

## ***Frog Street Toddler Curriculum***

### **Theoretical Research Summary**

*Frog Street Toddler* is a comprehensive curriculum that addresses the use of materials, schedule, arranging the environment, and interaction between children and adults either separately or in combination, within an early childhood setting. *Welcome to Frog Street Toddler* introduces materials, scheduling, and arranging the environment as well as guiding educators in strategies for instructional support.

The *Frog Street Toddler* curriculum guides the design of toddler's learning goals with experiences to achieve school success. Daily learning goals are aligned to the Early Learning and Developmental Standards: 18-24 months, 24-36 months in all eight domains. See the *Frog Street Toddler* Correlation to the Early Learning and Developmental Standards: 18-24 months, 24-36 months.

#### **Frog Street Toddler Features**

- Uses **early brain development research** as the cornerstone of instruction.
- Provides **intentional activities** and support in developmental domains; language, cognitive, social and emotional, and physical.
- Encourages **character development** woven throughout all domains.
- Offers **child development tips and strategies** with each activity.
- Encourages **caregiver and child interactions** to develop rich oral language and vocabulary as well as strong social and emotional connections.
- Offers **age appropriate activities** to meet little ones' diverse needs and abilities.
- Provides materials and strategies for maintaining **healthy parent partnerships**.
- Provides **professional development** through relevant classroom scenarios.
- Offers **bilingual materials** and instruction.
- Embraces the **joy of learning** each day!

#### **Frog Street Toddler Cornerstones**

*Frog Street Toddler* is a developmentally sequenced and integrated curriculum based on the most current research in the field of early learning including brain development research. Key cornerstones provide instruction that optimizes learning and development for toddlers 18 – 36 months. The cornerstones include:

- Early Brain Development Research
  - Intentionality of Instruction and Interaction
  - Social and Emotional Development Research – Conscious Discipline®
- 
- **Early Brain Development Research**

One of the most dramatic findings from medical research is the significant role the environment plays in the structure and capacity of the brain. Scientists agree that human development is shaped by both nature (biology) and nurture (experience.) The richer the environment and the more intentional and purposeful the interactions and experiences, the greater the number of neurological connections children are able to forge.

Children's growth is optimized when brain cells connect and information is stored in the brain. Developmentally appropriate experiences in *Frog Street Toddler* help to forge the connections and repetition strengthens the wiring. During the first ten to twelve years of life wiring and rewiring are regular occurrences in the brain.

There are fertile times when the brain is able to wire specific skills at an optimum level. These fertile times are called "windows of opportunity" to encourage optimum brain development.

### **Windows of Opportunity**

<b>Window</b>	<b>Wiring Opportunity</b>	<b>Greatest Enhancement</b>
Emotional Intelligence Trust Impulse Control	0 - 48 months 0 - 14 months 16 - 48 months	4 years to puberty
Social Development Attachment Independence Cooperation	0 - 48 months 0 - 12 months 18 - 36 months 24 - 48 months	4 years to puberty
Thinking Skills Cause and Effect Problem-Solving	0 - 48 months 0 - 16 months 16 - 48 months	4 years to puberty
Motor Development	0 - 24 months	2 years to puberty
Language Development Early Sounds Vocabulary	0 - 24 months 4 - 8 months 0 - 24 months	2- 7 years 8 months to puberty 2- 5 years

- **Intentionality**

To be intentional is to act purposefully, with a goal in mind and a plan for accomplishing it (Epstein, 2007). *Frog Street Toddler* curriculum supports teachers with activities and professional learning to enhance the daily implementation of the Early Learning and Development Standards: 18-24 months, 24-36 months. The curriculum focuses on developmental domains, understands age appropriate sequence of development for children from 18 to 36 months, and provides a balance of teacher-led and child-initiated discussions and activities with a purpose in mind.

- **Social and Emotional Development - Conscious Discipline®  
Character Development**

*Frog Street Toddler* incorporates Conscious Discipline<sup>®</sup>, a scientifically-based social and emotional program that creates a learning environment where children feel safe and loved. From this foundation of safety and caring, children begin learning how to manage emotions and interact appropriately with peers. These experiences support developmental stages of toddlers to optimize self-regulation. Conscious Discipline<sup>®</sup> strategies provide the research base for comprehensive classroom management routines focused on optimal learning for young children. Daily activities are designed for children to interact with each other and foster cooperation and appreciation of others.

Character development is enhanced with the daily “Starting the Day” activities and embedded in domain based activities. *Frog Street Toddler* encourages teachers to observe, model, and support toddlers in positive interactions to develop character traits throughout the activities.

Approaches to Learning reside in and across all domains and support the Early Learning and Development Standards: 18-36 months. Daily activities engage children and promote: cooperation, curiosity, attentiveness, persistence, and initiative. Teachers are encouraged to observe toddlers’ development of these characteristics and support their character development.

### **Engaging early childhood programs with families and communities**

*Frog Street Toddler* curriculum provides multiple opportunities to engage families and communities to optimize children’s growth. The focus is to build partnerships with families and extended families. Monthly, weekly and daily communications support the extension of classroom experiences into the home.

Daily Reports provide opportunities to share critical information and clever and cute things observed each day. All notes are available in English and in Spanish. Parents as Partners resources are provided on the online *Frog Street Toddler* portal.

### **Assessment**

Assessments are provided through a variety of age appropriate methods. Anecdotal record forms for observations as children explore learning and developmental checklists are provided online via the *Frog Street Toddler* portal.

Suggestions for observations, ongoing assessments, and portfolio assessment are provided in *Welcome to Frog Street Toddler*, pages 54-56.

### **Technology**

*Frog Street Toddler* curriculum offers additional teacher support with an online portal featuring music, lesson plans, patterns for activities, assessment forms, family communications, and more. The web-based portal is included in the price of the curriculum.

### **Summary**

*Frog Street Toddler* curriculum meets the School Readiness requirements:

- Provides strategies and interactions to be responsive to toddler’s individual strengths and needs
- Includes hands-on experiences for exploration and discovery

- Links to toddler's learning goals
- Addresses diversity in materials and instruction
- Aligns to ongoing assessment with opportunities for observations and developmental checklists
- Provides materials needed for instruction or optional materials easily accessible in most developmentally appropriate early learning environments
- Encourages teacher engagement and opportunities to customize instruction to meet individual needs
- Provides multiple resources for collaboration among the school and family environments
- Designed to enhance the age-appropriate progress of children in attaining *the Early Learning and Developmental Standards: 18-24 months, 24-36 months*

## Bibliography of Theoretical Research References

Bailey, Becky (2001). *Conscious Discipline. Seven Skills for a Brain Smart Classroom*. Loving Guidance Inc., Oviedo, Florida.

Bailey, Becky (2011). *Managing Emotional Mayhem*. Loving Guidance, Inc., Oviedo, Florida.

Deutsch, D. (2010, July/August). "Speaking in tunes." *Scientific American Mind*, 21(3), 36-43.

Epstein, Ann (2007) *The Intentional Teacher. Choosing the Best Strategies for Young Children's Learning*. NAEYC, Washington, DC.

Gamon, David and Bragdon, Allen. (2003) *Building Mental Muscle*. Walker and Company, NY.

Goleman, D. (2006) *Social intelligence: The new science of human relationships*. New York: Bantam Dell.

Hannaford, Carla. (2007) *Smart Moves: Why Learning Is Not All in Your Head, revised edition*. Great Ocean Publishers, Arlington, VA.

Healy, Jane M. (2004) *Your Child's Growing Mind, 3rd edition*. Three River Press, New York, NY.

Landy, S. (2002) *Pathways to Competence: Encouraging Healthy Social and Emotional Development in Young Children*. Baltimore: Brookes.

Ramey, Craig T. and Sharon L. (1999) *Right From Birth*. Goddard Press, NY, 1999.

Ramey, Craig T. and Sharon L. (2004) "Early Educational Interventions and Intelligence: Implications for Head Start." In *The Head Start Debates*, eds. E. Zigler & Styfco, 3-18. Baltimore: Brookes.

Schiller, P. (July/August 2002) "Brain Research and Its Implications in Early Childhood Programs." *Child Care Information Exchange*.

Schiller, P. (2011) *Start Smart: Building Brain Power in the Early Years, Revised*. Gryphon House, Beltsville, MD, Spring.

Schiller, P. "Brain Research Review and Update," (November-December 2010) *Child Care Information Exchange*.

Sousa, Dr. David A. (2008) *How the Brain Learns, 3rd Edition*. National Association of Secondary School Principals, Reston, VA.

Sousa, D. 2005. *How the Brain Learns*. New York: Corwin Press.

Stone, Rima (2003). *Rethinking the Brain: New Insights into Early Development*. Families and Work Institute. Washington, DC.

Sylwester, R. (2010). *A Child's Brain: The Need for Nurture*. New York. Corwin Press

“The Brain: A User’s Guide” (2007) New York, *Time Magazine*, Vol. 169, #5.

**Web Pages:**

<http://www.iamyourchild.org>

<http://www.zerotothree.org>

<http://www.naeyc.org>

<http://www.nccic.org>

## Bibliography of Theoretical Research References

- Bailey, Becky (2015) *Conscious Discipline*. Oviedo, FL: Loving Guidance.
- Bailey, Becky (2000) *I Love You Rituals*. New York: William Morrow.
- Brophy, J.E. (2004) *Motivating students to learn*. 2<sup>nd</sup> ed. Mahwah, NJ: Erlbaum.
- Epstein, Ann. (2007). *The intentional teacher*. Washington, DC: National Association for the Education of Young Children.
- Epstein, Ann (2009) *You, me and us; social-emotional learning in preschool*. Ypsilanti, MI: High Scope Press.
- Families and Work Institute (1996). *Rethinking the brain: new insights into early development*. Executive Summary of the Conference on Brain Development in Young Children. New Frontiers for Research, Policy, and Practice. University of Chicago.
- Gottman, Daniel and Declaire, Joan (1998) *Raising emotionally intelligent children*. NY: Simon and Schuster.
- Goleman, Daniel. (1995) *Emotional Intelligence*. New York: Bantam Books.
- Goleman, Daniel. (2006) *Social Intelligence*. New York: Bantam
- Greenspan, S. I., & Meisels, S. J. (1996). Toward a new vision for the developmental assessment of infants and young children. In S. J. Meisels & E. Fenichel (Eds.), *New visions for the developmental assessment of infants and young children*. Washington, DC: ZERO TO THREE.
- Hannaford, Carla. (2007) *Smart Moves: Why Learning Is Not All in Your Head, revised edition*. Great Ocean Publishers, Arlington, VA.
- Healy, Jane M. (2004) *Your Child's Growing Mind, 3<sup>rd</sup> edition*. Three River Press, New York, NY.
- Jensen, Eric (2005) *Teaching with the Brain in Mind, revised 2<sup>nd</sup> edition*. ASCD, Alexandria, VA.
- Jones, C., Clark, S., and Reutzel, R. (2012). "Enhancing Alphabet Knowledge Instruction: Research Implications and Practical Strategies for Early Childhood Educators," Springer Science and Business Media, LLC.
- Justice, L. M., Pence, K., Bowles, R. B., & Wiggins, A. (2006). An investigation of four hypotheses concerning the order by which 4-year-old children learn the alphabet letters. *Early Childhood Research Quarterly*, 21, 374–389.
- McAfee, O., & Leong, D. J. (2007). *Assessing and guiding young children's development and learning*. Boston, MA: Pearson Education, Inc.
- McGee, L. & Richgels, D. (2007) *Designing early literacy programs: strategies for at-risk*

*preschool and kindergarten children*. New York: The Guilford Press.

McGee, Lea M. (2007) *Transforming Literacy Practices in Preschool*. Scholastic. NY: pages 132 – 137

McGee, L. & Richgels, D. (2007). *Literacy's beginnings: supporting young readers and writers*. New York: Allyn & Bacon.

Meisels, S. J., & Atkins-Burnett, S. (2005). *Developmental screening in early childhood: A guide* (5th ed.). Washington, DC: National Association for the Education of Young Children.

National Education Goals Panel (1997) *Getting a good start in school*. Washington, DC: US Government Printing Office.

National Research Council and Institute of Medicine. (2000). *From neurons to neighborhoods: The science of early childhood development*. Committee on Integrating the Science of Early Childhood Development. Jack P. Shonkoff and Deborah A. Phillips, Eds. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Ramey, Craig T. and Ramey, Sharon L. (1999). *Right from birth: building your child's foundation for life--birth to 18 months*. New York: Goddard Press.

Ruetsal, Ray Rothbart, M.K. & J.E. Bates (2006) Temperament. *In Handbook of child psychology*. Vol. 3. *Social, emotional and personality development*, ed. N. Eisenberg, 99-166. New York: Wiley.

Ruetsal, Ray and Cooter, Jr., Robert (2012) *The essentials of teaching children to read: the teacher makes the difference*. NY: Pearson.

Reutzel, D. R. (1992). Breaking the letter-a-week tradition: Conveying the alphabetic principle to young children. *Childhood Education*, 69(1), 20-23.

Schiller, Pam (2009) *Seven skills for school success*. Beltsville, MD. Gryphon House.

Schiller, Pam (2011) *Start smart: building brain power in the early years*, revised. Beltsville, MD: Gryphon House.

Schiller, Pam (2010). *The daily curriculum*. Beltsville, MD: Gryphon House.

Schiller, Pam and Peterson, Lynn (2009) *Count on math*. Beltsville, MD: Gryphon House

Schiller, Pam and Moore, Thomas. (2002) *Where is Thumbkin?* Beltsville, MD: Gryphon House.

Sousa, David (2005) *How the brain learns*. Thousand Oaks, CA: Corwin Press

Stone, Rima (2003). *Rethinking the brain: new insights into early development*. families and work institute. Washington, DC.

Trelease, Jim (2001) *Read-Aloud Handbook*. Penguin, NY. p. 41.