

Documentation of Curriculum Alignment to Ohio's Early Learning and Development Standards

Directions: List and/or describe the elements from the Curriculum that align to each specific standard. Provide at least one example from your curriculum for each standard. This form will be posted on the Ohio Department of Education's Webpage. Provide sufficient references for each standard so that a program that is using this curriculum can find it.

Name of Curriculum: Frog Street Toddler

Type of Curriculum: Infant Toddler Preschool Family Child Care

Content includes all domains? Yes No

If No, select specific domains included in the curriculum:

Approaches to Learning Cognitive Development Creative Development Language and Literacy Mathematics
 Physical Development and Wellness Science Social and Emotional Development Social Studies

Describe the research base of the curriculum including references:

The Frog Street Toddler curriculum is a teacher-driven curriculum with a dedication to continually improving state-of-the-art products and services based on current research and early childhood expertise from classroom educators and caregivers. Frog Street Toddler is well-grounded in a deep knowledge of child development and essentials for successful implementation. The Frog Street Toddler curriculum is uniquely positioned to empower educators to know not only what to teach but also the how and why of innovative instructional strategies for children ages 18 – 36 months. The Frog Street Toddler curriculum is developed with key research cornerstones to provide rich activities that optimize learning and development for young children. The research-based cornerstones include: 1) Responding to Early Brain Development Research*, 2) Supporting Learning Domains, 3) Integrating Strong Social Emotional Development with Conscious Discipline®, and 4) Ensuring Intentionality to Meet the Needs of All Learners.

*Five Key Findings of Early Brain Development Research:

1. The brain of a three-year-old child is two and a half times more active than an adult's brain.
2. Brain development is contingent on a complex interplay between genes and the environment.
3. Experiences wire the brain. Repetition strengthens the wiring.
4. Brain development is non-linear.
5. Early relationships affect wiring

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- Schiller, Pam. (2005) *The complete resource book for infants: Over 700 Experiences for children from birth to 18 months*. Beltsville, MD: Gryphon House.
- Schiller, Pam. (2003) *The complete resource book for toddlers and twos: Over 200 experiences and ideas*. Beltsville, MD: Gryphon House.
- Schiller, Pam and Moore, Thomas. (2006) *And the cow jumped over the moon! Over 650 activities to teach toddlers using familiar rhymes and songs*. Beltsville, MD: Gryphon House.
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Standard	Curriculum Alignment to Frog Street Toddler (Activity Guide pages referenced)
<p>Approaches to Learning</p>	
<p>AL 1.a. Engages in new and unfamiliar experiences and activities.</p>	<p><i>Throughout Frog Street Toddler, Learning Centers and Cognitive Development activities provide children with opportunities to engage in new activities and experiences.</i></p> <p>AG1: 3, 7, 13, 17, 23, 27, 33, 37 AG2: 3, 7, 13, 17, 23, 27, 33, 37</p> <p>AG3: 3, 7, 13, 17, 23, 27, 33, 37 AG4: 3, 7, 13, 17, 23, 27, 29, 33, 37 AG5: 3, 7, 8, 13, 17, 19, 23, 27, 29, 33, 37 AG6: 3, 7, 8, 13, 17, 23, 27, 29, 33, 37, 39 AG7: 3, 7, 13, 17, 23, 27, 33, 37 AG8: 3, 7, 13, 17, 23, 27, 29, 33, 37 AG9: 3, 6, 7, 8, 13, 17, 19, 23, 27, 33, 37, 38 AG10: 3, 7, 9, 13, 17, 23, 27, 28, 33, 37, 38, 39 AG11: 3, 7, 8, 13, 17, 18, 23, 27, 28, 33, 37, 38 AG12: 3, 7, 13, 17, 23, 27, 33, 37 AG13: 3, 8, 13, 17, 23, 33, 38, 39</p>
<p>AL 1.b. Completes activities with increasingly complex steps.</p>	<p>Starting the Day is a 4-step routine (Unite, Calm, Connect, Build Community). <i>Children learn to internalize rules, routines, and simple instructions. Children also develop capacity to predict routines and regular events that make up the day or the session and respond to changes often with enjoyment and interest.</i></p> <p>AG1: 25, 35 AG3: 15, 35 AG4: 5, 15 AG6: 35 AG7: 15, 25 AG8: 5, 25 AG9: 8 AG10: 5, 15, 35 AG11: 15, 25 AG12: 15, 25 AG13: 25, 35</p> <p>Resources: Parents as Partners Cards</p>
<p>AL 1.c. Persists in completing a task with increasing concentration.</p>	<p>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.</p> <p>AG1: 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 AG2: 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 AG3: 3, 6, 7, 8, 13, 16, 17, 23, 26, 27, 33, 36, 37, 39 AG4: 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 AG5: 3, 6, 7, 8, 13, 16, 17, 19, 23, 26, 27, 29, 33, 36, 37, 39 AG6: 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 AG7: 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 AG8: 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 AG9: 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 AG10: 3, 6, 7, 13, 16, 17, 23, 26, 27, 36, 33, 38 AG11: 3, 6, 7, 13,</p>

	16, 17, 18, 23, 26, 27, 28, 33, 36, 37 AG12: 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 AG13: 3, 6, 13, 16, 17, 19, 23, 26, 27, 28, 33, 36, 37, 38
AL 2.a. Develops a growth mindset.	<p><i>Children have many opportunities to interact with others while working in Enrichment Activity centers and other activities. Cognitive Development activities offer children the opportunity to develop an understanding that their actions can impact their environment, and to show confidence when completing tasks.</i></p> <p>AG1: 3, 7, 13, 17, 23, 27, 33, 36, 37 AG2: 3, 7, 13, 17, 23, 27, 33, 36, 37 AG3: 3, 7, 13, 17, 23, 27, 33, 36, 37 AG4: 3, 7, 13, 17, 23, 27, 33, 37 AG5: 3, 7, 13, 17, 23, 27, 33, 37 AG6: 3, 7, 13, 17, 22, 23, 27, 33, 37 AG7: 3, 7, 13, 17, 23, 27, 33, 37 AG8: 3, 7, 13, 17, 23, 27, 33, 37 AG9: 3, 7, 13, 17, 23, 27, 33, 37 AG10: 3, 7, 13, 17, 23, 27, 33, 37 AG11: 3, 7, 13, 17, 23, 27, 33, 37 AG12: 3, 7, 13, 17, 23, 27, 33, 37 AG13: 3, 7, 13, 17, 23, 27, 33, 37</p> <p>Resources: Classroom Posters—“5 Ways to Support Social and Emotional Development,” “5 Ways to Support Cognitive Development” provides-at-a-glance reminders for caregivers.</p>
Cognitive Development	
CO 1.a. Develops the ability to recall information about objects, people, and past experiences.	<p>AG1: 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 AG2: 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 AG3: 3, 6, 7, 8, 13, 16, 17, 23, 26, 27, 33, 36, 37, 39 AG4: 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 AG5: 3, 6, 7, 8, 13, 16, 17, 19, 23, 26, 27, 29, 33, 36, 37, 39 AG6: 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 AG7: 3, 6, 7, 13, 16, 17, 23, 26, 27, 33, 36, 37 AG8: 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 29, 33, 36, 37 AG9: 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 33, 36, 37 AG10: 3, 6, 7, 13, 16, 17, 23, 26, 27, 36, 33, 38 AG11: 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 AG12: 3, 6, 7, 13, 16, 17, 18, 23, 26, 27, 28, 33, 36, 37 AG13: 3, 6, 13, 16, 17, 19, 23, 26, 27, 28, 33, 36, 37, 38</p>
CO 2.a. Demonstrates increasing ability to think symbolically.	<p><i>Opportunities to observe other people’s use of objects, imitate simple actions, and using realistic objects in pretend play are provided throughout program domains and themes. Though Learning Centers are not established until age 2, Pretend and</i></p>

	<p><i>Learn activities can be easily modified and utilized. Many include specific instruction for adapting experiences for younger children. Did You Know? in Farm Animals (Theme 11, p. 27) describes how adults should encourage children to use verbal skills toward remembering events for later reenactment. They can use puppets as props to retell and expand stories or recount events.</i></p> <p>AG1: 3, 5, 13, 23, 33, 39 AG2: 3, 13, 23, 29, 30, 33 AG3: 3, 13, 15, 23, 25, 26, 29, 33, 35, 38, 39 AG4: 3, 5, 13, 23, 25, 26, 29, 33, 35, 36, 38 AG5: 3, 4, 6, 13, 15, 23, 25, 33, 35 AG6: 3, 5, 9, 13, 15, 23, 33 AG7: 3, 13, 15, 23, 26, 33, 40 AG8: 3, 9, 13, 16, 23, 33, 39 AG9: 3, 5, 13, 15, 23, 29, 33, 35, 39 AG10: 3, 5, 8, 9, 13, 17, 23, 33, 36 AG11: 3, 5, 13, 15, 23, 25, 33, 35, 38, 40 AG12: 3, 5, 9, 10, 13, 23, 33 AG13: 3, 13, 23, 33</p> <p>Resources: Classroom Poster—“5 Ways to Support Cognitive Development” offers at-a-glance reminders for caregivers.</p>
CO 3.a. Uses increasingly complex strategies to solve problems.	<p>AG1: 7, 17, 27, 29, 33, 37 AG2: 3, 7, 17, 27, 31, 37 AG3: 7, 17, 19, 27, 33, 37 AG4: 3, 7, 9, 17, 19, 23, 27, 33, 37, 38, 39 AG5: 3, 7, 13, 17, 27, 37 AG6: 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 37, 39 AG7: 3, 7, 13, 17, 23, 26, 27, 29, 33, 37, 39 AG8: 3, 7, 13, 17, 19, 23, 27, 23, 33, 37 AG9: 7, 8, 10, 17, 19, 26, 27, 34, 36, 37, 38 AG10: 7, 17, 19, 27, 34, 36, 37 AG11: 6, 7, 8, 17, 27, 37 AG12: 4, 7, 8, 17, 18, 27, 29, 37 AG13: 7, 8, 13, 17, 27, 37</p> <p>Resources: Classroom Poster – 5 Ways to Support Cognitive Development offers at-a-glance reminders for caregivers.</p>
CO 4.a. Develops ability to be flexible in own thinking and behavior.	<p><i>The Starting the Day: Connect section of each guide encourages children to engage in an activity with a partner. Outdoor Play provides opportunities for children to form relationships through games and interactions with others. Activities with a heart icon are intended to help children build peer-to-peer relationships. In Theme 3, Friends (Week 1: Everyday Friends) children learn how to interact with each other in respectful and appropriate ways, demonstrating flexibility in their actions and behavior.</i></p>

	<p>AG1: 2, 5, 9, 13, 19, 23, 29, 33, 39 AG2: 3, 5, 6, 7, 8, 10, 13, 15, 16, 18, 23, 25, 26, 33, 35, 38 AG3: 3, 5, 6, 10, 13, 15, 23, 25, 28, 33, 35 AG4: 3, 5, 6, 8, 13, 15, 18, 20, 23, 25, 28, 33, 35, 36, 38 AG5: 4, 5, 10, 14, 15, 24, 25, 34, 35 AG6: 3, 5, 13, 18, 23, 25, 33, 35 AG7: 5, 6, 7, 8, 15, 16, 25, 26, 35, 36, 38, 40 AG8: 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 34, 35, 40 AG9: 3, 5, 13, 23, 33 AG10: 3, 5, 13, 23, 33 AG11: 3, 5, 13, 23, 33 AG12: 3, 5, 13, 23, 33 AG13: 3, 5, 13, 23, 33</p>
Creative Development	
CR 1.a. Expresses ideas and feelings through visual art.	<p>AG1: 3, 13, 23 AG2: 3, 13, 23, 33 AG3: 3, 13, 23, 33 AG4: 3, 13, 23, 33 AG5: 3, 13, 23, 33 AG6: 3, 13, 23, 33 AG7: 3, 13, 23, 33 AG8: 3, 13, 23, 33 AG9: 3, 13, 23, 33 AG10: 3, 13, 23, 33 AG11: 3, 13, 23, 33 AG12: 3, 13, 23, 33 AG13: 3, 13, 23, 33</p>
CR 1.b. Expresses self creatively through music and dance.	<p><i>Toddlers engage in music and movement experiences daily with suggestions in each domain of the 13 Frog Street Toddler Activity Guides.</i></p> <p>Specific Example: AG3: 4, 5, 7, 8, 9, 14, 15, 16, 17, 18, 19, 24, 25, 26, 27, 28, 29, 34, 35, 36, 37, 38, 39</p>
CR 2.a. Develops ability to express new ideas through imaginative and inventive play.	<p><i>Throughout Frog Street Toddler, children are invited to experiment with different objects. Enrichment Activities include Learning Centers which support children’s pretend play, creativity, and imagination. Examples: Use toilet paper tubes to create a megaphone and place a beach towel on the floor to represent a street.</i></p> <p>AG1: 13, 17, 23, 33 AG2: 3, 13, 23, 28, 33 AG3: 3, 9, 13, 18, 23, 33, 39, 40 AG4: 3, 9, 13, 19, 23, 33 AG5: 23, 33 AG6: 3, 7, 8, 9, 18 AG7: 2, 3, 9, 13, 17, 18, 19, 23, 33 AG8: 3, 7, 9, 13, 17, 19, 23, 29 AG9: 3, 8, 13, 17, 23, 33 AG10: 3, 23, 27, 29 AG11: 3, 13, 19, 23, 29, 33 AG12: 3, 13, 23, 33 AG13: 3, 13, 23, 33</p>
Language and Literacy	
LL 1.a. Demonstrates understanding of increasingly complex language.	<p>Frog Street Toddler offers opportunities for dialogue interchanges in daily activities for Starting the Day and each domain.</p> <p>AG1: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG2: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG3: 4, 5, 6, 9, 14, 16, 19,</p>

	<p>24, 25, 26, 29, 34, 36, 39 AG4: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG5: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG6: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG7: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG8: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG9: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG10: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG11: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG12: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG13: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39</p>
<p>LL 1.b. Develops and expands understanding of vocabulary and concepts.</p>	<p>AG1: 3, 13, 23 AG2: 3, 13, 23, 33 AG3: 3, 13, 23, 33 AG4: 3, 7, 13, 23, 33 AG5: 3, 13, 23, 33 AG6: 3, 13, 23, 33 AG7: 3, 13, 23, 33 AG8: 3, 13, 23, 33 AG9: 3, 13, 23, 33 AG10: 3, 13, 23, 33 AG11: 3, 13, 23, 33 AG12: 3, 13, 23, 33 AG13: 3, 13, 23, 33</p>
<p>LL 1.c. Communicates using increasingly complex language.</p>	<p><i>Throughout Frog Street Toddler, children will demonstrate receptive language and expressive language skills and communication strategies, including gestures and intonation. Language Development activities (p. 6, 16, 26, and 36) offer many opportunities for children to recount events in stories. Photo Activity Card discussions (p. 7, 17, 27, and 37) offer opportunities for children to use expressive language skills to share thoughts and ideas and receptive language skills to build vocabulary. Children are prompted during activities across all domains to communicate their thoughts and to describe their actions. The Did You Know in Theme 5, Colors, (p. 36) describes how toddlers often speak in fragmented sentences (and how educators can support proper syntax).</i></p> <p>AG1: 6, 7, 9, 16, 17, 26, 27, 36, 37, 38 AG2: 3, 6, 7, 9, 13, 16, 17, 18, 26, 27, 34, 36, 37 AG3: 6, 7, 16, 17, 26, 27, 36, 37 AG4: 6, 7, 16, 17, 26, 27, 36, 37 AG5: 6, 7, 16, 17, 26, 27, 36, 37 AG6: 6, 7, 16, 17, 26, 27, 36, 37 AG7: 6, 7, 8, 16, 17, 26, 27, 36, 37 AG8: 6, 7, 16, 17, 26, 27, 36, 37, 38 AG9: 6, 7, 16, 17, 26, 27, 36, 37 AG10: 6, 7, 16, 17, 26, 27, 36, 37 AG11: 6, 7, 16, 17, 26, 27, 36, 37 AG12: 6, 7, 16, 17, 26, 27, 29, 36, 37 AG13: 6, 7, 16, 17, 26, 27, 36, 37</p> <p>Resources: Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); Classroom Posters—“5 Reasons to Read to Children”</p>

	Welcome to Frog Street Toddler - 35 —“Sharing Books with Toddlers
LL 1.d. Participates in conversations with increasing application of turn-taking skills.	<p>Learning Centers offer many opportunities for children to use language to plan and negotiate play and converse with friends.</p> <p>AG1: 3, 6, 7, 13, 17, 23, 26, 27, 33, 37 AG2: 3, 6, 7, 9, 13, 16, 17, 18, 23, 26, 27, 33, 37, 39 AG3: 3, 7, 13, 17, 23, 27, 33, 37 AG4: 3, 7, 13, 17, 23, 27, 33, 37 AG5: 3, 7, 13, 17, 23, 27, 33, 37 AG6: 3, 7, 13, 17, 23, 27, 33, 37 AG7: 3, 7, 13, 17, 23, 27, 33, 37 AG8: 3, 7, 13, 17, 23, 27, 33, 37, 38 AG9: 3, 7, 13, 17, 23, 27, 33, 37 AG10: 3, 7, 13, 17, 23, 27, 33, 37 AG11: 3, 7, 13, 17, 23, 27, 33, 37 AG12: 3, 7, 13, 17, 23, 27, 33, 37 AG13: 3, 7, 13, 17, 23, 27, 33, 37</p>
LL 1.e. Develops comprehension of read-aloud text.	<p>AG1: 3, 6, 16, 26, 36 AG2: 3, 6, 16, 26, 27, 36 AG3: 6, 8, 13, 16, 18, 26, 33, 36 AG4: 6, 16, 23, 26, 36 AG5: 6, 16, 17, 26, 27, 36, 39 AG6: 6, 16, 26, 36 AG7: 6, 16, 26, 36 AG8: 6, 16, 26, 36 AG9: 6, 16, 26, 36 AG10: 6, 16, 26, 36 AG11: 6, 16, 26, 36 AG12: 6, 16, 26, 36 AG13: 6, 16, 26, 36</p>
LL 2.a. Develops awareness of syllables in spoken words.	<p>AG1: 6, 7, 9, 16, 17, 26, 27, 36, 37, 38 AG2: 3, 6, 7, 9, 13, 16, 17, 8, 26, 27, 34, 36, 37 AG3: 6, 7, 16, 17, 26, 27, 36, 37 AG4: 6, 7, 16, 17, 26, 27, 36, 37 AG5: 6, 7, 16, 17, 26, 27, 36, 37 AG6: 6, 7, 16, 17, 26, 27, 36, 37 AG7: 6, 7, 8, 16, 17, 26, 27, 36, 37 AG8: 6, 7, 16, 17, 26, 27, 36, 37, 38 AG9: 6, 7, 9, 16, 17, 26, 27, 36, 37 AG10: 6, 7, 16, 17, 26, 27, 36, 37 AG11: 6, 7, 16, 17, 26, 27, 36, 37, 38 AG12: 6, 7, 16, 17, 26, 27, 29, 36, 37, 38 AG13: 6, 7, 16, 17, 26, 27, 36, 37</p>
LL 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words.	<p>Specific Example: AG1: Page 7, Cognitive development: Ask children what they call their mommy and daddy and invite them to also sign the words. AG7: Page 6, Language Development: Frog Street Nursery Rhymes and Did You Know: Point and name pictures in book with one toddler at a time.</p>
LL 2.c. Develops understanding of rhyme.	<p>AG1: 4, 6, 7, 8, 9, 14, 16, 17, 18, 19, 24, 26, 28, 29, 34, 36, 37, 38, 39 AG2: 4, 7, 8, 9, 14, 16, 17, 18, 19, 25, 26, 28, 29, 34, 35, 37, 38, 39 AG3: 4, 5, 7, 8, 16, 18, 19, 26, 28, 29, 34, 38, 39 AG4: 4, 8, 9, 14, 15, 17, 18, 19, 24, 25, 28, 29, 34, 35, 37, 38, 39 AG 5: 4, 5, 6, 7, 14, 15, 17, 18, 19, 24, 25, 28, 34, 35, 38, 39 AG 6: 4, 7, 8, 9, 14, 17, 18, 24, 25, 28, 34, 35, 37, 38, 39 AG 7: 4, 6, 7, 14, 15, 16, 18, 24, 26, 27, 28, 29, 34, 35, 36, 37, 38, 39 AG 8: 4, 6, 8, 9, 14, 16, 18, 19, 24, 25, 27, 28, 34, 35, 37, 38 AG9: 4, 5, 7, 8, 9, 14, 15, 16, 17, 18,</p>

	<p>19, 4, 28, 29, 34, 35, 38 AG10: 4, 5, 7, 8, 14, 17, 19, 24, 26, 27, 28, 29, 34, 35, 37, 38 AG11: 4, 5, 6, 7, 8, 9, 14, 15, 16, 17, 18, 24, 25, 27, 28, 34, 37, 38 AG12: 4, 5, 6, 7, 8, 17, 18, 19, 24, 25, 28, 29, 35, 37, 38, 39 AG13: 6, 7, 8, 9, 14, 16, 17, 18, 19, 24, 26, 27, 29, 34, 37, 38, 39</p>
<p>LL 3.a. Develops knowledge of print organization.</p>	<p><i>During Library and Listening Learning Centers and Language Development domain activities, children recognize familiar books and look at pictures. These experiences engage children with literature through stories, photos, pictures, and illustrations to develop a knowledge of print organization.</i></p> <p>AG1: 3, 6, 16, 26, 36 AG2: 3, 6, 13, 16, 26, 33, 36 AG3: 6, 13, 16, 23, 26, 36 AG4: 6, 16, 26, 36 AG5: 6, 16, 26, 36 AG6: 6, 16, 26, 33, 36 AG7: 6, 16, 26, 36 AG8: 6, 16, 26, 36 AG9: 6, 16, 26, 36 AG10: 6, 16, 26, 36 AG11: 3, 6, 16, 26, 36 AG12: 6, 16, 26, 36 AG13: 6, 16, 26, 36</p> <p>Resources: Literacy Library (board books, soft cover books, developmental storybooks)</p>
<p>LL 3.b. Develops knowledge of the alphabet.</p>	<p><i>Starting the Day is a 4-step routine (Unite, Calm, Connect, Build Community). Children learn to internalize rules, routines, and directions. Daily during Step 3: Connect, children acknowledge their friends who are absent. With the help of Max, the puppet, they welcome back friends who have been absent. During Step 4: Build Community, children place their name and photo in a Safekeeper Box as a reminder that they are a community of learners and are in a safe place together. These two routines provide the children with opportunities to see their name in print and provide a foundation for children to learn the beginning letter of their first names and make connections as their literacy skills emerge.</i></p> <p>AG1: 5, 15, 25, 35 AG2: 5, 15, 25, 35 AG3: 5, 15, 25, 35 AG4: 5, 13, 15, 25, 35 AG5: 4, 5, 13, 15, 25, 35 AG6: 5, 15, 25, 35 AG7: 5, 15, 25, 35 AG8: 5, 15, 25, 35, 38 AG9: 3, 5, 15, 25, 28, 35 AG10: 5, 15, 18, 25, 35 AG11: 5, 6, 8, 15, 25, 35 AG12: 5, 15, 25, 35 AG13: 4, 5, 15, 25, 35, 41</p> <p>Resources: Parents as Partners Cards</p>

<p>LL 4.a. Develops understanding that writing represents spoken language.</p>	<p>AG1: 3, 6, 16, 23, 26, 27, 36 AG2: 3, 6, 7, 13, 16, 18, 19, 20, 23, 26, 33, 36, 37, 39 AG3: 3, 6, 7, 8, 13, 16, 23, 26, 33, 35, 36, 38, 39 AG4: 6, 13, 16, 23, 26, 33, 36 AG5: 6, 7, 16, 17, 23, 26, 27, 36, 39 AG6: 3, 6, 13, 16, 26, 33, 36 AG7: 6, 16, 26, 36, 39 AG8: 6, 16, 17, 18, 26, 27, 29, 33, 36, 38 AG9: 6, 7, 8, 9, 16, 17, 18, 26, 33, 36 AG10: 3, 6, 16, 18, 26, 27, 36, 37 AG11: 3, 6, 16, 26, 27, 36 AG12: 6, 16, 18, 26, 36, 39 AG13: 6, 16, 23, 26, 29, 36</p>
<p>LL 4.b. Draws and writes using increasingly sophisticated grasp.</p>	<p><i>Children control small muscles in hands (reach, grasp, and release) during songs, chants, finger plays and Fine Motor activities. Children control small muscles in hands when doing simple tasks as they progress throughout the year.</i></p> <p>AG1: 3, 9, 13, 19, 23, 27, 29, 33, 39 AG2: 3, 7, 8, 9, 13, 19, 23, 28, 29, 33, 39 AG3: 3, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 AG4: 3, 7, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 AG5: 3, 8, 9, 13, 17, 19, 23, 29, 33, 34, 37, 38, 39 AG6: 3, 8, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 AG7: 3, 7, 8, 9, 13, 17, 18, 19, 23, 29, 33, 39 AG8: 3, 7, 9, 13, 17, 19, 23, 29, 33, 37, 39 AG9: 3, 7, 9, 13, 18, 19, 23, 27, 29, 33, 37, 38, 39 AG10: 3, 7, 9, 13, 17, 19, 23, 26, 28, 29, 33, 37, 38, 39 AG11: 3, 7, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 AG12: 3, 6, 7, 9, 13, 19, 23, 29, 33, 37, 39 AG13: 3, 7, 9, 13, 16, 17, 19, 23, 27, 28, 29, 33, 37, 39</p>
<p>Mathematics</p>	
<p>MA 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.</p>	<p>Frog Street Toddler strongly supports children's ability to understand number and quantity. As part of Starting the Day—Connect, children name and count the children who are absent. Language Development and Cognitive Development activities help children understand number sense through rhymes, songs and chants. Examples— Three Kittens and Five Little Monkeys.</p> <p>AG1: 5, 15, 25, 35 AG2: 5, 6, 7, 15, 25, 35, 36, 37 AG3: 5, 15, 25, 35 AG4: 5, 15, 25, 35, 33 AG5: 5, 15, 25, 35 AG6: 5, 15, 25, 35, 39 AG7: 3, 5, 15, 17, 23, 25, 35, 37 AG8: 5, 6, 15, 17, 23, 25, 33, 35, 37 AG9: 5, 7, 15, 25, 35 AG11: 5, 9, 15, 25, 35, 37 AG12: 16, 17 AG13: 7, 8, 26</p>
<p>MA 1.b. Develops understanding of one-to-one correspondence and cardinality.</p>	<p>Language Development and Cognitive Development activities help children understand number sense including one-to-one correspondence and matching written numerals to the correct number of objects.</p>

	<p>AG1: 5, 15, 25, 35 AG2: 5, 6, 7, 15, 25, 35, 36, 37 AG3: 5, 15, 25, 35 AG4: 5, 15, 25, 35, 33 AG5: 5, 15, 25, 35 AG6: 5, 15, 25, 35, 39 AG7: 3, 5, 15, 17, 23, 25, 35, 37 AG8: 5, 6, 15, 17, 23, 25, 33, 35, 37 AG9: 5, 7, 15, 25, 35 AG11: 5, 9, 15, 25, 35, 37</p> <p>Resources: Story Folders, Numeral Cards</p>
<p>MA 1.c. Develops ability to subitize small quantities.</p>	<p>AG1 – AG13: Page 5, 15, 25, 35, Starting the Day: Identify children who are absent.</p> <p>Additional Citations:</p> <p>AG7: Page 13, Sensory Learning Center Children search for missing objects in the “hay”.</p> <p>AG9: Page 33, Duck Search Children search for the missing ducks on the playground.</p> <p>AG10: Page 27, Find the Caterpillars Children search for the missing caterpillars in a tub of shredded paper.</p>
<p>MA 1.d. Develops ability to recognize and name written numerals.</p>	<p>AG1: 2, 5, 11, 12, 15, 21, 22, 25, 27, 31, 32, 35, 36, 41 AG2: 2, 3, 5, 6, 7, 8, 11, 12, 15, 21, 22, 25, 31, 32, 35, 37, 41 AG3: 2, 3, 5, 11, 12, 15, 21, 22, 25, 31, 32, 33, 35, 36, 41 AG4: 2, 5, 11, 12, 15, 21, 22, 25, 31, 32, 35, 41 AG5: 2, 5, 11, 12, 15, 17, 21, 22, 25, 31, 32, 35, 41 AG6: 2, 5, 11, 12, 15, 21, 22, 25, 31, 32, 35, 41 AG7: 2, 3, 5, 11, 12, 15, 21, 22, 23, 25, 27, 31, 32, 35, 41 AG8: 2, 5, 11, 12, 13, 15, 21, 22, 25, 31, 32, 33, 35, 41 AG9: 2, 5, 7, 8, 11, 12, 15, 21, 22, 25, 31, 32, 35, 41 AG10: 2, 5, 11, 12, 15, 21, 22, 25, 31, 32, 35, 41 AG11: 2, 5, 9, 11, 12, 15, 21, 22, 25, 31, 32, 35, 37, 41 AG12: 2, 5, 11, 12, 15, 21, 22, 25, 31, 32, 35, 41 AG13: 2, 5, 6, 7, 8, 11, 12, 15, 21, 22, 25, 26, 31, 32, 35, 40, 41</p>
<p>MA 2.a. Develops understanding of number relationships and operations.</p>	<p>AG1: 38 AG2: 3, 24, 37, 45 AG3: 3, 13, 19, 23, 33 AG4: 13, 19, 23 AG7: 23, 29 AG9: 33, 34, 36, 37 AG10: 33, 34, 36, 38 AG11: 9, 13, 16 AG12: 3, 4, 8, 17, 19</p> <p>Specific Examples:</p> <p>AG10: Page 36, Five Little Ladybugs After reading the story, children reenact the role of the ladybugs as they leave and come back, counting each one.</p>

	<p>AG10: Page 38, Hungry Dragonflies Children use their fingers to count up as they recite the rhyme about dragonflies.</p> <p>AG4: Page 39, One Elephant Children act out the One Elephant Song, adding additional elephants with each verse. (This activity is repeated in AG12, Page 19.)</p>
MA 3.a. Develops knowledge of measurement to compare and describe objects.	AG1: 6, 23 AG3: 16 AG4: 7, 30, 34, 35, 36, 37, 38, 39 AG6: 3, 13, 14, 18, 34, 37 AG7: 37 AG8: 3, 27 AG12: 13, 18
MA 3.b. Develops the ability to sort.	AG1: 7, 17, 27, 29, 33, 37 AG2: 3, 7, 17, 27, 37 AG3: 7, 17, 19, 27, 33, 37 AG4: 7, 9, 17, 19, 27, 29, 37, 38, 39 AG5: 7, 13, 17, 27, 37 AG6: 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 39 AG7: 3, 7, 17, 23, 26, 27, 29, 37, 39 AG8: 7, 13, 17, 19, 23, 27, 33, 37 AG9: 7, 8, 17, 19, 26, 27, 34, 36, 37, 38 AG10: 7, 17, 19, 27, 34, 36, 37 AG11: 6, 7, 9, 17, 27, 37 AG12: 4, 7, 8, 17, 18, 27, 29, 37 AG13: 7, 8, 13, 17, 27, 37
MA 3.c. Develops understanding of patterns.	AG1: 3, 13, 23, 33 AG2: 3, 13, 23, 33 AG3: 3, 13, 23, 33 AG4: 3, 13, 23, 33, 39 AG5: 3, 13, 23, 33 AG6: 3, 13, 23, 29, 33 AG7: 3, 9, 13, 23, 33, 39 AG8: 3, 9, 13, 19, 23, 27, 33, 39 AG9: 3, 13, 23, 33, 39 AG10: 3, 13, 23, 29, 33 AG11: 3, 13, 23, 33 AG12: 3, 13, 23, 33 AG13: 3, 13, 23, 33, 39
MA 4.a. Develops ability to recognize shapes and their attributes.	AG1: 7, 17, 27, 29, 33, 37 AG2: 3, 7, 17, 27, 37 AG 3: 7, 17, 19, 27, 33, 37 AG 4: 7, 9, 17, 19, 27, 29, 37, 38, 39 AG5: 7, 13, 17, 27, 37 AG6: 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 39 AG7: 3, 7, 17, 23, 26, 27, 29, 37, 39 AG8: 7, 13, 17, 19, 23, 27, 33, 37 AG9: 7, 8, 17, 19, 26, 27, 34, 36, 37, 38 AG10: 7, 17, 19, 27, 34, 36, 37 AG11: 6, 7, 9, 17, 27, 37 AG12: 4, 7, 8, 17, 18, 27, 29, 37 AG13: 7, 8, 13, 17, 27, 37
MA 4.b. Develops understanding of spatial relationships.	AG1: 3, 9, 13, 19, 23, 27, 29, 33, 39 AG2: 3, 7, 8, 9, 13, 19, 23, 28, 29, 33, 39 AG3: 3, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 AG4: 3, 7, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 AG5: 3, 8, 9, 13, 17, 19, 23, 29, 33, 34, 37, 38, 39 AG6: 3, 8, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 AG7: 3, 7, 8, 9, 13, 17, 18, 19, 23, 29, 33, 39 AG8: 3, 7, 9, 13, 17, 19, 23, 29, 33, 37, 39 AG9: 3, 7, 9, 13, 18, 19, 23, 27, 29, 33, 37, 38, 39 AG10: 3, 7, 9, 13, 17, 19, 23, 26, 28, 29, 33, 37, 38, 39 AG11: 3, 7, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 AG12: 3, 6, 7, 9, 13, 19, 23, 29, 33, 37, 39 AG13: 3, 7, 9, 13, 16, 17, 19, 23, 27, 28, 29, 33, 37, 39

Physical Development and Wellness	
<p>PW 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills.</p>	<p>Physical Development activities provide opportunities for children to develop, combine and coordinate arm and leg movements. Children also move their body, arms and legs with coordination during Sing-Along Songs and Chants.</p> <p>AG1: 3, 9, 13, 16, 19, 23, 28, 29, 36, 39 AG2: 3, 9, 13, 19, 23, 26, 29, 33, 39 AG3: 3, 9, 13, 19, 23, 28, 29, 33, 39 AG4: 3, 9, 13, 16, 19, 23, 29, 33, 38, 39 AG5: 3, 6, 9, 13, 19, 23, 28, 29, 33, 39 AG6: 3, 7, 9, 13, 17, 19, 23, 29, 33, 39 AG7: 3, 9, 13, 19, 23, 27, 29, 33, 39 AG8: 3, 9, 13, 16, 17, 19, 23, 29, 33, 39 AG9: 3, 9, 13, 19, 23, 29, 33, 39 AG10: 3, 9, 13, 14, 19, 23, 24, 29, 33, 34, 39 AG11: 3, 9, 13, 18, 19, 23, 29, 33, 38, 39 AG12: 3, 9, 13, 17, 19, 23, 28, 29, 33, 39 AG13: 3, 6, 8, 9, 13, 19, 23, 29, 33, 36, 39</p> <p>Resources: Manipulatives (bouncing balls, beach ball, beanbags, easy-grip ball), Classroom Poster—“5 Ways to Support Physical Development” provides at-a-glance reminders for caregivers.</p>
<p>PW 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p>	<p>Children coordinate eye and hand movements when doing simple tasks.</p> <p>AG1: 3, 9, 13, 19, 23, 27, 29, 33, 39 AG2: 3, 7, 8, 9, 13, 19, 23, 28, 29, 33, 39 AG3: 3, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 AG4: 3, 7, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 AG5: 3, 8, 9, 13, 17, 19, 23, 29, 33, 34, 37, 38, 39 AG6: 3, 8, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 AG7: 3, 7, 8, 9, 13, 17, 18, 19, 23, 29, 33, 39 AG8: 3, 7, 9, 13, 17, 19, 23, 29, 33, 37, 39 AG9: 3, 7, 9, 13, 18, 19, 23, 27, 29, 33, 37, 38, 39 AG10: 3, 7, 9, 13, 17, 19, 23, 26, 28, 29, 33, 37, 38, 39 AG11: 3, 7, 9, 13, 17, 18, 19, 23, 27, 29, 33, 37, 39 AG12: 3, 6, 7, 9, 13, 19, 23, 29, 33, 37, 39 AG13: 3, 7, 9, 13, 16, 17, 19, 23, 27, 28, 29, 33, 37, 39</p>
<p>PW 1.c. Develops oral motor skills.</p>	<p>AG1: 23 AG3: 18, 28 AG4: 38 AG5: 8, 9, 17, 18, 28 AG6: 3, 8, 18, 28, 38 AG7: 8, 18, 19, 38 AG8: 18, 28 AG9: 28 AG10: 3, 8, 28, 38 AG11: 8, 28 AG12: 8, 18, 28 AG13: 28</p>
<p>PW 1.d. Uses senses and movement to guide motions and interactions with objects and other people.</p>	<p>Theme 1 is All About Me. Week Two focuses specifically on My Senses. During this time, children learn about faces with an expanded focus on the functions of each feature. A sample Approaches to Learning activity on p. 20 encourages them to</p>

	<p><i>manipulate play dough, explore the texture, color, and smell of it—then use buttons, leaves, and rocks to make prints in the dough.</i></p> <p><i>During Outdoor Play activities (p. 3, 13, 23, and 33), children have opportunities to investigate their environment and explore cause-and-effect. Activity choices in the Cognitive Development domain (p. 7, 17, 27, and 37) offer many opportunities for children to solve problems and ask questions.</i></p> <p><i>Note that Learning Centers (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 Did You Know? (ongoing, embedded professional development) in Theme 3, Friends, p. 27 describes how toddlers learn through their senses.</i></p> <p>AG1: 3, 6, 7, 13, 17, 18, 23, 27, 29, 33, 37, 39 AG2: 3, 13, 19, 23, 29, 33 AG3: 3, 7, 8, 9, 13, 17, 23, 27, 33, 37 AG4: 3, 7, 8, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 AG5: 3, 7, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 AG6: 3, 7, 8, 13, 17, 19, 23, 27, 28, 29, 33, 37, 39 AG7: 3, 7, 13, 17, 19, 23, 27, 28, 33, 37, 38 AG8: 3, 7, 9, 13, 17, 23, 27, 39, 33, 37, 38 AG9: 3, 7, 8, 13, 17, 18, 23, 27, 29, 33, 37, 39 AG10: 3, 7, 8, 9, 13, 17, 23, 27, 28, 33, 37, 39 AG11: 3, 7, 8, 13, 17, 18, 19, 23, 27, 29, 33, 37 AG12: 3, 7, 9, 13, 17, 18, 19, 23, 27, 28, 33, 37, 38 AG13: 3, 7, 8, 13, 17, 23, 27, 33, 37, 38</p>
<p>PW 2.a. Develops knowledge about the body, its parts, and how it functions in relation to health and well- being.</p>	<p>AG1: 3, 6, 7, 13, 17, 18, 23, 27, 29, 33, 37, 39 AG2: 3, 13, 19, 23, 29, 33 AG3: 3, 7, 8, 9, 13, 17, 23, 27, 33, 37 AG4: 3, 7, 8, 9, 13, 17, 19, 23, 27, 29, 33, 37, 39 AG5: 3, 7, 9, 13, 17, 18, 19, 23, 27, 28, 29, 33, 37, 39 AG6: 3, 7, 8, 13, 17, 19, 23, 27, 28, 29, 33, 37, 39 AG7: 3, 7, 13, 17, 19, 23, 27, 28, 33, 37, 38 AG8: 3, 7, 9, 13, 17, 23, 27, 39, 33, 37, 38 AG9: 3, 7, 8, 13, 17, 18, 23, 27, 29, 33, 37, 39 AG10: 3, 7, 8, 9, 13, 17, 23, 27, 28, 33, 37, 39 AG11: 3, 7, 8, 13, 17, 18, 19, 23, 27, 29, 33, 37 AG12: 3, 7, 9, 13, 17, 18, 19, 23, 27, 28, 33, 37, 38 AG13: 3, 7, 8, 13, 17, 23, 27, 33, 37, 38</p>

<p>PW 2.b. Demonstrates personal health and self-care practices with increasing independence.</p>	<p>AG1: 7, 17, 18, 28, 33 AG2: 27 AG3: 12, 13, 14, 15, 16, 17, 18, 19, 36 AG4: 8, 40 AG7: 28 AG8: 10 AG9: 18, 28 AG10: 10, 18, 20 AG11: 30 AG12: 8, 18, 28, 38 AG13: 8, 10, 18, 28, 38</p> <p>Resources: Classroom Posters—“5 Steps for Washing Hands,” and “5 Ways to Encourage Healthy Eating Habits”</p>
<p>PW 2.c. Consumes healthy food and develops healthy eating habits.</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.</i></p> <p>Welcome to Frog Street Toddler (pp. 36-38) describes specific ways to encourage healthy eating habits.</p> <p>AG3: 13, 16, 17, 18 AG4: 38 AG5: 8, 17, 18, 28 AG6: 3, 8, 18, 28, 38 AG7: 8, 18, 38 AG8: 18, 28 AG9: 28 AG10: 8, 28, 38 AG11: 7, 8, 28 AG12: 8, 18, 28 AG13: 28</p>
<p>PW 2.d. Develops healthy sleep and rest behaviors.</p>	<p><i>It is important for toddlers to become confident in their ability to take care of their needs, including sleep and sleep routines. Lullaby songs are used frequently as part of naptime preparation. Frog Street Toddler provides ongoing support for teachers on Teaching Tips pages. Example—Theme 3, p. 10, Spruce Up Your Space “Toddlers should be able to rest or sleep whenever they are tired rather than according to a schedule. Be sure your environment offers space where children can nap with their own bedding whenever they need rest.”</i></p> <p><i>Parents partner with caregivers by completing the All About Me sheet in the beginning of the year to assist in establishing routines at school based on children’s routines at home. The Toddler Daily Report allows parents to indicate caregivers each morning how the child slept the night before. This helps the caregiver to be more aware of the possibility that the child may need an additional nap.</i></p> <p>AG1: 8 AG2: 8 AG3: 10, 20 AG4: 21 AG7: 17, 19</p> <p>Resources: Parents as Partner Card, All About Me</p>

<p>PW 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.</p>	<p>AG1: 3, 13, 23, 33 AG2: 3, 13, 23 AG3: 3, 13, 23, 33 AG4: 3, 13, 23, 33 AG5: 13, 23, 33 AG6: 3, 13, 23, 33 AG7: 3, 23, 33 AG8: 3, 9, 13, 19, 23, 29, 33, 39 AG9: 3, 9, 19, 29, 33, 39 AG10: 3, 13, 17, 19, 23, 33, 39 AG11: 3, 13, 19, 23, 33, 39 AG12: 3, 9, 13, 19, 23, 29, 33, 39 AG13: 3, 9, 17, 23, 29, 33, 39</p>
<p>PW 2.f. Demonstrates increasing understanding of safety practices and behaviors.</p>	<p><i>Children are reminded how to safely cross a street, wear seat belts, and wash their hands before eating and after toileting. Theme 3, Friends (Week 3 - Friends Who Keep Us Safe) the weeks activities are related to healthy habits and the “friends” (doctor, nurse, dentist) who help us stay safe and healthy.</i></p> <p>AG 1: 7, 17, 18, 28, 33 AG 2: 27 AG 3: 12, 13, 14, 15, 16, 17, 18, 19, 36 AG 4: 8, 40 AG 7: 28 AG 8: 10 AG 9: 18, 28 AG 10: 10, 18, 20 AG 11: 30 AG 12: 8, 18, 28, 38 AG 13: 8, 10, 18, 28, 38</p>
<p>Science</p>	
<p>SC 1.a. Explores and investigates objects and events in the environment.</p>	<p><i>Throughout Frog Street Toddler, Learning Centers and Cognitive Development activities provide children with opportunities to try new activities and experiences and develop curiosity.</i></p> <p>AG1: 3, 7, 13, 17, 23, 27, 33, 37 AG2: 3, 7, 13, 17, 23, 27, 33, 37 AG3: 3, 7, 13, 17, 23, 27, 33, 37 AG4: 3, 7, 13, 17, 23, 27, 29, 33, 37 AG5: 3, 7, 8, 13, 17, 19, 23, 27, 29, 33, 37 AG6: 3, 7, 8, 13, 17, 23, 27, 29, 33, 37, 39 AG7: 3, 7, 13, 17, 23, 27, 33, 37 AG8: 3, 7, 13, 17, 23, 27, 29, 33, 37 AG9: 3, 6, 7, 8, 13, 17, 19, 23, 27, 33, 37, 38 AG10: 3, 7, 9, 13, 17, 23, 27, 28, 33, 37, 38, 39 AG11: 3, 7, 8, 13, 17, 18, 23, 27, 28, 33, 37, 38 AG12: 3, 7, 13, 17, 23, 27, 33, 37 AG13: 3, 8, 13, 17, 23, 33, 38, 39</p>
<p>SC 1.b. Develops ability to reason about cause and effect.</p>	<p>AG1: 3, 7, 13, 17, 23, 33, 37 AG2: 3, 7, 13, 17, 23, 33, 37 AG3: 3, 7, 13, 17, 23, 33, 37 AG4: 3, 7, 13, 17, 23, 33, 37 AG5: 3, 7, 13, 17, 23, 33, 37 AG6: 3, 7, 13, 17, 23, 33, 37 AG7: 3, 7, 13, 17, 23, 33, 37 AG8: 3, 7, 13, 17, 23, 33, 37 AG9: 3, 7, 13, 17, 23, 33, 37 AG10: 3, 7, 13, 17, 23, 33, 37 AG11: 3, 7, 13, 17, 23, 33, 37 AG12: 3, 7, 13, 17, 23, 33, 37 AG13: 3, 7, 13, 17, 23, 33, 37</p>
<p>Social Emotional Development</p>	
<p>SE 1.a. Develops and expands understanding of oneself as a unique person.</p>	<p>AG1: 3, 4, 5, 6, 13, 14, 15, 16, 23, 24, 25, 26, 33, 34, 35, 40 AG2: 3, 4, 5, 8, 13, 14, 15, 23, 24, 25, 33, 34, 35 AG3: 3, 4, 5, 13, 14, 15, 23, 24, 25, 28, 33, 34, 35, 38 AG4: 3, 5, 13, 14, 15, 23, 24, 25, 34,</p>

	<p>33, 35 AG5: 3, 4, 5, 13, 14, 15, 23, 24, 25, 34,33, 35 AG6: 3, 4, 5, 13, 14, 15, 20, 23, 24, 25, 33, 34, 35, 38 AG7: 3, 4, 5, 13, 8 14, 15, 23, 24, 25, 33, 34, 35 AG8: 3, 4, 5, 10, 13, 14, 15, 20, 23, 24, 25, 34, 35 AG9: 3, 4, 5,13, 14, 15, 23, 24, 25, 33, 34, 35 AG10: 3, 13, 23, 25, 28, 33, 35, 38 AG11: 3, 5, 13, 15, 23, 25, 33, 35 AG12: 3, 4, 5, 9, 13, 14, 15, 19, 23, 24, 25, 27, 33, 34, 35 AG13: 3, 5, 13, 15, 23, 31, 33, 35</p>
<p>SE 1.b. Develops understanding of emotions.</p>	<p>AG1: 5, 15, 25, 28, 35 AG2: 5, 15, 25, 35 AG3: 5, 15, 25, 30, 35 AG4: 5, 8, 15, 25, 35 AG5: 5, 7, 15, 20, 25, 27, 35 AG6: 5, 15, 20, 25, 26, 35 AG7: 5, 8, 10, 15, 25, 35 AG8: 5, 10, 15, 17, 25, 35 AG9: 5, 15, 25, 28, 30, 35, AG10: 5, 15, 25, 28, 35 AG11: 5, 15, 25, 28, 35, 40 AG12: 3, 5, 13, 15, 20, 25, 35 AG13: 5, 15, 25, 35</p> <p>Specific Examples: AG1 – AG 13: Pages 5, 25, 35, 35 – Starting the Day The Calm section addresses ways children can independently recognize their own emotions and develop strategies for positive feelings of self.</p> <p>AG1: Page 6 Precious Faces Read the story and children identify emotions from facial features of the children in the story. Discuss reasons why children may be happy or sad.</p> <p>AG1: Page 14, Happy Faces Discuss the facial features used to make a happy face and reasons why.</p>
<p>SE 2.a. Begins to manage emotions and actions.</p>	<p><i>Throughout the day, children in Frog Street Toddler classrooms are taught how to handle their emotions—such as during a Calm de-stressing (deep breathing) activity and a Safe Place designed for children to move away and isolate themselves in a relaxing environment.</i></p> <p>AG1: 2, 4, 5, 14, 15, 24, 25, 34, 35 AG2: 4, 5, 10, 14, 15, 23, 24, 25, 34, 35, 40 AG3: 4, 5, 8, 10, 14, 15, 24, 25, 34, 35 AG4: 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 AG5: 4, 5, 14, 15, 18, 23, 24, 25, 34, 35 AG6: 4, 5, 8, 14, 15, 323, 24, 25, 34, 35 AG7: 4, 5, 8, 14, 15, 18, 23, 24, 25, 34, 35 AG8: 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 AG9: 4, 5, 9, 14, 15, 23, 24, 25, 34, 35, 39 AG10: 4, 5, 14, 15, 23, 24, 25, 34, 35, 38 AG11: 4, 5, 14, 15, 23, 24, 25, 34, 35 AG12: 4, 5, 14, 15, 24, 25, 34, 35, 38 AG13: 4, 5, 14, 15, 23, 24, 25, 34, 35</p>

	<p>Resources: Classroom Posters—<i>5 Ways to be an Emotional Coach</i>, <i>5 Ways to Diffuse a Toddler Meltdown</i>, and <i>5 Ways to Support Social and Emotional Development</i> offer at-a-glance reminders for caregivers.</p>
<p>SE 3.a. Develops empathy toward and understanding of others.</p>	<p><i>Throughout Frog Street Toddler, children engage in activities that help develop understanding of the emotional expressions/actions of other people. In Starting the Day, p. 5 they commit to being responsible members of the class by focusing on specific social skills, such as using listening ears. In Theme 6, Shapes and Sizes— Starting the Day (p. 5) children discuss listening to another person’s ‘big voice.’ (A big voice is what children use to tell others that they don’t like something.)</i></p> <p><i>The Did You Know? in Theme 12, Zoo Animals (p. 8) describes how children learn empathy from watching adults.</i></p> <p>AG1: 5, 15, 25, 28, 35, 40 AG2: 5, 15, 25, 35 AG3: 5, 15, 25, 30, 35 AG4: 5, 8, 15, 25, 35 AG5: 5, 7, 15, 20, 25, 27, 35 AG6: 5, 15, 20, 25, 26, 35 AG7: 5, 8, 10, 15, 25, 35, 40 AG8: 5, 10, 15, 17, 25, 35 AG9: 5, 15, 25, 28, 30, 35, 40 AG10: 5, 15, 25, 28, 35 AG11: 5, 15, 25, 28, 35, 40 AG12: 3, 5, 13, 15, 20, 25, 35 AG13: 5, 15, 25, 35</p> <p>Specific Examples: AG7: Page 15 Build Community: Talk about ways to support a friend, what it might feel like if they fell down and how the child could help them.</p> <p>Modeling for children how to show empathy is discussed on following pages: AG10: Page 10, What Should You Do? AG12: Page 8, Did you Know? AG12” Page 28, Did You know?</p>

<p>SE 4.a. Develops secure, trusting relationships with adults.</p>	<p>AG1: 4, 8, 14, 18, 24, 30, 34 AG2: 4, 5, 6, 7, 8, 10, 14, 15, 16, 18, 24, 25, 26, 34, 35, 38 AG3: 4, 5, 6, 14, 15, 18, 24, 25, 28, 34, 35, 36 AG4: 4, 5, 6, 8, 14, 15, 24, 25, 28, 34, 35, 36, 38 AG5: 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35 AG6: 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 28, 34, 35, 36 AG7: 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 AG8: 4, 5, 6, 8, 14, 15, 18, 24, 25, 26, 28, 34, 35, 36, 38 AG9: 4, 5, 6, 8, 14, 15, 16, 24, 25, 26, 27, 34, 35, 36, 38 AG10: 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 AG11: 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 AG12: 4, 5, 6, 7, 8, 14, 15, 16, 18, 18, 24, 25, 26, 28, 34, 35, 36, 38 AG13: 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 34, 35, 36</p>
<p>SE 4.b. Develops socially competent behaviors with peers.</p>	<p><i>The Starting the Day: Connect section of each guide encourages children to engage in an activity with a partner. Outdoor Play provides opportunities for children to form relationships through games and interactions with others. Activities with a heart icon are intended to help children build peer-to-peer relationships. In Theme 3, Friends (Week 1: Everyday Friends) children learn how to interact with each other in respectful and appropriate ways.</i></p> <p>AG1: 2, 5, 9, 13, 19, 23, 29, 33, 39 AG2: 3, 5, 6, 7, 8, 10, 13, 15, 16, 18, 23, 25, 26, 33, 35, 38 AG3: 3, 5, 6, 10, 13, 15, 23, 25, 28, 33, 35 AG4: 3, 5, 6, 8, 13, 15, 18, 20, 23, 25, 28, 33, 35, 36, 38 AG5: 4, 5, 10, 14, 15, 24, 25, 34, 35 AG6: 3, 5, 13, 18, 23, 25, 33, 35 AG7: 5, 6, 7, 8, 15, 16, 25, 26, 35, 36, 38, 40 AG8: 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 34, 35, 40 AG9: 3, 5, 13, 23, 33 AG10: 3, 5, 13, 23, 33 AG11: 3, 5, 13, 23, 33 AG12: 3, 5, 13, 23, 33 AG13: 3, 5, 13, 23, 33</p>
<p>SE 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p>	<p>AG1: 7, 17, 27, 29, 33, 37 AG2: 3, 7, 17, 27, 31, 37 AG3: 7, 17, 19, 27, 33, 37 AG4: 3, 7, 9, 17, 19, 23, 27, 33, 37, 38, 39 AG5: 3, 7, 13, 17, 27, 37 AG6: 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 37, 39 AG7: 3, 7, 13, 17, 23, 26, 27, 29, 33, 37, 39 AG8: 3, 7, 13, 17, 19, 23, 27, 23, 33, 37 AG9: 7, 8, 10, 17, 19, 26, 27, 34, 36, 37, 38 AG10: 7, 17, 19, 27, 34, 36, 37 AG11: 6, 7, 8, 17, 27, 37 AG12: 4, 7, 8, 17, 18, 27, 29, 37 AG13: 7, 8, 13, 17, 27, 37</p> <p>Resources: Classroom Poster – 5 Ways to Support Cognitive Development offers at-a-glance reminders for caregivers</p>

Social Studies	
<p>SS 1.a. Develops awareness of own culture and other characteristics of groups of people.</p>	<p><i>Children are provided with many opportunities to identify self and others, objects and the environment by observable characteristics. Each Starting the Day: Connect component involves naming children who are absent—and sending them wishes to get well. Outdoor Play encourages awareness of self during group activities. Theme 1 focuses on All About Me.</i></p> <p>AG1: 3, 4, 5, 6, 11, 13, 14, 15, 16, 23, 24, 25, 26, 33, 34, 35, 40 AG2: 3, 4, 5, 8, 13, 14, 15, 23, 24, 25, 33, 34, 35 AG3: 3, 4, 5, 13, 14, 15, 23, 24, 25, 28, 33, 34, 35, 38 AG4: 3, 5, 13, 14, 15, 23, 24, 25, 34, 33, 35 AG5: 3, 4, 5, 13, 14, 15, 23, 24, 25, 34, 33, 35 AG6: 3, 4, 5, 13, 14, 15, 20, 23, 24, 25, 33, 34, 35, 38 AG7: 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 34, 35 AG8: 3, 4, 5, 10, 13, 14, 15, 20, 23, 24, 25, 34, 35 AG9: 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 34, 35 AG10: 3, 13, 23, 25, 28, 33, 35, 38 AG11: 3, 5, 13, 15, 23, 25, 33, 35 AG12: 3, 4, 5, 9, 13, 14, 15, 19, 23, 24, 25, 27, 33, 34, 35 AG13: 3, 5, 13, 15, 23, 31, 33, 35</p> <p>Resources: Classroom Poster—“5 Ways to Support Cognitive Development”</p>
<p>SS 1.b. Develops a basic understanding of needs and wants.</p>	<p><i>Frog Street Toddler provides support for expressing desires and preferences appropriately. Example— Starting the Day—Build Community (Theme 6, p. 5) wherein children discuss listening to another person’s ‘big voice.’ (A big voice is what children use to tell others that they don’t like something, such as ‘I don’t like it when you take my blocks.’)</i></p> <p>AG1: 5, 28, 40 AG2: 5 AG3: 5, 30 AG4: 5, 8, 25 AG5: 5, 7, 20, 27 AG6: 5, 20, 26 AG7: 5, 8, 10, 40 AG8: 5, 10, 15, 17 AG9: 5, 28, 30, 40; AG10: 5, 28 AG11: 5, 25, 28, 35, 40 AG12: 3, 5, 13, 20, 23, 33 AG13: 5, 15</p>
<p>SS 1.c. Develops understanding that everyone has rights and responsibilities within a group.</p>	<p><i>Throughout Frog Street Toddler activities, children learn rules for behaving appropriately in the classroom and in society. Children are reminded each day to commit to being a responsible member of the class by focusing on specific skills, such as using kind words, helpful hands, and listening ears.</i></p>

	<p>AG1: 5, 8, 14, 15, 24, 25, 34, 35 AG2: 5, 15, 25, 35 AG3: 5, 15, 25, 35, 38, 39 AG4: 5, 15, 25, 35 AG5: 5, 15, 25, 35 AG6: 5, 15, 25, 35 AG7: 5, 15, 25, 35 AG8: 5, 15, 25, 35 AG9: 5, 15, 25, 26, 35 AG10: 5, 15, 25, 35 AG11: 5, 15, 25, 35 AG12: 5, 15, 25, 28, 35 AG13: 5, 15, 25, 35</p>
<p>SS 1.d. Develops the ability to take care of the materials in the environment.</p>	<p>AG3: 33, 39, 40</p> <p>Resources: Photo Activity Cards, Vocabulary Cards</p>