

# Iowa Early Learning Guidelines Correlation to Frog Street Toddlers



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Iowa Early Learning Guidelines	Frog Street Toddler Activity Guide References
<b>Area 1: Social and Emotional</b>	
<b>Self</b>	
<b>Standard 1.1.IT Infants and toddlers display a positive sense of self.</b>	
<p>1.1.IT.1 responds to familiar adults' and children's interactions using behaviors such as gazing, cuddling, and accepting assistance.</p>	<p><b>AG1:</b> 4, 5, 11, 14, 15, 21, 23, 30, 31, 34, 35, 41 <b>AG2:</b> 4, 5, 10, 11, 14, 21, 23, 24, 25, 31, 34, 40, 41 <b>AG3:</b> 4, 5, 8, 10, 11, 14, 15, 21, 23, 24, 25, 31, 34, 35, 41 <b>AG4:</b> 4, 5, 8, 11, 14, 15, 21, 23, 24, 25, 31, 34, 35, 41 <b>AG5:</b> 4, 5, 11, 14, 15, 21, 23, 24, 25, 31, 34, 35, 41 <b>AG6:</b> 4, 5, 8, 11, 14, 15, 21, 23, 24, 25, 31, 34, 35, 41 <b>AG7:</b> 4, 5, 8, 11, 14, 15, 18, 21, 23, 24, 25, 31, 34, 35, 41 <b>AG8:</b> 4, 5, 8, 11, 14, 21, 23, 24, 25, 31, 34, 35, 41 <b>AG9:</b> 4, 5, 8, 11, 14, 15, 21, 23, 24, 25, 31, 34, 35, 41 <b>AG10:</b> 4, 5, 11, 14, 15, 21, 23, 31, 34, 35, 41 <b>AG11:</b> 4, 5, 11, 14, 15, 21, 23, 24, 31, 34, 35, 41 <b>AG12:</b> 4, 5, 11, 14, 15, 21, 23, 24, 31, 34, 35, 38, 41 <b>AG13:</b> 4, 5, 11, 14, 15, 21, 23, 24, 31, 34, 35, 41</p>
<p>1.1.IT.2 explores his/her own body. 1.1.IT.3 shows awareness of self, such as responding to own image in mirror.</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 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. They identify themselves in the photo each day as they place their photo in the <b>Safekeeper Box</b>.</p> <p><b>Theme 1: All About Me</b>, children learn about their facial features, senses, and body parts. <b>Cognitive Development</b> includes <b>Photo Activity Cards</b> to stimulate discussion. These cards provide children with opportunities to use self-awareness expressions using words such as "Me" or "mine."</p> <p><b>AG1:</b> 5, 6, 8, 15, 25, 35 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 35 <b>AG4:</b> 5, 15, 25, 35 <b>AG5:</b> 5, 15, 25, 35 <b>AG61:</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, 35 <b>AG10:</b> 5, 15, 25, 35 <b>AG11:</b> 5, 15, 25, 35 <b>AG12:</b> 5, 15, 25, 35 <b>AG13:</b> 5, 15, 25, 35</p>

	<p><b>Resources:</b> Photo Activity Cards</p>
<p>1.1.IT.4 shows preferences for toys and experiences.</p>	<p><i>Throughout Frog Street Toddler, children are asked to share their preferences, such as in Theme 3, I Like School (p. 6) wherein they are asked to name their favorite school activity. A foundation of the program is to celebrate the joy of learning.</i></p> <p><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</p>
<p>1.1.IT.5 expresses reaction through facial expressions, sounds, and gestures.</p>	<p><b>Did You Know? (Theme 1, p. 3)</b> <i>describes how young infants are able to ‘read’ facial expressions. Children are extremely sensitive to the expressions on faces and use them to assess moods. They will often try strategies to change a sad face into a happy face. Children begin to develop and demonstrate control over some of their feelings and behavior, such as saying, “no, no” as they throw toys.</i></p> <p><i>Throughout Frog Street Toddler, children are encouraged to express their feelings.</i></p> <p><b>AG1:</b> 3, 4, 5, 6, 14, 15, 24, 25, 28, 34, 35 <b>AG2:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG3:</b> 4, 5, 14, 15, 19, 24, 25, 28, 34, 35, 40 <b>AG4:</b> 4, 5, 6, 14, 15, 24, 25, 34, 35 <b>AG5:</b> 4, 5, 8, 14, 15, 18, 24, 25, 27, 34, 35 <b>AG6:</b> 4, 5, 14, 15, 20, 24, 25, 34, 35 <b>AG7:</b> 4, 5, 8, 14, 15, 20, 24, 25, 34, 35 <b>AG8:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG9:</b> 4, 5, 14, 15, 20, 24, 25, 34, 35, 38 <b>AG10:</b> 4, 5, 10, 14, 15, 20, 24, 25, 34, 35, 38 <b>AG11:</b> 4, 5, 14, 15, 20, 24, 25, 34, 35, 37, 40 <b>AG12:</b> 4, 5, 14, 15, 20, 24, 25, 34, 35, 40 <b>AG13:</b> 4, 5, 14, 15, 18, 20, 24, 25, 28, 34, 35</p> <p><b>Resources:</b> Classroom Posters—“5 Ways to be an Emotional Coach,” “5 Ways to Diffuse a Toddler Meltdown,” and “5 Ways to Support Social and Emotional Development” provides At a Glance reminders for caregivers.</p>

**Self-Regulation**

**Standard 1.2.IT Infants and toddlers show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.**

1.2.IT.1 show increasing awareness of and ability to express emotions in socially and culturally appropriate ways

*Throughout the day, children in **Frog Street Toddler** classrooms are taught how to handle their emotions—such as during a **Calm de-stressing** (deep breathing) activity and a **Safe Place** designed for children to move away and isolate themselves in a relaxing environment.*

**AG1:** 2, 4, 5, 14, 15, 24, 25, 34, 35 **AG2:** 4, 5, 14, 15, 24, 25, 34, 35 **AG3:** 44, 5, 14, 15, 24, 25, 34, 35 **AG4:** 4, 5, 14, 15, 24, 25, 34, 35 **AG5:** 4, 5, 14, 15, 18, 24, 25, 34, 35 **AG6:** 4, 5, 14, 15, 24, 25, 34, 35 **AG7:** 4, 5, 14, 15, 24, 25, 34, 35 **AG8:** 4, 5, 14, 15, 24, 25, 34, 35 **AG9:** 4, 5, 9, 14, 15, 24, 25, 34, 35, 39 **AG10:** 4, 5, 14, 15, 24, 25, 34, 35 **AG11:** 4, 5, 14, 15, 24, 25, 34, 35 **AG12:** 4, 5, 14, 15, 24, 25, 34, 35 **AG13:** 4, 5, 14, 15, 24, 25, 34, 35

**Resources:** Classroom Posters—5 Ways to be an Emotional Coach, 5 Ways to Diffuse a Toddler Meltdown, and 5 Ways to Support Social and Emotional Development offer At-a-Glance reminders for caregivers.

1.2.IT.2 comforts him or herself when distressed or tired by actions such as sucking, stroking a blanket, or hugging a toy.

*Throughout the day, children in **Frog Street Toddler** classrooms are taught how to handle their emotions—such as during a **Calm de-stressing** (deep breathing) activity and a **Safe Place** designed for children to move away and isolate themselves in a relaxing environment.*

**AG1:** 2, 4, 5, 14, 15, 24, 25, 34, 35 **AG2:** 4, 5, 14, 15, 24, 25, 34, 35 **AG3:** 44, 5, 14, 15, 24, 25, 34, 35 **AG4:** 4, 5, 14, 15, 24, 25, 34, 35 **AG5:** 4, 5, 14, 15, 18, 24, 25, 34, 35 **AG6:** 4, 5, 14, 15, 24, 25, 34, 35 **AG7:** 4, 5, 14, 15, 24, 25, 34, 35 **AG8:** 4, 5, 14, 15, 24, 25, 34, 35 **AG9:** 4, 5, 9, 14, 15, 24, 25, 34, 35, 39 **AG10:** 4, 5, 14, 15, 24, 25, 34, 35 **AG11:** 4, 5, 14, 15, 24, 25, 34, 35 **AG12:** 4, 5, 14, 15, 24, 25, 34, 35 **AG13:** 4, 5, 14, 15, 24, 25, 34, 35

	<p><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 offer At-a-Glance reminders for caregivers.</p>
<p>1.2.IT.3 begins to express a range and variety of feelings and emotions through body language, facial expressions, actions, and/or verbal responses.</p>	<p><b>Did You Know? (Theme 1, p. 3)</b> describes how toddlers are able to ‘read’ facial expressions. Children are extremely sensitive to the expressions on faces and use them to assess moods. They will often try strategies to change a sad face into a happy face. Children begin to develop and demonstrate control over some of their feelings and behavior, such as saying, “no, no” as they throw toys.</p> <p><i>Throughout Frog Street Toddler, children are encouraged to express their feelings.</i></p> <p><b>AG1:</b> 3, 4, 5, 6, 14, 15, 24, 25, 28, 34, 35 <b>AG2:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG3:</b> 4, 5, 14, 15, 19, 24, 25, 28, 34, 35, 40 <b>AG4:</b> 4, 5, 6, 14, 15, 24, 25, 34, 35 <b>AG5:</b> 4, 5, 8, 14, 15, 18, 24, 25, 27, 34, 35 <b>AG6:</b> 4, 5, 14, 15, 20, 24, 25, 34, 35 <b>AG7:</b> 4, 5, 8, 14, 15, 20, 24, 25, 34, 35 <b>AG8:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG9:</b> 4, 5, 14, 15, 20, 24, 25, 34, 35, 38 <b>AG10:</b> 4, 5, 10, 14, 15, 20, 24, 25, 34, 35, 38 <b>AG11:</b> 4, 5, 14, 15, 20, 24, 25, 34, 35, 37, 40 <b>AG12:</b> 4, 5, 14, 15, 20, 24, 25, 34, 35, 40 <b>AG13:</b> 4, 5, 14, 15, 18, 20, 24, 25, 28, 34, 35</p> <p><b>Resources:</b> Classroom Posters—“5 Ways to be an Emotional Coach,” “5 Ways to Diffuse a Toddler Meltdown,” and “5 Ways to Support S</p>
<p>1.2.IT.4 shows increasing ability to recognize own feelings, including simple (e.g., mad, glad) and complex (e.g., excited, frustrated, disappointed) feelings.</p>	<p><b>Welcome to Frog Street Toddler Guide</b> describes ways to help children learn self-regulation, impulse control, and appropriate social interactions. <b>Starting the Day—Calm and other 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></p>

	<p><b>AG1:</b> 5, 15, 25, 28, 31, 35, 40 <b>AG2:</b> 5, 15, 25, 35 <b>AG3:</b> 5, 15, 25, 30, 35 <b>AG4:</b> 5, 15, 25, 35, 60 <b>AG5:</b> 5, 15, 18, 25, 35, 37 <b>AG6:</b> 5, 15, 18, 20, 25, 35 <b>AG7:</b> 5, 15, 20, 25, 33, 35 <b>AG8:</b> 5, 15, 18, 20, 25, 28, 30, 35, 40 <b>AG9:</b> 5, 8, 15, 25, 28, 35 <b>AG10:</b> 5, 15, 25, 35 <b>AG11:</b> 5, 15, 18, 25, 30, 31, 35, 40 <b>AG12:</b> 5, 10, 15, 25, 35 <b>AG13:</b> 5, 15, 25, 35</p> <p><b>Resources:</b> Classroom Posters—“5 Ways to be an Emotional Coach,” “5 Ways to Diffuse a Toddler Meltdown,” and “5 Ways to Support Social and Emotional Development” provides At-a-Glance reminders for caregivers.</p>
<p>1.2.IT.5 responds to emotions expressed by others, for example, by comforting another child or crying in response to the cries of others.</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. 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.)</i></p> <p><b>Did You Know?</b> in <b>Theme 12, Zoo Animals</b> (p. 8) describes how children learn empathy from watching adults.</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>1.2.IT.6 begins to control behavior through following simple rules and limits in a variety of settings.</p>	<p><i>Throughout <b>Frog Street Toddler</b> activities, children learn rules for behaving appropriately in the classroom. 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. Children are encouraged to identify and follow rules, accepting redirection as appropriate.</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>
<p>1.2.IT.7 begins to transition between feeling states with guidance from a caring adult.</p>	<p><b>Did You Know? (Theme 1, p. 3)</b> describes how toddlers are able to ‘read’ facial expressions. Children are extremely sensitive to the expressions on faces and use them to assess moods. They will often try strategies to change a sad face into a happy face. Children begin to develop and demonstrate control over some of their feelings and behavior, such as saying, “no, no” as they throw toys.</p> <p><i>Throughout Frog Street Toddler, children are encouraged to express their feelings.</i></p> <p><b>AG1:</b> 3, 4, 5, 6 14, 15, 24, 25, 28, 34, 35 <b>AG2:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG3:</b> 4, 5, 14, 15, 19, 24, 25, 28, 34, 35, 40 <b>AG4:</b> 4, 5, 6, 14, 15, 24, 25, 34, 35 <b>AG5:</b> 4, 5, 8, 14, 15, 18, 24, 25, 27, 34, 35 <b>AG6:</b> 4, 5, 14, 15, 20, 24, 25, 34, 35 <b>AG7:</b> 4, 5, 8, 14, 15, 20 24, 25, 34, 35 <b>AG8:</b> 4, 5, 14, 15, 24, 25, 34, 35 <b>AG9:</b> 4, 5, 14, 15, 20, 24, 25, 34, 35, 38 <b>AG10:</b> 4, 5, 10, 14, 15, 20, 24, 25, 34, 35, 38 <b>AG11:</b> 4, 5, 14, 15, 20, 24, 25, 34, 35, 37, 40 <b>AG12:</b> 4, 5, 14, 15, 20, 24, 25, 34, 35, 40 <b>AG13:</b> 4, 5, 14, 15, 18, 20, 24, 25, 28, 34, 35</p> <p><b>Resources:</b> Classroom Posters—“5 Ways to be an Emotional Coach,” “5 Ways to Diffuse a Toddler Meltdown,” and “5 Ways to Support Social and Emotional Development” provides At-a-Glance reminders for caregivers.</p>
<b>Relationships with Adults</b>	
<b>Standard 1.3.IT: Infants and toddlers relate positively with significant adults.</b>	
<p>1.3.IT.1 distinguishes between familiar and unfamiliar adults; for example, is comforted by the sight of the familiar adult or the sound of the familiar adult’s voice.</p>	<p><i>The Frog Street Toddler program provides ongoing support for children building strong relationships with familiar adults and forming attachments to family members and care providers.</i></p>

	<p><b>Themes 2 and 3</b> explore preferences for familiar adults and responding to unfamiliar adults with appropriate caution.</p> <p><i>The Starting the Day</i> section in each <b>Activity Guide</b> (p. 4-5) also encourages children to develop and strengthen relationships with familiar adults. Activities marked with a heart icon support one-on-one relationships and social interaction.</p> <p><b>AG1:</b> 4, 5, 6, 8, 9, 14, 15, 16, 18, 24, 25, 26, 28, 30, 34, 35, 36, 38 <b>AG2:</b> 3, 4, 5, 6, 7, 8, 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, 33, 34, 35, 36, 38 <b>AG9:</b> 4, 5, 6, 8, 14, 15, 16, 24, 25, 26, 27, 34, 35, 36, 38 <b>AG10:</b> 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG11:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG12:</b> 4, 5, 6, 7, 8, 14, 15, 16, 18, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG13:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 34, 35, 36</p> <p><b>Resources:</b> Classroom Posters—“5 Ways to Show Children They Are Loved,” “Ways to be an Emotional Coach”, “5 Steps to Say Goodbye,” and “5 Ways to Support Social and Emotional Development”</p>
1.3.IT.2 accepts assistance and comfort from familiar adults.	<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.</i></p>
1.3.IT.3 seeks and maintains contact with familiar adults; for example, by looking at the adult, hearing the adult’s voice, or touching the adult.	<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,</p>
1.3.IT.4 shows discomfort at separations from familiar adults.	<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,</p>



	<p>25, 26, 28, 34, 35, 36 <b>AG8:</b> 4, 5, 6, 8, 14,15, 18, 24, 25, 26, 28, 34, 35, 36, 38 <b>AG9:</b> 4, 5, 6, 8, 14, 15, 16, 24, 25, 26, 27, 34, 35, 36, 38 <b>AG10:</b> 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG11:</b> 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 <b>AG12:</b> 4, 5, 6, 7, 8, 14, 15, 16, 18, 18, 24, 25, 26, 28, 34, 35, 36, 38 <b>AG13:</b> 4, 5, 6, 14,15, 16, 18, 24, 25, 26, 34, 35, 36</p> <p><b>Resources:</b> Classroom Posters—“5 Ways to Show Children They Are Loved,” “5 Ways to be an Emotional Coach,” “5 Steps to Say Goodbye,” and “5 Ways to Say Goodbye,” and “5 Ways to Support Social and Emotional Development” offer At-a-Glance reminders for caregivers.</p>
1.3.IT.5 seeks help from familiar adults in unfamiliar situations.	<p><b>Starting the Day in each Activity Guide features strategies that encourage children to feel safe in new environments and situations.</b></p>
1.3.IT.6 explores the environment, both indoors and outdoors, but may return to a familiar adult periodically for security.	<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>
1.3.IT.7 begins to imitate or portray roles and relationships	<p><i>Opportunities to observe other people’s use of objects, imitate simple actions, and using realistic objects in pretend play are provided throughout program domains and themes. Though</i></p>
1.3.IT.8 imitates adult behaviors	<p><b>Learning Centers are not established until age 2, Pretend and Learn activities can be easily modified and utilized. Many include specific instruction for adapting experiences for younger children.</b></p> <p><b>Did You Know? in Farm Animals (Theme 11, p. 27) describes how adults should encourage children to use verbal skills toward remembering events for later reenactment. They can use puppets as props to retell and expand stories and imitate behaviors of others including familiar adults.</b></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”</p>
<b>Relationships with Children</b>	
<b>Standard 1.4.IT: Infants and toddlers respond to and initiate interactions with other children.</b>	
1.4.IT.1 initiates interactions with other children through gestures, vocalizations, facial expressions, and/or body movements.	<p><i>The Starting the Day: Connect</i> 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.</p>
1.4.IT.2 accepts help from familiar adults in interactions with other children.	<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>
1.4.IT.3 begins to demonstrate empathy for others and responds to people’s facial expressions, body language, and or interactions.	<p>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. In <b>Theme 6, Shapes and Sizes— Starting the Day (p. 5)</b> children</p>
1.4.IT.4 develops an awareness of his/her behavior and how it affects others.	

	<p><i>discuss listening to another person’s ‘big voice.’ (A big voice is what children use to tell others that they don’t like something.)</i></p> <p><i>The <b>Did You Know?</b> in Theme 12, Zoo Animals (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>1.4.IT.5 imitates other children’s behaviors.</p>	<p><i>Opportunities to observe other people’s use of objects, imitate simple actions, and using realistic objects in pretend play are provided throughout program domains and themes. Though <b>Learning Centers</b> are not established until age 2, <b>Pretend and Learn</b> activities can be easily modified and utilized. Many include specific instruction for adapting experiences for younger children.</i></p> <p><b>Did You Know?</b> in <b>Farm Animals (Theme 11, p. 27)</b> describes how adults should encourage children to use verbal skills toward remembering events for later reenactment. They can use puppets as props to retell and expand stories.</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”</p>

<b>Area 2: Physical Well-Being and Motor Development</b>	
<b>Healthy and Safe Living</b>	
<b>Standard 2.1.IT: Infants and toddlers participate in healthy and safe living practices.</b>	
<p>2.1.IT.4 participates in healthy self-care routines, demonstrating increasing independence, such as washing hands and pouring own milk, with assistance from a caring adult.</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>2.1.IT.5 shows a willingness to try new foods and engages in food exploration such as basic cooking tasks or dramatic play activity.</p>	<p><i>The Welcome to Frog Street Toddler Guide includes specific ways to encourage healthy eating habits on p. 36-38. During snack time, children are exposed to a variety of foods. They learn to distinguish between healthy and unhealthy foods. Welcome to Frog Street Toddler Guide (pp. 36-38) describes specific ways to encourage healthy eating habits.</i></p> <p><b>AG3:</b> 13, 16, 17, 18 <b>AG4:</b> 38 <b>AG5:</b> 8, 17, 18, 28 <b>AG6:</b> 3, 8, 18, 28, 38 <b>AG7:</b> 8, 18, 38 <b>AG8:</b> 18, 28 <b>AG9:</b> 28 <b>AG10:</b> 8, 28, 38 <b>AG11:</b> 7, 8, 28 <b>AG12:</b> 8, 18, 28 <b>AG13:</b> 28</p>
<p>2.1.IT.6 participates in safe behaviors regarding the environment, such as around stairs or hot surfaces, or accepts redirection from adults.</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. Example—<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.”</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
<b>Large Motor Skills</b>	
<b>Standard 2.2.IT: Infants and toddlers develop large motor skills.</b>	
2.2.IT.3 shows increasing control in motor skills such as rolling, throwing, and kicking a ball, and jumping.	<b>Physical Development activities in Frog Street Toddler support large muscle balance, stability, control and coordination, including arms and legs, while playing with objects and equipment.</b>
2.2.IT.4 shows increasing balance in activities such as running, climbing stairs, marching, and moving a riding toy using his or her feet	<b>AG1:</b> 9, 19, 29, 39 <b>AG2:</b> 9, 19, 29, 39 <b>AG3:</b> 9, 19, 29, 39 <b>AG4:</b> 9, 19, 29, 39 <b>AG5:</b> 9, 19, 29, 39 <b>AG6:</b> 9, 19, 29, 39 <b>AG7:</b> 9, 19, 29, 39 <b>AG8:</b> 9, 19, 29, 39 <b>AG9:</b> 9, 19, 29, 39 <b>AG10:</b> 9, 19, 29, 39 <b>AG11:</b> 9, 19, 29, 39 <b>AG12:</b> 9, 19, 29, 39 <b>AG13:</b> 9, 19, 29, 39  <b>Resources:</b> Manipulatives (bouncing balls, beach ball, beanbags, easy-grip ball), Classroom Poster—“5 Ways to Support Physical Development” provides At-a-Glance reminders for caregivers.
<b>Small Motor Skills</b>	
<b>Standard 2.3.IT: Infants and toddlers develop small motor skills.</b>	
2.3.IT.2 uses hand-eye coordination to perform self-help and small motor tasks such as eating with a fork or spoon, completing simple puzzles, stacking blocks, dressing with assistance, scribbling with crayons or markers, participating in finger plays, and using musical instruments.	<b>AG1:</b> 3, 9, 13, 19, 23, 27, 29, 33, 39 <b>AG2:</b> 3, 7, 8, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG3:</b> 3, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <b>AG4:</b> 3, 7, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 <b>AG5:</b> 3, 8, 9, 13, 17, 19, 23, 29, 33, 34, 37, 38, 39 <b>AG6:</b> 3, 8, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 <b>AG7:</b> 3, 7, 8, 9, 13, 17, 18, 19, 23, 29, 33, 39 <b>AG8:</b> 3, 7, 9, 13, 17, 19, 23, 29, 33, 37, 39 <b>AG9:</b> 3, 7, 9, 13, 18, 19, 23, 27, 29, 33, 37, 38, 39 <b>AG10:</b> 3, 7, 9, 13, 17, 19, 23, 26, 28, 29, 33, 37, 38, 39 <b>AG11:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <b>AG12:</b> 3, 6, 7, 9, 13, 19, 23, 29, 33, 37, 39 <b>AG 13:</b> 3, 7, 9, 13, 16, 17, 19, 23, 27, 28, 29, 33, 37, 39
<b>Area 3: Approaches to Learning</b>	
<b>Curiosity and Initiative</b>	
<b>Standard 3.1.IT: Infants and toddlers express curiosity and initiative in exploring the environment and learning new skills.</b>	
3.1.IT.1 shows interest in people including other infants, objects, and events.	<i>Children use their senses throughout Frog Street Toddler, to investigate the environment—and to discover what objects and</i>

	<p><i>people do, how things work, and how they can make things happen.</i></p> <p><b>AG1:</b> 7, 17, 20, 27, 37 <b>AG2:</b> 17 <b>AG3:</b> 7, 17, 27 <b>AG4:</b> 7, 17, 27  <b>AG5:</b> 17, 17, 37 <b>AG6:</b> 7, 27, 37 <b>AG7:</b> 17, 27 <b>AG8:</b> 17, 27  <b>AG9:</b> 10, 17, 27, 37 <b>AG10:</b> 7, 27, 37 <b>AG11:</b> 27, 37 <b>AG12:</b> 7, 27  <b>AG13:</b> 17, 27</p>
<p>3.1.IT.2 uses his or her senses to choose, explore, and manipulate a variety of objects or toys in a variety of ways.</p>	<p><b>Theme 1: All About Me (Week 2: My Senses) Starting the Day and Learning Centers</b> encourage children to explore using their senses and talk about what 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>3.1.IT.3 actively plays with or near adults, other children, and materials.</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,</p>

	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
<b>Engagement and Persistence</b>	
<b>Standard 3.2.IT: Infants and toddlers purposefully choose, engage, and persist in play, experiences, and routines.</b>	
3.2.IT.1 holds attention of familiar adult; for example, through eye contact or vocalizations.	<b>AG1:</b> 3, 6, 7, 13, 17, 23, 26, 27, 33, 37 <b>AG2:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 37, 39 <b>AG3:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 27, 33, 37, 38 <b>AG9:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 27, 33, 37
3.2.IT.2 repeats familiar and newly learned experiences.	<b>Cognitive Development activities and Learning Centers offer children opportunities to choose different tasks. Children are also able to repeat activities many times to achieve mastery.</b>  <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>Resources:</b> Classroom Poster – 5 Ways to Support Cognitive Development offers At-a-Glance reminders for caregivers.
3.2.IT.3 maintains focus, if interested, on people or objects, play experiences, or novel events.	<b>Frog Street Toddler 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.</b>  <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,

	<p>27, 33, 36, 37, 39 <b>AG4:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG5:</b> 3, 6, 7, 8, 13, 16, 17, 19, 23, 26, 27, 29, 33, 36, 37, 39 <b>AG6:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG7:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG8:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG9:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG10:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 36, 33, 38 <b>AG11:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG12:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG13:</b> 3, 6, 13, 16, 17, 19, 23, 26, 27, 28, 33, 36, 37, 38</p>
<p>3.2.IT.4 continues to try to succeed using challenging materials or during experiences.</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>Reasoning and Problem Solving</b></p>	
<p><b>Standard 3.3.IT: Infants and toddlers purposefully demonstrate strategies for reasoning and problem solving.</b></p>	
<p>3.3.IT.1 uses an object, action, or adult to accomplish tasks, such as pulling a blanket to reach a toy or pushing a button to hear a sound.</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, 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>3.3.IT.2 experiments to find a solution to a problem.</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>3.3.IT.3 imitates an adult action to solve a problem.</p>	<p><i>Opportunities to observe other people’s use of objects, imitate simple actions, and using realistic objects in pretend play are provided throughout program domains and themes.</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”</p>
<p>3.3.IT.4 recognizes difficulties and adjusts actions, as needed.</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>3.3.IT.5 seeks and accepts help when encountering a problem beyond his or her ability to solve independently.</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 tell 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>Play and Senses</b></p>	
<p><b>Standard 3.4.IT: Infants and toddlers engage in play to learn.</b></p>	
<p>3.4.IT.1 uses sights, smells, sounds, textures, and tastes to explore and experience routines and materials within the environment.</p>	<p><b>Theme 1 is All About Me. Week Two</b> focuses specifically on <b>My Senses</b>. During this time, children learn about faces with an expanded focus on the functions of each feature. A sample <b>Approaches to Learning</b> activity on p. 20 encourages them to manipulate play dough, explore the texture, color, and smell of it—then use buttons, leaves, and rocks to make prints in the dough.</p> <p>During <b>Outdoor Play</b> activities (p. 3, 13, 23, and 33), children have opportunities to investigate their environment and explore cause-and-effect.</p>

	<p><i>Note that <b>Learning Centers</b> (p. 3, 13, 23, and 33) provide opportunities for children--ages 2 to 3 years-old to use different methods of exploration, including their senses. They will eventually encourage older children to observe people, events, and objects; re-create interesting effects; explore; perform trial and error; display creativity, curiosity and persistence—and develop confidence.</i></p> <p><i>The <b>Did You Know?</b> (ongoing, embedded professional development) in <b>Theme 3, Friends</b>, p. 27 describes how toddlers learn through their senses.</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>3.4.IT.2 chooses and participates in a variety of play experiences.</p>	<p><b>AG1:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG2:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 17, 23, 26, 27, 33, 36, 37, 39 <b>AG4:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG5:</b> 3, 6, 7, 8, 13, 16, 17, 19, 23, 26, 27, 29, 33, 36, 37, 39 <b>AG6:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG7:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 <b>AG8:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 <b>AG9:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 <b>AG10:</b> 3, 6, 7, 13, 16, 17, 23, 26, 27, 36, 33, 38 <b>AG11:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 <b>AG12:</b> 3, 6, 7, 13, 16, 17,</p>

	23, 26, 27, 36, 33, 38 <b>AG13:</b> 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37
3.4.IT.3 imitates behaviors of others in play	<p><i>Opportunities to observe other people’s use of objects, imitate simple actions, and using realistic objects in pretend play are provided throughout program domains and themes.</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”</p>
3.4.IT.4 repeats experiences with materials, adults, and peers to build knowledge and understanding of the world around them.	<p><i>Children have opportunities to repeat actions with the goal of achieving a result throughout <b>Frog Street Toddler</b>. Teachers can observe evolving skills and knowledge while children are involved in activities such as building, assembling puzzles, and playing outdoor games.</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>

<b>Area 4: Social Studies</b>	
<b>Awareness of Family and Community</b>	
<b>Standard 4.1.IT: Infants and toddlers demonstrate a sense of belonging within their family, program, and other social settings or groups.</b>	
4.1.IT.1 expresses enjoyment at being in a familiar setting or group	<p><b>Outdoor Play</b> is a daily activity. Children come to recognize the play area as a familiar place. <b>Theme 2 (Family and Home)</b> explores concepts of immediate family, extended family, pets and homes. <b>Theme 3 (Friends)</b> explore: <b>Week 1- Everyday Friends.</b></p> <p><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</p> <p><b>Resources:</b> Classroom Poster – 5 Ways to Support Cognitive Development offers at-a-glance reminders for caregivers</p>
4.1.IT.2 recognizes familiar adults and uses them to determine safety during exploration.	<p><b>Starting the Day</b> in each Activity Guide features strategies that encourage children to feel safe in new environments and situations.</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>
4.1.IT.3 explores and plays freely within familiar settings.	<p>During <b>Outdoor Play</b> activities (p. 3, 13, 23, and 33), children have opportunities to investigate their environment. <b>Learning Centers</b> and <b>Cognitive Development</b> activities provide opportunities for children to explore using different methods.</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>
<b>Awareness of Culture</b>	
<b>Standard 4.2.IT: Infants and toddlers demonstrate a strong sense of self within their culture.</b>	
4.2.IT.1 expresses enjoyment at being in a familiar setting or group.	<p><i>Outdoor Play is a daily activity. Children come to recognize the play area as a familiar place. Theme 2 (Family and Home) explores concepts of immediate family, extended family, pets and homes that are familiar setting/groups.</i></p> <p><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</p>
4.2.IT.2 chooses and participates in familiar experiences, including songs and stories from his or her home culture.	<p><b>Cognitive Development - Family Celebrations (Theme 2, p. 17):</b> Ask children to tell you about occasions their family celebrates, such as birthdays, weddings, graduations, and holidays. Be sensitive to cultural differences regarding whether or not these events are celebrated and how they might be celebrated. Ask: Who attends these celebrations?</p>
4.2.IT.3 explores materials from various cultures	

	<p><b>Parents as Partners #41</b> focuses on respecting diversity by seeing differences in people. Suggestion #3: Read books that embrace diversity. Choose books that present females in typically male roles and cast females as heroines. Read books that show diversity in families (structure, celebrations, customs). Share books about diverse cultures.</p>
<p><b>Exploration of the Environment</b></p>	
<p><b>Standard 4.3 IT: Infants and toddlers explore new environments with interest and recognize familiar places.</b></p>	
<p>4.3.IT.1 demonstrates interest and curiosity within familiar and unfamiliar settings.</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 by exploring their environment.</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>
<p>4.3.IT.2 explores and plays with new, as well as familiar objects, in the environment using all five senses.</p>	<p><b>Theme 1 is All About Me. Week Two focuses specifically on My Senses. Learning Centers</b> (p. 3, 13, 23, and 33) provide opportunities for children--ages 2 to 3 years-old to use different methods of exploration, including their senses. They will eventually encourage older children to observe people, events, and objects; re-create interesting effects; explore; perform trial and error; display creativity, curiosity and persistence—and develop confidence.</p> <p>The <b>Did You Know?</b> (ongoing, embedded professional development) in <b>Theme 3, Friends</b>, p. 27 describes how toddlers learn through their senses.</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</p>

	<p><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>
4.3.IT.3 chooses and participates in unfamiliar experiences.	<p><b>Starting the Day</b> in each Activity Guide features strategies that encourage children to feel safe in new environments and situations.</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>
<b>Area 5: Creative Arts</b>	
<b>Art</b>	
<b>Standard 5.1.IT: Infants and toddlers participate in a variety of sensory and art-related experiences.</b>	
5.1.IT.3 expresses interest in art-related experiences and media.	<p><b>Learning Centers (Creativity Station)</b> 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.</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, 23, 33 <b>AG12:</b> 3, 13, 23, 33 <b>AG13:</b> 3, 13, 23, 33</p>
5.1.IT.4 engages in experiences that support creative expression.	



5.1.IT.5 chooses and experiments with a variety of art materials such as playdough, crayons, chalk, water, markers, and paint.	
<b>Music, Rhythm, and Movement</b>	
<b>Standard 5.2.IT: Infants and Toddlers participate in a variety of rhythm, music, and movement experiences.</b>	
5.2.IT.1 shows interest in songs, tones, rhythms, voices, and music.	<p><b>Music and Movement experiences are part of the weekly Enrichment Activities.</b> 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.</p> <p><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</p> <p><b>Resources:</b> Photo Activity Cards, Music and Songs, Classroom Poster – 5 Reasons to Sing and Dance</p>
5.2.IT.2 experiments with a variety of age-appropriate instruments and sound-making objects.	
5.2.IT.3 enjoys exploring ways of interacting with others through touch and motion.	
5.2.IT.4 chooses and participates in music and movement experiences.	
5.2.IT.5 sings simple songs and participates in finger plays.	
5.2.IT.6 sings daily songs to recognize the patterns throughout their day.	
<b>Dramatic Play</b>	
<b>Standard 5.3.IT: Infants and toddlers engage in dramatic play experiences.</b>	
5.3.IT.1 imitates the sounds, facial expressions, gestures, or behaviors of another person.	<p><b>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.</b></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, 32, 33, 39 <b>AG13:</b> 3, 6, 7, 8, 13, 19, 23, 29, 33</p>
5.3.IT.2 imitates the actions and sounds of animals, people, and objects.	<p><b>Weekly Pretend and Learn centers offer opportunities for children to imitate sounds, gestures or behaviors of animals,</b></p>

	<p><i>people, and objects. Opportunities to pretend and imitate are also included in daily activities.</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>5.3.IT.3 engages in dramatic play in both indoor and outdoor environments.</p>	<p><b>AG1:</b> 17, 23, 33 <b>AG2:</b> 28, 33 <b>AG3:</b> 3, 9, 13, 18, 23, 33, 39, 40 <b>AG4:</b> 3, 9, 13, 19, 23, 33 <b>AG5:</b> 23, 33 <b>AG6:</b> 3, 7, 8, 9, 18 <b>AG7:</b> 2, 9, 13, 17, 18, 19, 33 <b>AG8:</b> 7, 9, 13, 17, 19, 29 <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</p>
<p><b>Area 6: Communication, Language, and Literacy</b></p>	
<p><b>Language Understanding and Use</b></p>	
<p><b>Standard 6.1.IT: Infants and toddlers understand and use communication and language for a variety of purposes.</b></p>	
<p>6.1.IT.1 responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.</p>	<p><b>Responds to verbal communication of others:</b>  <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, 40 <b>AG13:</b> 4, 5, 6, 7, 8, 9, 14, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39</p> <p><b>Responds to nonverbal communication of others:</b>  <b>American Sign Language</b> is presented at the beginning of each unit and used throughout instruction. It is included for all vocabulary words highlighted in <b>Frog Street Toddler</b> at the</p>

	<p><i>beginning of each week's activities and on the back of Photo Activity Cards.</i></p> <p><b>AG1:</b> 2, 3, 4, 5, 7, 9, 12, 13, 17, 18, 22, 26, 27, 32, 37 <b>AG2:</b> 2, 4, 5, 7, 8, 9, 12, 13, 16, 17, 19, 22, 26, 27, 29, 32, 36, 37 <b>AG3:</b> 2, 6, 7, 8, 12, 14, 15, 17, 18, 22, 23, 25, 26, 27, 28, 32, 34, 35, 37, 38 <b>AG4:</b> 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 16, 17, 18, 19, 22, 23, 24, 26, 27, 28, 32, 33, 34, 35, 36, 37, 38 <b>AG5:</b> 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 16, 17, 18, 19, 22, 23, 24, 26, 27, 28, 32, 33, 34, 35, 36, 37, 38 <b>AG6:</b> 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 16, 17, 18, 19, 22, 23, 24, 26, 27, 28, 32, 33, 34, 35, 36, 37, 38 <b>AG7:</b> 2, 6, 16 <b>AG8:</b> 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 16, 17, 18, 19, 22, 23, 24, 26, 27, 28, 32, 33, 34, 35, 36, 37, 38 <b>AG9:</b> 22, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 16, 17, 18, 19, 22, 23, 24, 26, 27, 28, 32, 33, 34, 35, 36, 37, 38 <b>AG10:</b> 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 16, 17, 18, 19, 22, 23, 24, 26, 27, 28, 32, 33, 34, 35, 36, 37, 38 <b>AG11:</b> 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 16, 17, 18, 19, 22, 23, 24, 26, 27, 28, 32, 33, 34, 35, 36</p>
<p>6.1.IT.2 uses vocalizations and gestures to gain attention from others.</p>	<p><i>Frog Street Toddler provides support for expressing desires and preferences appropriately. 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.')</i></p>
<p>6.1.IT.3 uses vocalizations and gestures to communicate wants and needs.</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>6.1.IT.4 increases both listening (receptive) and speaking (expressive) vocabulary</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</p>

	<p><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>
<p>6.1.IT.5 progresses to using words and then to simple sentences to communicate.</p>	<p><b>Language Development activities</b> (p. 6, 16, 26, and 36) offer many opportunities for children to combine words into phrases and simple sentences. <b>Photo Activity Card discussions</b> (p. 7, 17, 27, and 37) offer opportunities for children to language skills to share thoughts and ask questions.</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>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); Classroom Posters—“5 Reasons to Read to Children,” “Sign Language,” and “5 Ways to Encourage Toddlers to Talk;” Photo Activity Cards</p> <p><b>Welcome to Frog Street Toddler:</b> p. 35</p>
<p>6.1.IT.6 participates in conversations that include taking turns, using both receptive (listening) and expressive (speaking) language skills.</p>	<p><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 discussions</b> offer opportunities for children to use language to describe what they see and tell about their own experiences related to the topic. <b>Starting the Day activities</b> include songs and finger plays and children are prompted regularly during activities to express their ideas and ask questions.</p>

	<p><b>AG1:</b> 3, 6, 7, 13, 17, 23, 26, 27, 33, 37 <b>AG2:</b> 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 37, 39 <b>AG3:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 27, 33, 37, 38 <b>AG9:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 27, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 27, 33, 37</p>
6.1.IT.7 answers simple questions.	<p><b>AG1:</b> 3, 6, 16, 26, 36 <b>AG2:</b> 3, 6, 16, 26, 27, 36 <b>AG3:</b> 6, 8, 13, 16, 18, 26, 33, 36 <b>AG4:</b> 6, 16, 23, 26, 36 <b>AG5:</b> 6, 16, 17, 26, 27, 36, 39 <b>AG6:</b> 6, 16, 26, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 26, 36 <b>AG9:</b> 6, 16, 26, 36 <b>AG10:</b> 6, 16, 26, 36 <b>AG11:</b> 6, 16, 26, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 26, 36</p>
6.1.IT.8 follows simple directions.	<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, 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 Literacy</b>	
<b>Standard 6.2.IT: Infants and toddlers engage in early reading experiences.</b>	
6.2.IT.1 explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages.	<p><b>Frog Street Toddler</b> actively engages children with stories during <b>Story Time</b> each day. Children are given many</p>

	<p><i>opportunities to handle books and “read” them to friends or stuffed animals.</i></p> <p><b>AG1:</b> 3, 6, 16, 26, 36 <b>AG2:</b> 3, 6, 13, 16, 19, 26, 28, 33, 36 <b>AG3:</b> 6, 7, 13, 16, 23, 26, 36 <b>AG4:</b> 6, 8, 9, 16, 26, 36, 38; <b>AG5:</b> 6, 7, 16, 17, 26, 27, 28, 36, 37, 38; <b>AG6:</b> 6, 16, 26, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 18, 26, 36 <b>AG9:</b> 6, 16, 26, 28, 36 <b>AG10:</b> 6, 8, 16, 26, 36 <b>AG11:</b> 6, 16, 26, 36 <b>AG12:</b> 6, 7, 16, 26, 36 <b>AG13:</b> 6, 16, 19, 26, 36</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks)</p> <p><b>Welcome to Frog Street Toddler:</b> p. 35</p>
<p>6.2.IT.2 focuses on a book or the reader when hearing stories read to him or her.</p>	<p><b>Language Development</b> <i>activities engage children with literature through photos, pictures and illustrations. Library and Listening Centers offer children time to engage with books including photos, pictures and illustrations. Discussion during Story Time gives children the opportunity to answer questions about the illustrations.</i></p> <p><b>AG1:</b> 3, 6, 16, 26, 36 <b>AG2:</b> 3, 6, 16, 26, 27, 36 <b>AG3:</b> 6, 8, 13, 16, 18, 26, 33, 36 <b>AG4:</b> 6, 16, 23, 26, 36 <b>AG5:</b> 6, 16, 17, 26, 27, 36, 39 <b>AG6:</b> 6, 16, 26, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 26, 36 <b>AG9:</b> 6, 16, 26, 36 <b>AG10:</b> 6, 16, 26, 36 <b>AG11:</b> 6, 16, 26, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 26, 36</p> <p><b>Resources:</b> board books, soft cover books, developmental storybooks and flip books, bilingual story folders; Classroom Poster – <i>5 Reasons to Read to Children</i></p> <p><b>Welcome to Frog Street Toddler:</b> p.35 –<i>Sharing Books with Toddlers</i></p>
<p>6.2.IT.3 gazes at or points to pictures in books.</p>	<p><b>During Library and Listening Learning Centers and Language Development domain activities, children recognize familiar books and look at pictures. These experiences engage</b></p>

	<p><i>children with literature through stories, photos, pictures, and illustrations.</i></p> <p><b>AG1:</b> 3, 6, 16, 26, 36 <b>AG2:</b> 3, 6, 13, 16, 26, 33, 36 <b>AG3:</b> 6, 13, 16, 23, 26, 36 <b>AG4:</b> 6, 16, 26, 36 <b>AG5:</b> 6,16, 26,36 <b>AG6:</b> 6, 16, 26, 33, 36 <b>AG7:</b> 6,16, 26, 36 <b>AG8:</b> 6, 16,26, 36 <b>AG9:</b> 6, 16, 26, 36 <b>AG10:</b> 6,16, 26, 36 <b>AG11:</b> 3, 6, 16,26, 36 <b>AG12:</b> 6, 16,26, 36 <b>AG13:</b> 6, 16, 26, 36</p> <p><b>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); Classroom Poster— “5 Reasons to Read to Children”</p> <p><b>Welcome to Frog Street Toddler:</b> p. 35</p>
<p>6.2.IT.4 responds to or engages in songs, rhyming games, or finger plays with a familiar adult.</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 led by a familiar adult. <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>6.2.IT.5 points to, labels, and/or talks about objects, events, or people within books.</p>	<p><b>Language Development</b> activities engage children with literature, including pictures, photos and illustrations. <b>Welcome to Frog Street Toddler</b> (p. 35) provides <b>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</p>

	<p><i>mature, ask questions that make them think.” These are precursor skills for children to begin to recognize familiar logos and symbol in the environment.</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>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); Classroom Poster—“5 Reasons to Read to Children”</p> <p><b>Welcome to Frog Street Toddler:</b> p. 35</p>
6.2.IT.6 enjoys and repeats songs, rhymes, or finger plays.	<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. <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>
6.2.IT.7 answers simple questions related to books.	<p><b>Language Development</b> activities engage children with literature through photos, pictures and illustrations. <b>Library and Listening Centers</b> offer children time to engage with books including photos, pictures and illustrations. Discussion during</p>



	<p><b>Story Time</b> gives children the opportunity to answer questions about the illustrations.</p> <p><b>AG1:</b> 3, 6, 16, 26, 36 <b>AG2:</b> 3, 6, 16, 26, 27, 36 <b>AG3:</b> 6, 8, 13, 16, 18, 26, 33, 36 <b>AG4:</b> 6, 16, 23, 26, 36 <b>AG5:</b> 6, 16, 17, 26, 27, 36, 39 <b>AG6:</b> 6, 16, 26, 36 <b>AG7:</b> 6, 16, 26, 36 <b>AG8:</b> 6, 16, 26, 36 <b>AG9:</b> 6, 16, 26, 36 <b>AG10:</b> 6, 16, 26, 36 <b>AG11:</b> 6, 16, 26, 36 <b>AG12:</b> 6, 16, 26, 36 <b>AG13:</b> 6, 16, 26, 36</p> <p><b>Resources:</b> board books, soft cover books, developmental storybooks and flip books, bilingual story folders; Classroom Poster – 5 Reasons to Read to Children</p> <p><b>Welcome to Frog Street Toddler:</b> p.35</p>
<b>Early Writing</b>	
<b>Standard 6.3.IT: Infants and toddlers engage in early writing experiences.</b>	
6.3.IT.2 scribbles spontaneously, usually using a fist grip	<p><i>Children create marks, drawings, and scribbles throughout the Frog Street Toddler program.</i></p> <p><i>Children begin to demonstrate how print works, by using writing instruments in Learning Centers.</i></p> <p><b>AG1:</b> 3, 6, 16, 23, 26, 27, 36 <b>AG2:</b> 3, 6, 7, 13, 16, 18, 19, 20, 23, 26, 33, 36, 37, 39 <b>AG3:</b> 3, 6, 7, 8, 13, 16, 23, 26, 33, 35, 36, 38, 39 <b>AG4:</b> 6, 13, 16, 23, 26, 33, 36 <b>AG5:</b> 6, 7, 16, 17, 23, 26, 27, 36, 39 <b>AG6:</b> 3, 6, 13, 16, 26, 33, 36 <b>AG 7:</b> 6, 16, 26, 36, 39 <b>AG 8:</b> 6, 16, 17, 18, 26, 27, 29, 33, 36, 38 <b>AG9:</b> 6, 7, 8, 9, 16, 17, 18, 26, 33, 36 <b>AG10:</b> 3, 6, 16, 18, 26, 27, 36, 37 <b>AG11:</b> 3, 6, 16, 26, 27, 36 <b>AG12:</b> 6, 16, 18, 26, 36, 39 <b>AG 13:</b> 6, 16, 23, 26, 29, 36</p>
6.3.IT.3 shows increasing skill in manipulating objects such as stacking several items, using pegboards, and mastering the use of eating utensils.	<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,</p>

	26, 28, 29, 33, 37, 38, 39 <b>AG11:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <b>AG12:</b> 3, 6, 7, 9, 13, 19, 23, 29, 33, 37, 39 <b>AG 13:</b> 3, 7, 9, 13, 16, 17, 19, 23, 27, 28, 29, 33, 37, 39
<b>Area 7: Mathematics</b>	
<b>Comparisons, Numbers, and Operations</b>	
<b>Standard 7.1.IT: Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.</b>	
7.1.IT.2 matches and sorts objects by size, color, shape, or quantity.	<p><b>Frog Street Toddler</b> supports children’s evolving ability to classify objects and shapes. <b>Math Centers</b> allow them to sort, group, and categorize.</p> <p><b>Theme 6: Shapes and Sizes</b> is devoted entirely to shapes (<b>Week 1: Circles, Week 2: Squares, Week 3: Triangles, Week 4: Hearts and Stars</b>), and includes many grouping, sorting, categorizing, connecting, and attribute experiences.</p> <p><b>AG 1:</b> 7, 17, 27, 29, 33, 37 <b>AG 2:</b> 3, 7, 9, 17, 27, 37 <b>AG 3:</b> 7, 17, 19, 27, 33, 37 <b>AG 5:</b> 3,13, 23 <b>AG 6:</b> 3, 4, 7, 8, 9, 13, 14, 15, 17, 19, 23, 24, 25, 28, 29, 33, 34, 36, 39 <b>AG 7:</b> 7, 9, <b>AG 8:</b> 5, 9, 25, 38 <b>AG 10:</b> 7, 13, 23 <b>AG 11:</b> 7, 17, 27, 37 <b>AG12:</b> 7, 17, 27, 37 <b>AG 13:</b> 7, 17, 27, 37</p> <p><b>Resources:</b> Classroom Poster – 5 Ways to Support Cognitive Development offers At-a-Glance reminders for caregivers.</p>
7.1.IT.3 begins to use simple counting in play and interactions, although numbers may occur out of order.	<p><b>Frog Street Toddler</b> 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. <b>Language Development and Cognitive Development</b> activities help children understand number sense through rhymes, songs and chants. Examples— <i>Three Kittens and Five Little Monkeys</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>AG7:</b> 3, 5, 15, 23, 25, 27, 35 <b>AG8:</b> 5, 13, 15, 25, 33, 35 <b>AG9:</b> 5, 7, 8,</p>

	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
7.1.IT.4 makes simple comparisons between two objects using words like big, small, more, etc.	<p><b>Frog Street Toddler</b> supports children’s evolving ability to compare and classify objects. <b>Math Centers</b> allow them to sort, group, and categorize. <b>Theme 6 Shapes and Sizes</b> is devoted entirely to shapes, and includes many grouping, sorting, categorizing, connecting, and attribute experiences.</p> <p>Some examples of comparing sets are found on these page references:  <b>AG3:</b> 33 <b>AG8:</b> 13 <b>AG11:</b> 28 <b>AG12:</b> 29, 39 <b>AG13:</b> 7, 8, 16, 18, 29, 37</p> <p><b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”</p>
<b>Patterns</b>	
<b>Standard 7.2.IT: Infants and toddlers begin to recognize patterns.</b>	
7.2.IT.2 shows recognition of sequence in events or objects.	<p><b>AG1:</b> 5, 8, 11, 14, 15, 21, 24, 25, 31, 34, 35, 41 <b>AG2:</b> 5, 11, 15, 21, 25, 31, 35, 41 <b>AG3:</b> 5, 11, 15, 21, 25, 31, 35, 38, 39, 41  <b>AG4:</b> 5, 11, 15, 18, 21, 25, 31, 35, 41 <b>AG5:</b> 5, 11, 15, 21, 25, 31, 33, 35, 37, 41 <b>AG6:</b> 5, 11, 15, 21, 25, 31, 34, 35,36, 37, 41  <b>AG7:</b> 3, 5, 11, 15, 21, 25, 31, 35, 41 <b>AG8:</b> 5, 11, 15, 21, 25, 31, 35, 41 <b>AG9:</b> 3, 4, 5, 6, 7, 8, 11, 15,17, 21, 25, 26, 31, 35, 41  <b>AG10:</b> 5, 11, 14, 15, 21, 25, 31, 35, 41 <b>AG11:</b> 5, 11, 15, 21, 25, 31, 35, 41 <b>AG12:</b> 5, 11, 15, 21, 25, 28, 31, 35, 41 <b>AG13:</b> 5, 11, 15, 21, 25, 29, 31, 35, 41</p>
7.2.IT.3 repeats actions in sequence, such as finger plays.	<p><b>Starting the Day, Music and Movement activities and weekly Pretend and Learn centers</b> offer opportunities for children to repeat and imitate sounds, gestures, movement and/or behaviors. Opportunities to pretend and imitate are also included in daily activities, including word play, imitating sound, movement, gestures, and repeating familiar words.</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,</p>

	<p>26 <b>AG7:</b> 3, 13, 15, 19, 23, 26, 33 <b>AG8:</b> 3, 9, 16, 13, 23, 39;  <b>AG9:</b> 5, 13, 15, 17, 23, 29, 33, 35, 39 <b>AG10:</b> 3, 5, 8, 9, 17, 23,  29, 36, 39 <b>AG11:</b> 3, 5, 7, 13, 15, 23, 25, 33, 35, 38, 39 <b>AG12:</b> 3,  9, 13, 19, 23, 28, 32, 33, 39 <b>AG13:</b> 3, 6, 7, 8, 13, 19, 23, 29, 33</p>
7.2.IT.4 notices patterns and objects in the environment.	<p><i>Children have many opportunities throughout the program to show interest in colors, shapes, patterns or pictures, including those in the environment.</i></p> <p><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</p> <p><b>Resources:</b> Classroom Poster – 5 Ways to Support Cognitive Development offers At-a-Glance reminders for caregivers.</p>
7.2.IT.5 organizes objects into groups during play and exploration.	<p><b>Frog Street Toddler</b> supports children’s evolving ability to classify objects and people. <b>Math Centers</b> allow them to sort, group, and categorize. <b>Theme 6</b> is devoted entirely to <b>Shapes and Sizes</b>—and includes many grouping, sorting, categorizing, connecting, and attribute experiences.</p> <p><b>AG1:</b> 7, 17, 27, 29, 33, 37 <b>AG 2:</b> 3, 7, 17, 27, 37 <b>AG 3:</b> 7, 17, 19,  27, 33, 37 <b>AG 4:</b> 7, 9, 17, 19, 27, 29, 37, 38, 39 <b>AG 5:</b> 7, 13, 17,  27, 37 <b>AG 6:</b> 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27,  28, 29, 33, 34, 36, 37, 39 <b>AG 7:</b> 3, 7, 17, 23, 26, 27, 29, 37, 39  <b>AG 8:</b> 7, 13, 17, 19, 23, 27, 33, 37 <b>AG 9:</b> 7, 8, 17, 19, 26, 27, 34,  36, 37, 38 <b>AG 10:</b> 7, 17, 19, 27, 34, 36, 37 <b>AG 11:</b> 6, 7, 9, 17, 27,  37 <b>AG 12:</b> 4, 7, 8, 17, 18, 27, 29, 37 <b>AG 13:</b> 7, 8, 13, 17, 27, 37</p>
<b>Shapes and Spatial Relationships</b>	
<b>Standard 7.3.IT: Infants and toddlers show increasing understanding of spatial relationships.</b>	
7.3.IT.3 takes objects apart and attempts to put them together.	<p><b>AG1:</b> 5, 7, 11, 15, 21, 25, 27, 31, 33, 35, 36, 37, 40, 41 <b>AG2:</b> 3,  5, 6, 7, 8, 11, 15, 21, 25, 27, 31, 35, 37, 41 <b>AG3:</b> 3, 5, 11, 15, 16,</p>

	<p>17, 20, 21, 25, 27, 31, 33, 35, 36, 37, 41 <b>AG4:</b> 5, 11, 15, 17, 21, 25, 31, 33, 35, 41 <b>AG5:</b> 5, 7, 11, 15, 17, 21, 25, 27, 29, 30, 31, 35, 39, 41 <b>AG6:</b> 5, 7, 11, 15, 21, 25, 27, 28, 29, 31, 34, 35, 37, 41 <b>AG7:</b> 3, 5, 7, 11, 15, 21, 23, 25, 27, 31, 35, 37, 41 <b>AG8:</b> 5, 6, 11, 13, 15, 17, 21, 25, 31, 33, 35, 41 <b>AG9:</b> 5, 7, 8, 11, 15, 21, 25, 31, 35, 41 <b>AG10:</b> 5, 7, 11, 15, 17, 21, 25, 27, 30, 31, 35, 37, 41 <b>AG11:</b> 5, 7, 9, 11, 15, 17, 21, 25, 28, 31, 35, 37, 38, 41 <b>AG12:</b> 5, 7, 8, 11, 15, 17, 18, 21, 25, 27, 28, 31, 35, 37, 38, 41 <b>AG13:</b> 5, 6, 7, 8, 11, 15, 17, 21, 25, 26, 27, 31, 35, 37, 40, 41</p>
<p>7.3.IT.4 shows awareness of his or her own body space</p>	<p><b>AG1:</b> 3, 9, 13, 19, 23, 27, 29, 33, 39 <b>AG2:</b> 3, 7, 8, 9, 13, 19, 23, 28, 29, 33, 39 <b>AG3:</b> 3, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <b>AG4:</b> 3, 7, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 <b>AG5:</b> 3, 8, 9, 13, 17, 19, 23, 29, 33, 34, 37, 38, 39 <b>AG6:</b> 3, 8, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 <b>AG7:</b> 3, 7, 8, 9, 13, 17, 18, 19, 23, 29, 33, 39 <b>AG8:</b> 3, 7, 9, 13, 17, 19, 23, 29, 33, 37, 39 <b>AG9:</b> 3, 7, 9, 13, 18, 19, 23, 27, 29, 33, 37, 38, 39 <b>AG10:</b> 3, 7, 9, 13, 17, 19, 23, 26, 28, 29, 33, 37, 38, 39 <b>AG11:</b> 3, 7, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 <b>AG12:</b> 3, 6, 7, 9, 13, 19, 23, 29, 33, 37, 39 <b>AG13:</b> 3, 7, 9, 13, 16, 17, 19, 23, 27, 28, 29, 33, 37, 39</p>
<p>7.3.IT.5 matches similar shapes.</p>	<p><b>AG1:</b> 6, 7, 11, 17, 21, 23, 27, 29, 31, 33, 37, 41 <b>AG2:</b> 3, 7, 11, 17, 21, 27, 31, 37, 41 <b>AG3:</b> 7, 11, 16, 17, 19, 21, 27, 31, 33, 37, 41 <b>AG4:</b> 7, 9, 11, 17, 19, 21, 27, 29, 30, 31, 34, 35, 36, 37, 38, 39, 41 <b>AG5:</b> 7, 11, 13, 17, 21, 27, 31, 37, 41 <b>AG6:</b> 3, 5, 6, 7, 9, 11, 13, 14, 15, 16, 17, 18, 19, 21, 23, 24, 26, 27, 28, 29, 31, 33, 34, 36, 37, 39, 41 <b>AG7:</b> 3, 7, 11, 17, 21, 23, 26, 27, 29, 31, 37, 39, 41 <b>AG8:</b> 3, 7, 11, 13, 17, 19, 21, 23, 27, 31, 33, 37, 41 <b>AG9:</b> 7, 8, 11, 17, 19, 21, 26, 27, 31, 34, 36, 37, 38, 41 <b>AG10:</b> 7, 11, 17, 19, 21, 27, 31, 34, 36, 37, 41 <b>AG11:</b> 6, 7, 9, 11, 17, 21, 27, 31, 37, 41 <b>AG12:</b> 4, 7, 8, 11, 13, 17, 18, 21, 27, 29, 31, 37, 41 <b>AG13:</b> 7, 8, 11, 13, 17, 21, 27, 31, 37, 41</p>
<p>7.3.IT.6 follows simple direction related to positions such as in, on, under, up, or down</p>	<p><i>In Theme 4, Opposites, Week 1: In/Out and Inside/Outside, Week 2: Up/Down and Over/Under children are provided with opportunities to respond to directions related to position and proximity, including moving their body or objects. Children will practice using words correctly to describe locations.</i></p>

	<p><b>AG1:</b> 16, 17, 19, 26, 29, 34, 39 <b>AG2:</b> 38 <b>AG3:</b> 14 <b>AG4:</b> 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 29 <b>AG6:</b> 9, 19 <b>AG7:</b> 4 <b>AG8:</b> 16 <b>AG9:</b> 13, 14, 15, 16, 17, 23, 24, 25, 27, 28, 29, 33, 34, 35, 37, 38, 39 <b>AG10:</b> 17, 38 <b>AG13:</b> 4, 7, 9, 13, 14, 15, 17, 18, 20, 23, 24, 25, 26, 27, 28, 29, 33, 34, 35</p> <p><b>Resources:</b> Classroom Poster—“5 Ways to Support Cognitive Development”</p>
<b>Area 8: Science</b>	
<b>Scientific Investigation</b>	
<b>Standard 8.1.IT: Infants and toddlers gather and interpret information from the environment around them.</b>	
<p>8.1.IT.1 begins to notice objects and events in the indoor and outdoor environments.</p>	<p><i>During <b>Outdoor Play</b> 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 in both indoor and outdoor environments.</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>8.1.IT.2 engages in a variety of play experiences and exploration when provided open-ended materials, such as toys</p>	<p><i>Throughout <b>Frog Street Toddler</b>, children are given many opportunities to explore objects and materials to figure out how</i></p>

<p>or household items that can be taken apart/put together, a container of water and various objects, seeds of different sizes/textures/shapes).</p>	<p><i>something works and changes. <b>Physical Development and Enrichment Activities (Construction and Science centers)</b> 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.</i></p> <p><b>AG1:</b> 7, 29, 39 <b>AG3:</b> 17, 27, 29, 37 <b>AG5:</b> 17, 28, 39 <b>AG7:</b> 7, 17, <b>AG8:</b> 27, 39 <b>AG9:</b> 7, 17, 23 <b>AG10:</b> 29 <b>AG11:</b> 9 <b>AG13:</b> 13</p> <p><b>Resources:</b> Parents as Partners #7</p>
<p>8.1.IT.3 uses one or more senses to make observations of their environment.</p>	<p><b>Theme 1: All About Me, Week Two</b> focuses specifically on <b>My Senses</b>.</p> <p><i>During <b>Outdoor Play</b> activities (p. 3, 13, 23, and 33), children have opportunities to investigate their environment.</i></p> <p><i>Note that <b>Learning Centers</b> (p. 3, 13, 23, and 33) provide opportunities for children--ages 2 to 3 years-old to use different methods of exploration, including their senses. The <b>Did You Know?</b> (ongoing, embedded professional development) in <b>Theme 3, Friends</b>, p. 27 describes how toddlers learn through their senses.</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>

	<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>
8.1.IT.4 reacts to changes in the environment.	<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>
8.1.IT.5 attempts to manipulate/understand his or her environment through repetitive play.	<p><i>Children have opportunities to repeat actions with the goal of achieving a result throughout <b>Frog Street Toddler</b>. Teachers can observe evolving skills and knowledge while children are involved in activities such as building, assembling puzzles, and playing outdoor games.</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>
8.1.IT.6 identifies and interacts with new objects placed in his or her environment.	<p><i>Throughout <b>Frog Street Toddler, Learning Centers and Cognitive Development</b> activities provide children with</i></p>



	<p><i>opportunities to try new activities and experiences in their environment.</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>
<p>8.1.IT.7 asks simple questions about observations of the environment using language (may be home language), behavior, and interactions.</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> Photo Activity Cards, Vocabulary Cards</p>
<b>Scientific Reasoning</b>	
<b>Standard 8.2.IT: Infants and toddlers use reasoning to make sense of information in their environment.</b>	
<p>8.2.IT.1 uses trusted relationships to gain understanding of the living and non-living world.</p>	<p><b>Theme 2 (Family and Home), Theme 10 (Bugs), Theme 11 (Farm Animals) and Theme 12 (Zoo Animals) provide many opportunities to explore and talk about common characteristics of living and non-living things with trusted adults.</b></p> <p><b>Photo Activity Cards</b> provide opportunities to practice vocabulary and stimulate discussion. Features on the back of each card (Vocabulary Words, Things to Talk About and Things to Do) provide opportunities to compare living things.</p>

	<p><b>AG2:</b> 3 <b>AG8:</b> 11 <b>AG10:</b> 7, 8, 10, 17, 26, 27, 37 <b>AG11:</b> 7, 8, 17, 18, 19, 27, 28, 36, 37, 38 <b>AG12:</b> 6, 7, 8, 17, 18, 23, 27, 28, 37, 38</p> <p><b>Resources:</b> Photo Activity Cards</p>
8.2.IT.2 explores cause and effect relationships by engaging in problem solving through trial and error.	<p><b>Cognitive Development activities and Learning Centers offer children opportunities to explore cause-and-effect relationships and 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>
8.2.IT.3 shows understanding of object permanence (that people exist when they cannot be seen and objects exist even when out of sight).	<p><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</p> <p><b>Resources:</b> Classroom Poster – 5 Ways to Support Cognitive Development offers At-a-Glance reminders for caregivers.</p>
8.2.IT.4 makes a choice to reach a desired outcome.	<p><i>Throughout <b>Frog Street Toddler</b>, children are encouraged to make appropriate choices. <b>Cognitive Development activities and Learning Centers</b> offer children opportunities to explore cause-and-effect relationships. Understanding of cause-and effect provides a critical tool for selecting a workable option when trying to solve a problem, and supports making connections between choice and consequence.</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, 30, 33, 37 <b>AG5:</b> 3,</p>

	<p>7, 13, 17, 23, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 20, 23, 33, 37 <b>AG7:</b> 3, 5, 7, 13, 17, 23, 33, 35, 37 <b>AG8:</b> 3, 7, 13, 15, 17, 23, 33, 37 <b>AG9:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 25, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 25, 33, 37 <b>AG12:</b> 3, 7, 8, 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>
<b>Scientific Communication</b>	
<b>Standard 8.3.IT: Infants and toddlers share information and understanding about experiences in their environment.</b>	
8.3.IT.1 produces questions using gestures and/or facial expressions.	<p><b>AG1:</b> 3, 5, 13, 15, 23, 27, 33, 36 <b>AG2:</b> 3, 9, 13, 23, 26, 27, 29 33 <b>AG3:</b> 3, 13, 15, 23, 25, 26, 27, 29, 33, 35, 38, 39 <b>AG4:</b> 3, 5, 23, 25, 29, 33, 35, 38 <b>AG5:</b> 6, 15, 18, 25, 33, 35 <b>AG6:</b> 3, 5, 9, 26 <b>AG7:</b> 3, 13, 15, 19, 23, 26, 33 <b>AG8:</b> 3, 9, 16, 13, 23, 39; <b>AG9:</b> 5, 13, 15, 17, 23, 29, 33, 35, 39 <b>AG10:</b> 3, 5, 8, 9, 17, 23, 29, 36, 39 <b>AG11:</b> 3, 5, 7, 13, 15, 23, 25, 33, 35, 38, 39 <b>AG12:</b> 3, 9, 13, 19, 23, 28, 32, 33, 39 <b>AG13:</b> 3, 6, 7, 8, 13, 19, 23, 29, 33</p>
8.3.IT.2 expresses vocalizations and gestures to gain attention from others.	<p><b>Frog Street Toddler</b> <i>provides support for expressing desires and preferences appropriately.</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>
8.3.IT.3 shows repetitive actions to demonstrate new learning experiences.	<p><b>Cognitive Development</b> <i>activities and Learning Centers offer children opportunities to choose different tasks. Children are also able to repeat activities many times to achieve mastery.</i></p> <p><b>AG1:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG2:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG3:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG4:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG5:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG6:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG7:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG8:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG9:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG10:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG11:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG12:</b> 3, 7, 13, 17, 23, 33, 37 <b>AG13:</b> 3, 7, 13, 17, 23, 33, 37</p>

	<p><b>Resources:</b> Classroom Poster – 5 Ways to Support Cognitive Development offers at-a- glance reminders for caregivers</p>
<p>8.3.IT.4 composes simple verbal questions in English or home language.</p>	<p><b>Language Development activities</b> (p. 6, 16, 26, and 36) offer many opportunities for children to combine words into phrases and simple sentences. <b>Photo Activity Card discussions</b> (p. 7, 17, 27, and 37) offer opportunities for children to language skills to share thoughts and ask questions.</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>Resources:</b> Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); Classroom Posters—“5 Reasons to Read to Children,” “Sign Language,” and “5 Ways to Encourage Toddlers to Talk;” Photo Activity Cards</p> <p><b>Welcome to Frog Street Toddler:</b> p. 35</p>
<p>8.3.IT.5 responds verbally to other’s questions or statements in English or home language.</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. <b>Language Development activities</b> support a language-rich environment with opportunities to respond to directions, questions and invitations. <b>Physical Motor Development activities</b> 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,</p>

	<p>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> <p><b>Resources:</b> Photo Activity Cards, Classroom Posters –“Sign Language,” “5 Ways to Encourage Toddlers to Talk” and “5 Reasons to Read to Children” offer At-a-Glance reminders for caregivers.</p>
<p>8.3.IT.6 draws pictures to represent his or her observations of objects and/or of changes to objects or the environment.</p>	<p><i>Children create marks, drawings, and scribbles throughout the <b>Frog Street Toddler</b> program. Children begin to demonstrate how print works, by using writing instruments in <b>Learning Centers</b> to represent findings in the environment.</i></p> <p><b>AG1:</b> 3, 6, 16, 23, 26, 27, 36 <b>AG2:</b> 3, 6, 7, 13, 16, 18, 19, 20, 23, 26, 33, 36, 37, 39, <b>AG3:</b> 3, 6, 7, 8, 13, 16, 23, 26, 33, 35, 36, 38, 39 <b>AG4:</b> 6, 13, 16, 23, 26, 33, 36 <b>AG5:</b> 6, 7, 16, 17, 23, 26, 27, 36, 39 <b>AG6:</b> 3, 6, 13, 16, 26, 33, 36 <b>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</p>