <b>AG12:</b> 18, 28, 38 <b>AG13:</b> 18, 38</p>
<p><b>Later Toddler 22-36 months</b> CD2.1e Uses props and dramatic play to play out roles (e.g., mother, teacher, baby) and play out relationships and routines such as feeding, shopping, or story time</p>	<p><i>Weekly <b>Pretend and Learn</b> centers offer opportunities for children to use props to play out roles and imitate behaviors in known relationships and routines. Opportunities to pretend and imitate are also included in daily activities throughout all the thirteen themes.</i></p> <p><b>AG1:</b> 3, 5, 13, 15, 23, 27, 33, 36 <b>AG2:</b> 3, 9, 13, 23, 26, 27, 29, 33 <b>AG3:</b> 3, 13, 15, 23, 25, 26, 27, 29, 33, 35, 38, 39 <b>AG4:</b> 3, 5, 23, 25, 29, 33, 35, 38 <b>AG5:</b> 6, 15, 18, 25, 33, 35 <b>AG6:</b> 3, 5, 9, 26 <b>AG7:</b> 3, 13, 15, 19, 23, 26, 33 <b>AG8:</b> 3, 9, 16, 13, 23, 39; <b>AG9:</b> 5, 13, 15, 17, 23, 29, 33, 35, 39 <b>AG10:</b> 3, 5, 8, 9, 17, 23, 29, 36, 39 <b>AG11:</b> 3, 5, 7, 13, 15, 23, 25, 33, 35, 38, 39 <b>AG12:</b> 3, 9, 13, 19, 23, 28, 33, 39 <b>AG13:</b> 3, 6, 7, 8, 13, 19, 23, 29, 33</p>
<p><b>Later Toddler 22-36 months</b> CD2.1f Makes comments, signs, or gestures about family members and friends, including where they are and what they do</p>	<p><i>In <b>Theme 2, Family and Home</b>: children explore concepts of family (<b>Week 1- Immediate Family, Week 2 – Extended Family, Week 3 – Pets, Week 4 – Home</b>). In <b>Theme 3, Friends</b>: children explore friends and friendships (<b>Week 1-</b></i></p>

	<p><b>Everyday Friends, Week 2 - Friends Who Keep Us Healthy, Week 3 - Friends Who Keep Us Safe, Week 4 - Friends with Helpful Hands). Starting the Day 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. This consistent routine helps children to identify the groups to which they belong including family and school.</b></p> <p><b>AG1:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG2:</b> 2, 3, 4, 5, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 24, 25, 34, 35, 37, 38 <b>AG3:</b> 2, 4, 5, 7, 8, 12, 14, 15, 24, 25, 34, 35 <b>AG4:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG5:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG6:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG7:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG8:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG9:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG10:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG11:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG12:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG13:</b> 4, 5, 14, 15, 24, 25, 34, 35</p>
<p><b>Later Toddler 22-36 month</b> CD2.1g Helps with daily routines at home or in the classroom</p>	<p><i>Throughout <b>Frog Street Toddler</b> activities, children learn how to cooperate appropriately in the classroom and in society by helping with daily routines in the classroom. In addition, children are reminded each day to commit to being a responsible member of the class by focusing on specific skills, such as using kind words, helpful hands, and listening ears.</i></p> <p><b>AG1:</b> 5, 8, 14, 15, 24, 25, 34, 35 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 35, 38, 39 <b>AG4:</b> 5, 15, 25, 35 <b>AG5:</b> 5, 15, 25, 35 <b>AG6:</b> 5, 15, 25, 35 <b>AG7:</b> 5, 15, 25, 35 <b>AG8:</b> 5, 15, 25, 35 <b>AG9:</b> 5, 15, 25, 26, 35 <b>AG10:</b> 5, 15, 25, 35 <b>AG11:</b> 5, 15, 25, 35 <b>AG12:</b> 5, 15, 25, 28, 35 <b>AG13:</b> 5, 15, 25, 35</p>
<b>CD2.2. Understanding relationships and connections</b>	
<p><b>Early Toddler 12-24 months</b> CD2.2c Pays attention to children nearby by watching and possibly imitating their play</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 the program domains and themes. Though <b>Learning Centers</b> are not established until age 2, <b>Pretend and Learn</b> activities can be easily modified and utilized. Many</i></p>

	<p><i>include specific instruction for adapting experiences for younger children.</i></p> <p><b>AG1:</b> 3, 5, 13, 23, 33, 39 <b>AG2:</b> 3, 13, 23, 29, 30, 33 <b>AG3:</b> 3, 13, 15, 23, 25, 26, 29, 33, 35, 38, 39 <b>AG4:</b> 3, 5, 13, 23, 25, 26, 29, 33, 35, 36, 38 <b>AG5:</b> 3, 4, 6, 13, 15, 23, 25, 33, 35 <b>AG6:</b> 3, 5, 9, 13, 15, 23, 33 <b>AG7:</b> 3, 13, 15, 23, 26, 33, 40 <b>AG8:</b> 3, 9, 13, 16, 23, 33, 39 <b>AG9:</b> 3, 5, 13, 15, 23, 29, 33, 35, 39 <b>AG10:</b> 3, 5, 8, 9, 13, 17, 23, 33, 36 <b>AG11:</b> 3, 5, 13, 15, 23, 25, 33, 35, 38, 40 <b>AG12:</b> 3, 5, 9, 10, 13, 23, 33 <b>AG13:</b> 3, 13, 23, 33</p> <p><b>Resources:</b> Classroom Poster “5 Ways to Support Cognitive Development” offers at-a-glance reminders for caregivers.</p>
<p><b>Later Toddler 22-36 months</b> CD2.2d Communicates about self and others in terms of physical characteristics (e.g., big/little, curly hair/straight hair)</p>	<p><b>AG1:</b> 26, 33, 34, 35, 40 <b>AG2:</b> 3, 4, 5, 8, 13, 14, 15, 23, 24, 25, 33, 34, 35 <b>AG3:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 28, 33, 34, 35, 38 <b>AG4:</b> 3, 5, 13, 14, 15, 23, 24, 25, 34, 33, 35 <b>AG5:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 34, 33, 35 <b>AG6:</b> 3, 4, 5, 13, 14, 15, 20, 23, 24, 25, 33, 34, 35, 38 <b>AG7:</b> 3, 4, 5, 13, 8, 14, 15, 23, 24, 25, 33, 34, 35 <b>AG8:</b> 3, 4, 5, 10, 13, 14, 15, 20, 23, 24, 25, 34, 35 <b>AG9:</b> 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 34, 35 <b>AG10:</b> 3, 13, 23, 25, 28, 33, 35, 38 <b>AG11:</b> 3, 5, 13, 15, 23, 25, 33, 35 <b>AG12:</b> 3, 4, 5, 9, 13, 14, 15, 19, 23, 24, 25, 27, 33, 34, 35 <b>AG13:</b> 3, 5, 13, 15, 23, 31, 33, 35</p> <p><b>Welcome Guide:</b> 53</p>
<b>CD2.3. Learning about differences</b>	
<p><b>Early Toddler 12-24 months</b> CD2.3c Imitates other children’s behavior</p>	<p><b>AG1:</b> 2, 12, 22, 32 <b>AG2:</b> 2, 12, 22, 32 <b>AG3:</b> 2, 12, 22, 32 <b>AG4:</b> 2, 12, 22, 32 <b>AG5:</b> 2, 12, 22, 32 <b>AG6:</b> 2, 12, 22, 32 <b>AG7:</b> 2, 12, 22, 32 <b>AG8:</b> 2, 12, 22, 32 <b>AG9:</b> 2, 12, 22, 32 <b>AG10:</b> 2, 12, 22, 32 <b>AG11:</b> 2, 12, 22, 32 <b>AG12:</b> 2, 12, 22, 32 <b>AG13:</b> 2, 12, 22, 32</p>
<p><b>Later Toddler 22-36 months</b> CD2.3d Uses words to describe their own physical features (e.g., size, gender, assistive devices, etc.) and those of peers and adults</p>	<p><b>Frog Street Toddler</b> encourages teachers to be inclusive and culturally responsive as a habit of mind.</p> <p><b>AG1:</b> 3, 13, 23 <b>AG2:</b> 3, 13, 23, 33 <b>AG3:</b> 3, 13, 23, 33 <b>AG4:</b> 3, 7, 13, 23, 33 <b>AG5:</b> 3, 13, 23, 33 <b>AG6:</b> 3, 13, 23, 33 <b>AG7:</b> 3, 13, 23, 33 <b>AG8:</b> 3, 13, 23, 33 <b>AG9:</b> 3, 13, 23, 33 <b>AG10:</b> 3, 13, 23,</p>

	<p>33 <b>AG11:</b> 3, 13, 223, 33 <b>AG12:</b> 3, 13, 23, 33 <b>AG13:</b> 3, 13, 23, 33</p> <p><b>Welcome Guide:</b> 53</p>
<b>CD3. MATHEMATICS</b>	
<b>CD3.1. Comparing numbers, counting, and recognizing quantities</b>	
<p><b>Early Toddler 12-24 months</b> CD3.1c Sings number words in chants or songs</p>	<p><b>Frog Street Toddler</b> <i>strongly supports children’s ability to understand number and quantity. <b>Language Development and Cognitive Development</b> activities help children to understand number concepts through rhymes, songs and chants. Support to develop these concepts, including understanding concepts of “more,” “all,” or “none” are embedded in instruction and activities.</i></p> <p><b>AG1:</b> 38 <b>AG2:</b> 38 <b>AG4:</b> 28, 33 <b>AG6:</b> 9, 39 <b>AG8:</b> 8 <b>AG10:</b> 16, 34 <b>AG11:</b> 28</p> <p><b>Resources:</b> Classroom Posters ‘5 Ways to Support Cognitive Development’, “Sign Language”</p>
<p><b>Early Toddler 12-24 months</b> CD3.1d Can name and sing/chant some numbers with no sequence</p>	
<p><b>Later Toddler 22-36 months</b> CD3.1e Notices or points to the presence of numbers (as distinct from letters) in the environment such as in books or on buildings or signs</p>	<p><i>Children are encouraged to begin to notice print in the environment in books, signs, and buildings, including letters and numbers.</i></p> <p><b>AG1:</b> 6, 16, 23, 26, 36 <b>AG2:</b> 3, 6, 7, 13, 16, 18, 26, 36, 39 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 23, 26, 33, 35, 36, 38, 39 <b>AG4:</b> 6, 13, 16, 23, 26, 33, 36 <b>AG5:</b> 6, 7, 16, 17, 23, 26, 27, 36 <b>AG6:</b> 3, 6, 13, 16, 26, 33, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 18, 26, 33, 36, 38 <b>AG9:</b> 6, 9, 16, 26, 33, 36 <b>AG10:</b> 3, 6, 16, 18, 26, 36 <b>AG11:</b> 3, 6, 16, 26, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 23, 26, 36</p>
<p><b>Later Toddler 22-36 months</b> CD3.1f Compares quantities of items and indicates “same” or “more”</p>	<p><b>Frog Street Toddler</b> <i>strongly supports children’s ability to understand number and quantity. <b>Language Development and Cognitive Development</b> activities help children to understand number concepts through rhymes, songs and chants. Support to develop these concepts, including understanding concepts of “more,” “all,” or “none” are embedded in instruction and activities.</i></p>



	<p><b>AG1:</b> 38 <b>AG2:</b> 38 <b>AG4:</b> 28, 33 <b>AG6:</b> 9, 39 <b>AG8:</b> 8 <b>AG10:</b> 16, 34 <b>AG11:</b> 28</p> <p><b>Resources:</b> Classroom Posters—5 Ways to Support Cognitive Development, Sign Language</p>
<p><b>Later Toddler 22-36 months</b> CD3.1g Begins to match numerals to the correct quantity (amount)</p>	<p><b>Language Development and Cognitive Development</b> <i>activities help children understand number sense including one-to-one correspondence and matching written numerals to the correct number of objects.</i></p> <p><b>AG1:</b> 5, 15, 25, 35 <b>AG2:</b> 5, 6, 7, 15, 25, 35, 36, 37 <b>AG3:</b> 5, 15, 25, 35 <b>AG4:</b> 5, 15, 25, 35, 33 <b>AG5:</b> 5, 15, 25, 35 <b>AG6:</b> 5, 15, 25, 35, 39 <b>AG7:</b> 3, 5, 15, 17, 23, 25, 35, 37 <b>AG8:</b> 5, 6, 15, 17, 23, 25, 33, 35, 37 <b>AG9:</b> 5, 7, 15, 25, 35 <b>AG11:</b> 5, 9, 15, 25, 35, 37</p> <p><b>Resources:</b> Story Folders, Numeral Cards</p>
<p><b>Later Toddler 22-36 months</b> CD3.1h Uses number words for counting, though not necessarily in order</p>	<p><b>Frog Street Toddler</b> <i>strongly supports children’s ability to understand number and quantity. As part of <b>Starting the Day—Connect</b>, children name and count the children who are absent.</i></p>
<p><b>Later Toddler 22-36 months</b> CD3.1i Imitates an adult who is counting along with actions such as clapping</p>	<p><b>Language Development and Cognitive Development</b> <i>activities help children understand number sense through rhymes, songs and chants.</i></p> <p><b>AG1:</b> 5, 15, 25, 27, 35, 36 <b>AG2:</b> 3, 5, 6, 7, 8, 15, 25, 35, 37 <b>AG3:</b> 3, 5, 15, 25, 33, 35, 36 <b>AG4:</b> 5, 15, 25, 35 <b>AG5:</b> 5, 15, 17, 25, 35 <b>AG6:</b> 5, 15, 25, 35 <b>AG7:</b> 3, 5, 15, 23, 25, 27, 35 <b>AG8:</b> 5, 13, 15, 25, 33, 35 <b>AG9:</b> 5, 7, 8, 15, 25, 35 <b>AG10:</b> 5, 15, 25, 35 <b>AG11:</b> 5, 9, 15, 25, 35, 37 <b>AG12:</b> 5, 15, 25, 35 <b>AG13:</b> 5, 6, 7, 8, 15, 25, 26, 35, 40</p>
<b>CD3.2. Understanding number relationships and solving problems using operations</b>	
<p><b>Early Toddler 12-24 months</b> <b>Later Toddler 22-36 months</b> <b>Note:</b> The developmental progression of this focus area is more explicitly evidenced later in infancy.</p>	<p><b>Note:</b> The developmental progression of this focus area is more explicitly evidenced later in infancy.</p>

<b>CD3.3. Geometric thinking and spatial reasoning</b>	
<b>Early Toddler 12-24 months</b> CD3.3c Matches simple shapes in a sorting box or puzzle	<p><i>Frog Street Toddler supports children's evolving ability to classify objects and shapes. Math Centers allow them to sort, group, and categorize.</i></p> <p><b>AG1:</b> 7, 17, 27, 29, 33, 37 <b>AG2:</b> 3, 7, 17, 27, 37 <b>AG3:</b> 7, 17, 19, 27, 33, 37 <b>AG5:</b> 3, 13, 23 <b>AG6:</b> 17, 29, 33 <b>AG7:</b> 7 <b>AG8:</b> 38 <b>AG10:</b> 7, 13, 23 <b>AG11:</b> 7, 17, 27, 37 <b>AG12:</b> 7, 17, 27, 37 <b>AG13:</b> 7, 17, 27, 37</p> <p><b>Resources:</b> Classroom Poster "5 Ways to Support Cognitive Development" offers at-a-glance reminders for caregivers.</p>
<b>Early Toddler 12-24 months</b> CD3.3d Places one block or an alternative item on another and says or signs "on"	<p><i>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 with language or signing.</i></p> <p><b>AG1:</b> 16, 17, 19, 26, 29, 34, 39 <b>AG2:</b> 38 <b>AG3:</b> 14 <b>AG4:</b> 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 25, 29 <b>AG6:</b> 9, 19 <b>AG7:</b> 4 <b>AG8:</b> 16 <b>AG9:</b> 13, 14, 15, 16, 17, 23, 24, 25, 27, 28, 29, 33, 34, 35, 37, 38, 39 <b>AG10:</b> 17, 38 <b>AG13:</b> 4, 7, 9</p>
<b>Early Toddler 12-24 months</b> CD3.3e Plays with blocks, found materials (e.g., stones or sticks), or other items by placing them side by side	<p><b>AG1:</b> 7, 17, 27, 29, 33, 37 <b>AG2:</b> 3, 7, 17, 27, 37 <b>AG3:</b> 7, 17, 19, 27, 33, 37 <b>AG5:</b> 3, 13, 23 <b>AG6:</b> 17, 29, 33 <b>AG7:</b> 7 <b>AG8:</b> 38 <b>AG10:</b> 7, 13, 23 <b>AG11:</b> 7, 17, 27, 37 <b>AG12:</b> 7, 17, 27, 37 <b>AG13:</b> 7, 17, 27, 37</p>
<b>Early Toddler 12-24 months</b> CD3.3f Uses blocks or found materials to represent a simple construction such as a road or a room	<p><b>AG1:</b> 9, 11, 17, 19, 21, 23, 31, 33, 41 <b>AG4:</b> 33, 41 <b>AG6:</b> 3, 11 <b>AG7:</b> 13, 21 <b>AG8:</b> 13, 21, 23, 31 <b>AG9:</b> 23, 26, 27, 29, 31, 37, 41 <b>AG13:</b> 3, 7, 9, 11, 13, 17, 19, 21, 23, 27, 29, 31, 33, 37, 39, 41</p>
<b>Later Toddler 22-36 months</b> CD3.3g Imitates adult in calling simple shapes (e.g., circle, square, triangle) by name	<p><b>AG1:</b> 7, 17, 27, 29, 33, 37 <b>AG2:</b> 3, 7, 17, 27, 37 <b>AG3:</b> 7, 17, 19, 27, 33, 37 <b>AG4:</b> 7, 9, 17, 19, 27, 29, 37, 38, 39 <b>AG5:</b> 7, 13, 17, 27, 37 <b>AG6:</b> 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 39 <b>AG7:</b> 3, 7, 17, 23, 26, 27, 29, 37, 39 <b>AG8:</b> 7, 13, 17, 19, 23, 27, 33, 37 <b>AG9:</b> 7, 8, 17, 19, 26, 27, 34,</p>
<b>Later Toddler 22-36 months</b> CD3.3h Sorts items or pictures by shape	

<b>Later Toddler 22-36 months</b> CD3.3i Recognizes certain shapes (circle or square) in the classroom, home, or neighborhood	36, 37, 38 <b>AG10:</b> 7, 17, 19, 27, 34, 36, 37 <b>AG11:</b> 6, 7, 9, 17, 27, 37 <b>AG12:</b> 4, 7, 8, 17, 18, 27, 29, 37 <b>AG13:</b> 7, 8, 13, 17, 27, 37
<b>Later Toddler 22-36 months</b> CD3.3j Responds to and uses words describing a place in space such as “next to”, “inside of”, “under”	<b>AG1:</b> 16, 17, 19, 26, 29, 34, 39 <b>AG2:</b> 38 <b>AG3:</b> 14 <b>AG4:</b> 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 25, 29 <b>AG6:</b> 9, 19 <b>AG7:</b> 4 <b>AG8:</b> 16 <b>AG9:</b> 13, 14, 15, 16, 17, 23, 24, 25, 27, 28, 29, 33, 34, 35, 37, 38, 39 <b>AG10:</b> 17, 38 <b>AG13:</b> 4, 7, 9
<b>Later Toddler 22-36 months</b> CD3.3k Stacks 4 or more blocks or items vertically	<b>AG1:</b> 9, 11, 17, 19, 21, 23, 31, 33, 41 <b>AG4:</b> 33, 41 <b>AG6:</b> 3, 11 <b>AG7:</b> 13, 21 <b>AG8:</b> 13, 21, 23, 31 <b>AG9:</b> 23, 26, 27, 29, 31, 37, 41 <b>AG13:</b> 3, 7, 9, 11, 13, 17, 19, 21, 23, 27, 29, 31, 33, 37, 39, 41
<b>CD3.4. Sorting, classifying, and patterning</b>	
<b>Early Toddler 12-24 months</b> CD3.4d Sorts and classifies objects according to one attribute or feature (e.g., sorts socks by color, sorts twigs from leaves)	<b>AG1:</b> 7, 17, 27, 29, 33, 37 <b>AG2:</b> 3, 7, 17, 27, 37 <b>AG3:</b> 7, 17, 19, 27, 33, 37 <b>AG4:</b> 7, 9, 17, 19, 27, 29, 37, 38, 39 <b>AG5:</b> 7, 13, 17, 27, 37 <b>AG6:</b> 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 39 <b>AG7:</b> 3, 7, 17, 23, 26, 27, 29, 37, 39 <b>AG8:</b> 7, 13, 17, 19, 23, 27, 33, 37 <b>AG9:</b> 7, 8, 17, 19, 26, 27, 34, 36, 37, 38 <b>AG10:</b> 7, 17, 19, 27, 34, 36, 37 <b>AG11:</b> 6, 7, 9, 17, 27, 37 <b>AG12:</b> 4, 7, 8, 17, 18, 27, 29, 37 <b>AG13:</b> 7, 8, 13, 17, 27, 37
<b>Early Toddler 12-24 months</b> CD3.4e Imitates patterns in movement (e.g., clapping patterns)	<b>AG1:</b> 3, 13, 23, 33 <b>AG2:</b> 3, 13, 23, 33 <b>AG3:</b> 3, 13, 23, 33 <b>AG4:</b> 3, 13, 23, 33, 39 <b>AG5:</b> 3, 13, 23, 33 <b>AG6:</b> 3, 13, 23, 29, 33 <b>AG7:</b> 3, 9, 13, 23, 33, 39 <b>AG8:</b> 3, 9, 13, 19, 23, 27, 33, 39 <b>AG9:</b> 3, 13, 23, 33, 39 <b>AG10:</b> 3, 13, 23, 29, 33 <b>AG11:</b> 3, 13, 23, 33 <b>AG12:</b> 3, 13, 23, 33 <b>AG13:</b> 3, 13, 23, 33, 39
<b>Early Toddler 12-24 months</b> CD3.4f Imitates adult’s words in naming a pattern (e.g., blue - red - blue - red)	<b>AG1:</b> 7, 17, 27, 29, 33, 37 <b>AG2:</b> 3, 7, 17, 27, 37 <b>AG3:</b> 7, 8, 13, 17, 19, 27, 29, 33, 37, 39 <b>AG4:</b> 7, 9, 17, 19, 23, 27, 33, 37, 38, 39 <b>AG5:</b> 3, 6, 7, 13, 17, 23, 27, 37 <b>AG6:</b> 5, 6, 3, 7, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 39 <b>AG7:</b> 3, 7, 17, 23, 26, 27, 29, 37, 39 <b>AG8:</b> 7, 13, 17, 19, 23, 27, 33, 37, 38 <b>AG9:</b> 7, 8, 17, 19, 26, 27, 34, 35, 37, 38 <b>AG10:</b> 7, 13, 17, 19, 23, 27, 34, 36, 37 <b>AG11:</b> 6, 7, 9, 17, 27, 37 <b>AG12:</b> 4, 7, 8, 13, 17, 27, 29, 37 <b>AG13:</b> 7, 8, 13, 17, 27, 37
<b>Later Toddler 22-36 months</b> CD3.4g Imitates an adult in naming the elements of a pattern and then predicts the next item in the chain	<b>AG1:</b> 3, 13, 23, 33 <b>AG2:</b> 3, 13, 23, 33 <b>AG3:</b> 3, 13, 23, 33 <b>AG4:</b> 3, 13, 23, 33, 39 <b>AG5:</b> 3, 13, 23, 33 <b>AG6:</b> 3, 13, 23, 29, 33 <b>AG7:</b> 3, 9, 13, 23, 33, 39 <b>AG8:</b> 3, 9, 13, 19, 23, 27, 33, 39 <b>AG9:</b> 3, 13, 23, 33, 39 <b>AG10:</b> 3, 13, 23, 29, 33 <b>AG11:</b> 3, 13, 23, 33 <b>AG12:</b> 3, 13, 23, 33 <b>AG13:</b> 3, 13, 23, 33, 39

<b>Later Toddler 22-36 months</b> CD3.4h Predicts the next word or phrase in a familiar story	<b>AG1:</b> 7, 17, 27, 37 <b>AG2:</b> 7, 17, 27, 37 <b>AG3:</b> 7, 17, 27, 37 <b>AG4:</b> 7, 17, 27, 36, 37 <b>AG5:</b> 7, 16, 17, 27, 37 <b>AG6:</b> 6, 7, 17, 26, 27, 37 <b>AG7:</b> 7, 17, 27, 37, 39 <b>AG8:</b> 7, 8, 17, 27, 37 <b>AG9:</b> 7, 17, 19, 27, 37 <b>AG10:</b> 4, 7, 8, 14, 17, 24, 27, 34, 37 <b>AG11:</b> 7, 14, 17, 24, 27, 34, 37 <b>AG12:</b> 7, 17, 24, 27, 34, 37, 38 <b>AG13:</b> 7, 14, 17, 24, 27, 34, 37
<b>CD3.5. Describing, comparing, and measuring</b>	
<b>Early Toddler 12-24 months</b> CD3.5c With adult support, begins to match objects by similar or related attributes/ characteristics (e.g. explores matching shapes using a shape sorting box)	<b>AG1:</b> 7, 17, 27, 29, 33, 37 <b>AG2:</b> 3, 7, 17, 27, 37 <b>AG3:</b> 7, 17, 19, 27, 33, 37 <b>AG4:</b> 7, 9, 17, 19, 27, 29, 37, 38, 39 <b>AG5:</b> 7, 13, 17, 27, 37 <b>AG6:</b> 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 39 <b>AG7:</b> 3, 7, 17, 23, 26, 27, 29, 37, 39 <b>AG8:</b> 7, 13, 17, 19, 23, 27, 33, 37 <b>AG9:</b> 7, 8, 17, 19, 26, 27, 34, 36, 37, 38 <b>AG10:</b> 7, 17, 19, 27, 34, 36, 37 <b>AG11:</b> 6, 7, 9, 17, 27, 37 <b>AG12:</b> 4, 7, 8, 17, 18, 27, 29, 37 <b>AG13:</b> 7, 8, 13, 17, 27, 37
<b>Later Toddler 22-36 months</b> CD3.5d With adult support, sorts objects into two groups based on a single attribute/ characteristic (e.g. grouping blocks separately from toy animals or putting red blocks and blue blocks in different piles)	<b>AG1:</b> 7, 17, 27, 29, 33, 37 <b>AG2:</b> 3, 7, 17, 27, 37 <b>AG3:</b> 7, 17, 19, 27, 33, 37 <b>AG4:</b> 7, 9, 17, 19, 27, 29, 37, 38, 39 <b>AG5:</b> 7, 13, 17, 27, 37 <b>AG6:</b> 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 39 <b>AG7:</b> 3, 7, 17, 23, 26, 27, 29, 37, 39 <b>AG8:</b> 7, 13, 17, 19, 23, 27, 33, 37 <b>AG9:</b> 7, 8, 17, 19, 26, 27, 34, 36, 37, 38 <b>AG10:</b> 7, 17, 19, 27, 34, 36, 37 <b>AG11:</b> 6, 7, 9, 17, 27, 37 <b>AG12:</b> 4, 7, 8, 17, 18, 27, 29, 37 <b>AG13:</b> 7, 8, 13, 17, 27, 37
<b>CD4. FINE ARTS</b>	
<b>CD4.1. Exploring and expressing ideas through movement and dance</b>	
<b>Early Toddler 12-24 months</b> CD4.1e Keeps a steady beat by tapping on legs or shaking or tapping a simple instrument while seated on the floor	<b>Music and Movement experiences are part of the weekly Enrichment Activities. During these activities, children are provided with opportunities to clap and/or use instruments to imitate the beat or rhythm of the chants and songs; respond to changes in tone and melody; move their bodies creatively; produce sounds and/or music using their voices or objects.</b>  <b>AG1:</b> 3, 13, 23, 33 <b>AG2:</b> 3, 13, 23, 33 <b>AG3:</b> 3, 13, 23, 33 <b>AG4:</b> 3, 13, 23, 33 <b>AG5:</b> 3, 13, 23, 33 <b>AG6:</b> 3, 13, 23, 33 <b>AG7:</b> 3,
<b>Early Toddler 12-24 months</b> CD4.1f With adult help, practices moving through space and exploring different movements such as jumping, walking, bouncing, and turning	
<b>Later Toddler 22-36 months</b> CD4.1g Follows adult's guidance for recognizing personal space	

<b>Later Toddler 22-36 months</b> CD4.1h Adjusts movements to match the music or beat when adult introduces varied types of music to invite kinds and rates of movement	13, 23, 33 <b>AG8:</b> 3, 13, 23, 33 <b>AG9:</b> 3, 13, 23, 33 <b>AG10:</b> 3, 13, 23, 33 <b>AG11:</b> 3, 13, 23, 33 <b>AG12:</b> 3, 13, 23, 33 <b>AG13:</b> 3, 13, 23, 33
<b>Later Toddler 22-36 months</b> CD4.1i Repeats short rhythm patterns	<b>Resources:</b> Music CDs
<b>CD4.2. Learning about and through music</b>	
<b>Early Toddler 12-24 months</b> CD4.2f Directs attention to the source of sound and shows interest or pleasure when provided music	<b>AG1:</b> 3, 13, 23, 33 <b>AG2:</b> 3, 13, 23, 33 <b>AG3:</b> 3, 13, 23, 33 <b>AG4:</b> 3, 13, 23, 33 <b>AG5:</b> 3, 13, 23, 33 <b>AG6:</b> 3, 13, 23, 33 <b>AG7:</b> 3, 13, 23, 33 <b>AG8:</b> 3, 13, 23, 33 <b>AG9:</b> 3, 13, 23, 33 <b>AG10:</b> 3, 13, 23, 33 <b>AG11:</b> 3, 13, 23, 33 <b>AG12:</b> 3, 13, 23, 33 <b>AG13:</b> 3, 13, 23, 33
<b>Early Toddler 12-24 months</b> CD4.2g Imitates a steady beat with body parts or simple “instruments” (e.g., hitting a metal bowl with a spoon, drumming on a table top)	<b>Resources:</b> Music CDs
<b>Later Toddler 22-36 months</b> CD4.2h Asks with words, signs, or gestures to hear music again	<b>AG1:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG2:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG3:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG4:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG5:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG6:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG7:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG8:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG9:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG10:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG11:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG12:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG13:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37
<b>Later Toddler 22-36 months</b> CD4.2i Participates in group musical experiences	<b>AG1:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG2:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG3:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG4:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG5:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG6:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG7:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG8:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG9:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG10:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG11:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG12:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 <b>AG13:</b> 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37
<b>Later Toddler 22-36 months</b> CD4.2j Echoes short phrases as sung by an adult	
<b>Later Toddler 22-36 months</b> CD4.2k Changes the tempo of a beat between fast and slow	
<b>Later Toddler 22-36 months</b> CD4.2l Repeats short rhythm patterns	
<b>Later Toddler 22-36 months</b> CD4.2m Responds to and follows changes in tempo	

CD4.3. Building understanding, empathy, and relationship skills through drama and theatre arts	
<b>Early Toddler 12-24 months</b> CD4.3e Recognizes and demonstrates actual uses of objects (e.g., combing hair with comb)	<i>Weekly Pretend and Learn centers offer opportunities for children to imitate sounds, gestures or behaviors. Opportunities to pretend and imitate are also included in daily activities.</i>  <b>AG1:</b> 3, 5, 13, 15, 23, 27, 33, 36 <b>AG2:</b> 3, 9, 13, 23, 26, 27, 29, 33 <b>AG3:</b> 3, 13, 15, 23, 25, 26, 27, 29, 33, 35, 38, 39 <b>AG4:</b> 3, 5, 23, 25, 29, 33, 35, 38 <b>AG5:</b> 6, 15, 18, 25, 33, 35 <b>AG6:</b> 3, 5, 9, 26 <b>AG7:</b> 3, 13, 15, 19, 23, 26, 33 <b>AG8:</b> 3, 9, 16, 13, 23, 39; <b>AG9:</b> 5, 13, 15, 17, 23, 29, 33, 35, 39 <b>AG10:</b> 3, 5, 8, 9, 17, 23, 29, 36, 39 <b>AG11:</b> 3, 5, 7, 13, 15, 23, 25, 33, 35, 38, 39 <b>AG12:</b> 3, 9, 13, 19, 23, 28, 33, 39 <b>AG13:</b> 3, 6, 7, 8, 13, 19, 23, 29, 33
<b>Early Toddler 12-24 months</b> CD4.3f Interacts with an adult in role play (e.g., acting out the characters and story in a familiar book)	
<b>Later Toddler 22-36 months</b> CD4.3g Shows imagination by substituting items to represent actual items (e.g., using a block as a cell phone)	
<b>Later Toddler 22-36 months</b> CD4.3h Uses figures (e.g., dolls, action figures) to role play interactions and relationships, including differences related to culture, gender, race, age, and ability	
<b>Later Toddler 22-36 months</b> CD4.3i Transitions between imagination and reality in dramatic play or in a guided drama experience	
<b>Later Toddler 22-36 months</b> CD4.3j Uses props and dramatic play to explore roles in their circle of family and friends (e.g., holding and patting a baby doll on the back to demonstrate care)	
CD4.4. Using visual arts media to express thoughts and feelings	
<b>Early Toddler 12-24 months</b> CD4.4f Begins to use materials (e.g., crayons, chalk) to leave marks on paper	<i>Learning Centers (Creativity Station) provides opportunities for children to explore their creativity. Children select and use a variety of materials and tools, and make decisions about how to create various forms of art.</i>  <b>AG1:</b> 3, 13, 23 <b>AG2:</b> 3, 13, 23, 33 <b>AG3:</b> 3, 13, 23, 33 <b>AG4:</b> 3, 13, 23, 33 7 <b>AG5:</b> 3, 13, 23, 33 <b>AG6:</b> 3, 13, 23, 33 <b>AG7:</b> 3, 13, 23, 33 <b>AG8:</b> 3, 13, 23, 33 <b>AG9:</b> 3, 13, 23, 33 <b>AG10:</b> 3, 13, 23, 33 <b>AG11:</b> 3, 13, 23, 33 <b>AG12:</b> 3, 13, 23, 33 <b>AG13:</b> 3, 13, 23, 33
<b>Early Toddler 12-24 months</b> CD4.4g Begins to make controlled marks and drawings on paper	
<b>Later Toddler 22-36 months</b> CD4.4h Explores a variety of media including paper, tape, glue, clay, watercolor, etc.	