

Correlation of
District of Columbia Common Core
Early Learning Standards Serving Toddlers
(ages 18-24 months) and Frog Street Toddler



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TEXTBOOK COMPANY: Frog Street Press, Inc.
CORRELATION TO DISTRICT OF COLUMBIA COMMON CORE EARLY LEARNING
STANDARDS FOR
CLASSROOMS SERVING TODDLERS (18-24 MONTHS)

APPROACHES TO LEARNING

Frog Street Toddler’s Approaches to Learning (including curiosity, attention, communication, and persistence) are embedded in and across all domains. The end of each week’s unit provides examples of how learning approaches are infused throughout the program. Examples are on pages 10, 20, 30, 40 of each guide.

Learning Centers (introduced weekly on pages 3, 13, 23, and 33) provide many opportunities for children to use different methods of exploration, including all of their senses. Children are encouraged to observe people, events, and objects; re-create interesting effects; explore; perform trial and error; display creativity, curiosity and persistence—and develop confidence.

Standard 1: Attends and engages with curiosity	
Indicators	Frog Street Toddler—Activity Guide Page References
<p>1a. Manipulates objects, observes and explores surroundings by using all senses</p>	<p><i>Theme 1 is <u>All About Me</u>. Week Two focuses specifically on <u>My Senses</u>. During this time, children learn about faces with an expanded focus on the functions of each feature. A sample <u>Approaches to Learning</u> 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.</i></p> <p><i>During <u>Outdoor Play</u> activities (p. 3, 13, 23, and 33), children have opportunities to investigate their environment and explore cause-and-effect. Activity choices in the <u>Cognitive Development</u> domain (p. 7, 17, 27, and 37) offer many opportunities for children to solve problems and ask questions.</i></p> <p><i>Note that <u>Learning Centers</u> (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 <u>Did You Know?</u> (ongoing, embedded professional development) in TG3, <u>Friends</u>, p. 27 describes how toddlers learn through their senses.</i></p>

	<p>Activity Guide—(AG) AG1: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG2: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG3: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG4: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG5: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG6: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG7: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG8: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG9: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG10: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG11: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG12: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG13: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40</p> <p>Resources: Classroom Poster—“5 Ways to Support Cognitive Development”</p>
Standard 2: Shows persistence	
Indicators	Frog Street Toddler—Activity Guide Page References
2a. Repeats actions with the goal of achieving a result	<p><i>Children have opportunities to repeat actions with the goal of achieving a result throughout <u>Frog Street Toddler</u>. 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>AG1: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG2: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG3: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG4: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG5: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG6: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG7: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG8: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG9: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG10: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG11: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG12: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40 AG13: 3, 7, 9, 10, 13, 17, 19, 20, 23, 27, 29, 30, 33, 37, 39, 40</p> <p>Resources: Classroom Poster—“5 Ways to Support Cognitive Development”</p>
Standard 3: Approaches tasks flexibly	
Indicators	Frog Street Toddler—Activity Guide Page References
3a. Notices how others approach a task and imitates their attempts	<p><i><u>Did You Know?</u> in TG 3, <u>Friends</u>, p. 17 describes how toddlers are natural copycats. They watch and listen to everything we do and say. The <u>Did You Know?</u> in TG 7, <u>Nursery Rhymes</u> describes how toddlers learn far more from watching than instruction.</i></p>

	<p><i>Opportunities to notice how others approach a task and imitate their attempts are incorporated into themes. Children consistently watch and imitate actions and behaviors of adults and peers. In Week 4, Theme 1, <u>All About Me—Legs, Feet, and Toes</u> children are encouraged to play <u>Follow the Leader</u> by directly observing and copying leg, knee, foot, and waist movements.</i></p> <p>AG1: 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 28, 29, 30, 34, 35, 36, 37, 38, 39 AG2: 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 28, 29, 30, 34, 35, 36, 37, 38, 39 AG3: 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 28, 29, 30, 34, 35, 36, 37, 38, 39 AG4: 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 28, 29, 30, 34, 35, 36, 37, 38, 39 AG5: 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 28, 29, 30, 34, 35, 36, 37, 38, 39 AG6: 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 28, 29, 30, 34, 35, 36, 37, 38, 39 AG7: 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 28, 29, 30, 34, 35, 36, 37, 38, 39 AG8: 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 28, 29, 30, 34, 35, 36, 37, 38, 39 AG9: 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 28, 29, 30, 34, 35, 36, 37, 38, 39 AG10: 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 28, 29, 30, 34, 35, 36, 37, 38, 39 AG11: 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 28, 29, 30, 34, 35, 36, 37, 38, 39 AG12: 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 28, 29, 30, 34, 35, 36, 37, 38, 39 AG13: 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 28, 29, 30, 34, 35, 36, 37, 38, 39</p> <p>Resources: Classroom Poster—“5 Ways to Support Cognitive Development”</p>
<p>Standard 4: Uses symbols and takes on pretend roles</p>	
<p>Indicators</p>	<p>Frog Street Toddler—Activity Guide Page References</p>
<p>4a. Observes other people’s use of objects; imitates simple actions; uses realistic objects in pretend play</p>	<p><i>Opportunities to observe other people’s use of objects; imitate simple actions; and using realistic objects in pretend play are provided throughout program domains and themes. Though <u>Learning Centers</u> are not established until age 2, <u>Pretend and Learn</u> activities can be easily modified and utilized. Many include specific instruction for adapting experiences for younger children.</i></p> <p><i><u>Did You Know?</u> in AG 11, <u>Farm Animals</u>, p. 27 describes how adults should encourage children to use verbal skills toward remembering events for later re-enactment. They can use puppets as props to retell and expand stories.</i></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

Resources: Classroom Poster—“5 Ways to Support Cognitive Development”

COMMUNICATION AND LANGUAGE

In *Frog Street Toddler*, children are immersed in a language-rich environment—which is essential for developing both receptive and expressive language skills. Vocabulary words are introduced and reinforced weekly through activity integration, colorful photo cards, and sign language (supporting all learning modalities). **Story Time** includes modeling dialogue in English (black type) and Spanish (blue type) for follow-up story discussions. *Welcome to Frog Street Toddler* provides **Language Development** guidelines on pages, 12, 21, 22 and 35. **Language Development** activities are presented in each activity guide on pages 6, 16, 26, and 36.

Standard 5: Demonstrates understanding of spoken language	
Indicators	Frog Street Toddler—Activity Guide Page References
5a. Responds to others' speech and gestures	<p>Responds to verbal communication of others: Activity Guide—(AG) AG1: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG2: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG3: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG4: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG5: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG6: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG7: 4, 5, 6, 9, 14, 16, 19, 24, 25, 26, 29, 34, 36, 39 AG8: 44, 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, 40 AG13: 4, 5, 6, 7, 8, 9, 14, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39</p> <p>Responds to nonverbal communication of others: <i>American Sign Language</i> is presented at the beginning of each unit and used throughout instruction. It is included for all vocabulary words highlighted in <i>Frog Street Toddler</i> at the beginning of each week's activities and on the back of <i>Photo Activity Cards</i>. AG1: 2, 3, 4, 5, 7, 9, 12, 13, 17, 18, 22, 26, 27, 32, 37 AG2: 2, 4, 5, 7, 8, 9, 12, 13, 16, 17, 19, 22, 26, 27, 29, 32, 36, 37 AG3: 2, 6, 7, 8, 12, 14, 15, 17, 18, 22, 23, 25, 26, 27, 28, 32, 34, 35, 37, 38 AG4: 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 AG5: 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 AG6: 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 AG7: 2, 6, 16 AG8: 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 AG9: 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 AG10: 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 AG11: 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>37, 38 AG12: 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 AG13: 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</p> <p>Resources: Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Posters—“5 Reasons to Read to Children,” “Sign Language,” and “5 Ways to Encourage Toddlers to Talk;” Photo Activity Cards</p>
Standard 6: Uses language to express self	
Indicators	Frog Street Toddler—Activity Guide Page References
6a. Uses language to express needs and refer to familiar people and objects	<p><i>During each <u>Starting the Day</u> period, children are prompted to use language to express needs, refer to familiar people and objects, and communicate their needs and wants. An example is in Theme 2, <u>Family and Home</u> p. 5 wherein children explore the concept of <u>hugging</u>. They discuss hugs received from mommy and daddy (as gentle ways to say ‘I care.’) Then they hug Max, learn the sign for <u>hug</u>, gently hug their friends, and share feelings associated with hugging..</i></p> <p><i>In the <u>Language Development</u> section, children hear and learn language in context that allows them to internalize vocabulary, which in turn, helps them to express needs and wants. For example, saying ‘I am going to pick you up’ provides a clue for understanding the significance of the word <u>up</u>.</i></p> <p>AG1: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG2: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG3: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG4: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG5: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG6: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG7: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG8: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG9: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG10: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG11: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG12: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36 AG13: 4, 5, 6, 14, 15, 16, 24, 25, 26, 34, 35, 36</p> <p>Resources: Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Posters—“5 Reasons to Read to Children,” “Sign Language,” “5 Ways to Encourage Toddlers to Talk;” “Support Social-Emotional Development;” Photo Activity Cards, Max Puppet</p>
Standard 7: Uses conventional grammar and	

syntax	
Indicators	Frog Street Toddler—Activity Guide Page References
7a. Uses one- and two-word sentences	<p><i>Throughout <u>Frog Street Toddler</u>, children will demonstrate receptive language and expressive language skills and communication strategies in their home language/s (may be English or other language/s). This includes a ‘language explosion,’ moving from two-word sentences to recounting events.</i></p> <p><i><u>Language Development</u> activities (p. 6, 16, 26, and 36) offer many opportunities for children to recount events in stories. Photo Activity Card discussions (p. 7, 17, 27, and 37) offer opportunities for children to use expressive language skills to share thoughts and ideas and receptive language skills to build vocabulary. Children are prompted during activities across all domains to communicate their thoughts and to describe their actions.</i></p> <p><i>Examples are in AG12, <u>Zoo Animals</u>, p. 16 wherein <u>Molly’s Jolly Jamboree</u> children talk about things they do at parties. In AG 11, <u>Farm Animals</u>, p. 16 <u>Little Red Hen</u>, children describe how they think the hen felt about her friends not helping her. And in AG10, <u>Bugs</u>, p. 37 <u>Ladybug</u> children talk about their experiences with ladybugs.</i></p> <p><i>The <u>Did You Know</u> in TG5, <u>Colors</u>, 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); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Posters—“5 Reasons to Read to Children,” “Sign Language,” and “5 Ways to Encourage Toddlers to Talk;” Photo Activity Cards</p>
Standard 8: Uses conventional conversational	

and other social communication skills	
Indicators	Frog Street Toddler—Activity Guide Page References
<p>8a. Exchanges single words, simple gestures, and facial expressions with others</p>	<p><i>Activities throughout the Frog Street program provide opportunities for children to use words, gestures, and facial expressions to play, talk, and interact with friends. <u>Photo Activity Card</u> discussions (p. 7, 17, 27, and 37) provide opportunities for children to use language to describe what they see--and share with peers about their own experiences related to topics. <u>Starting the Day</u> activities (p. 4, 5, 14, 15, 24, 25, 34, and 35) include peer-to-peer verbal interactions, songs, chants, and finger plays to share ideas, feelings, and questions. <u>Social Emotional Development</u> activities (p. 8, 18, 28, and 38) often involve sharing feelings through expressions. And children use sign language throughout the program as a means of communication.</i></p> <p><i>The <u>Did You Know?</u> in TG8, <u>Traditional Tales</u>, p. 27 describes how toddlers are gaining confidence in their ability to communicate. And this is evidenced by more frequent eye contact, longer sentences, and increased number of gestures. The <u>Did You Know?</u> in TG12, <u>Zoo Animals</u>, p. 16 describes how natural conversations support language development.</i></p> <p>AG1: 3, 4, 5, 6, 7, 8, 13, 14, 15, 17, 18, 23, 24, 25, 26, 27, 28, 33, 34, 35, 37, 38 AG2: 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 16, 17, 18, 23, 24, 25, 26, 27, 28, 33, 24, 25, 37, 38, 39 AG3: 3, 4, 5, 7, 8, 13, 14, 15, 17, 18, 23, 24, 25, 27, 28, 33, 34, 35, 37, 38, AG4: 3, 4, 5, 7, 8, 13, 14, 15, 17, 18, 23, 24, 25, 27, 28, 33, 34, 35, 37, 38 AG5: 3, 4, 5, 7, 8, 13, 14, 15, 17, 18, 23, 24, 25, 27, 28, 33, 34, 35, 37, 38 AG6: 3, 4, 5, 7, 8, 13, 14, 15, 17, 18, 23, 24, 25, 27, 28, 33, 34, 35, 37, 38 AG7: 3, 4, 5, 7, 8, 13, 14, 15, 17, 18, 23, 24, 25, 27, 28, 33, 34, 35, 37, 38 AG8: 3, 4, 5, 7, 8, 13, 14, 15, 17, 18, 23, 24, 25, 27, 28, 33, 34, 25, 37, 38 AG9: 3, 4, 5, 7, 8, 13, 14, 15, 17, 18, 23, 24, 25, 27, 28, 33, 34, 35, 37, 38 AG10: 3, 4, 5, 7, 8, 13, 14, 15, 17, 18, 23, 24, 25, 27, 28, 33, 34, 35, 37, 38 AG11: 3, 4, 5, 7, 8, 13, 14, 15, 17, 18, 23, 24, 25, 27, 28, 33, 34, 35, 37, 38 AG12: 3, 4, 5, 7, 8, 13, 14, 15, 17, 18, 23, 24, 25, 27, 28, 33, 33, 34, 37, 38 AG13: 3, 4, 5, 7, 8, 13, 14, 15, 17, 18, 23, 24, 25, 27, 28, 33, 34, 35, 37, 38</p> <p>Resources: Classroom Posters—“Support Social and Emotional Development,” “Sign Language,” and “5 Ways to Encourage Toddlers to Talk,” Max Puppet</p>

LITERACY

Frog Street Toddler incorporates literacy concepts throughout daily activities and domains. The program includes high-interest books, stories, songs, poems, and chants that will amuse and delight toddlers. **Enrichment Centers** (pages 3, 13, 23, and 33 of each Activity Guide) consistently provide rich and engaging **Library and Listening** opportunities—including thematic collections of book selections. **Literacy** activities are presented in each Activity Guide on pages 6, 16, 26, and 36.

Standard 9: Demonstrates understanding of print concepts	
Indicators	Frog Street Toddler—Activity Guide Page References
9a. Notices pictures of familiar objects in print materials	<p><i>Language Development</i> activities engage children with literature through photos, pictures and illustrations.</p> <p>Activity Guide—(AG) AG1: 6, 16, 26, 36 AG2: 6, 16, 26, 36 AG3: 6, 16, 26, 36 AG4: 6, 16, 26, 36 AG5: 6, 16, 26, 36 AG6: 6, 16, 26, 36 AG7: 6, 16, 26, 36 AG8: 6, 16, 26, 36 AG9: 6, 16, 26, 36 AG10: 6, 16, 26, 36 AG11: 6, 16, 26, 36 AG12: 6, 16, 26, 36 AG13: 6, 16, 26, 36</p> <p>Resources: Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Poster—“5 Reasons to Read to Children”</p>
Standard 10: Demonstrates comprehension of printed materials read aloud	
Indicators	Frog Street Toddler—Activity Guide Page References
10a. Emerging	
Standard 11: Hears and discriminates the sounds of language	
Indicators	Frog Street Toddler—Activity Guide Page References
11a.Repeats words; joins in singing random words of simple songs	<p><i>In the sections, <u>Starting the Day</u>, <u>Language Development</u>, and <u>Cognitive Development</u>, children learn new vocabulary, repeat words, sing simple songs, and repeat chants and finger plays. The page numbers below identify specific places where exposure to sounds, words, songs, and rhythm of language are introduced. Theme 8 focuses entirely on <u>Traditional Songs</u>.</i></p> <p><i><u>Did You Know?</u> in AG12, <u>Zoo Animals</u>, p. 26 describes how children are the most receptive to sound discrimination during the first three years of life. The <u>Did You Know?</u> on p. 36 describes how sound awareness as an important literacy skill.</i></p>

	<p>AG1: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG2: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG3: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG4: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG5: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG6: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG7: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG8: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG9: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG10: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG11: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG12: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37 AG13: 4, 6, 7, 14, 16, 17, 24, 26, 27, 34, 36, 37</p> <p>Resources: Literacy Library (with board books, soft cover books, developmental storybooks, flip books, bilingual story folders); “Welcome to Frog Street Toddler,” p. 35—“Sharing Books with Toddlers;” Classroom Posters—“5 Reasons to Read to Children” and “5 Reasons to Sing and Dance,” 5 music CDs and 3 Spanish CDs (with action songs, listening songs, Shawn Brown, nursery rhymes)</p>
12. Writes letters and words	
Indicators	Frog Street Toddler—Activity Guide Page References
12a. Makes marks or scribbles	<p><i>Children create marks, drawings, and scribbles throughout the Frog Street program. Starting at age 2, they will use writing and drawing instruments in Learning Centers.</i></p> <p>AG1: 3, 27 AG2: 7, 18, 19, 20, 33, 37, 39 AG3: 7, 8 AG5: 39 AG7: 39 AG8: 17, 27, 29 AG9: 7, 8, 9, 17, 18 AG10: 18, 27, 37 AG11: 27, AG12: 18, 39 AG13: 29</p>
Standard 13: Understands the purpose of writing and drawing	
Indicators	Frog Street Toddler—Activity Guide Page References
13a. Emerging	

MATHEMATICS

Frog Street Toddler incorporates math concepts throughout daily activities and domains. **Enrichment Centers** (pages 3, 13, 23, and 33 of each Activity Guide) consistently provide engaging math learning opportunities.

Standard 14: Matches groups, and classifies objects	
Indicators	Frog Street Toddler—Activity Guide Page References
14a.Begins to match one object with a similar object	<p><i>The <u>Did You Know?</u> in AG10, <u>Bugs</u>, p. 37 describes how toddlers have an emerging interest in sorting and classifying.</i></p> <p>Activity Guide—(AG) AG1: 31, 33 AG2: 3, 27, 37 AG3: 17, 20, 27, 37 AG5: 7 AG6: 7, 28, 37 AG7: 7, 37 AG8: 6, 17, 33 AG10: 7, 27, 30 AG11: 7, 17, 28, 38 AG12: 8, 17, 18, 27, 28, 38 AG13: 37</p> <p>Resources: Classroom Poster—“5 Ways to Support Cognitive Development”</p>
PATTERNS	
14b. Emerging	
Standard 15: Demonstrates knowledge of number and counting	
Indicators	Frog Street Toddler—Activity Guide Page References
15a.Shows awareness of the concepts of one, two and more; recites numbers in random order	<p><i>The <u>Did You Know?</u> in TG 7, <u>Nursery Rhymes</u>, p. 37 describes how many toddlers may count to five by age two, but this doesn’t mean they understand the concept of the number five. (So they must be supported to develop this concept.)</i></p> <p>AG1: 5, 15, 25, 27, 35, 36 AG2: 5, 6, 7, 8, 15, 25, 35, 37 AG3: 5, 15, 25, 35, 36 AG4: 5, 15, 25, 35 AG5: 5, 15, 17, 25, 35 AG7: 5, 15, 25, 27, 35 AG6: 5, 15, 25, 35 AG7: 5, 15, 23, 25, 27, 35 AG8: 5, 15, 25, 35 AG9: 5, 7, 8, 15, 25, 35 AG10: 5, 15, 25, 35 AG11: 5, 9, 15, 25, 35, 37 AG12: 5, 15, 25, 35 AG13: 5, 6, 7, 8, 15, 25, 26, 35, 40</p> <p>Resources: Classroom Poster—“5 Ways to Support Cognitive Development”</p>
Standard 16: Demonstrates knowledge of volume, height, weight, and length	
Indicators	Frog Street Toddler—Activity Guide Page References
16a.Explores objects of different shapes and sizes	<p><i>Theme 6 is devoted entirely to <u>Shapes and Sizes</u>.</i></p> <p>AG1: 6, 23 AG3: 16 AG4: 7, 30, 34, 35, 36, 37, 38, 39 AG6: 3, 13, 14, 18, 34, 37 AG7: 37, 43 AG8: 3, 27 AG12: 13, 18</p> <p>Resources: Classroom Poster—“5 Ways to Support Cognitive Development”</p>

Standard 17: Identifies and labels shapes	
Indicators	Frog Street Toddler—Activity Guide Page References
17a. Explores objects of different shapes	<p><i>Theme 6 is devoted entirely to <u>Shapes and Sizes</u>. The <u>Did You Know?</u> on p. 13, describes when toddlers begin to recognize and name shapes, they are building skills that will help them with reading, writing, and math.</i></p> <p>AG1: 6 AG3: 16 AG6: 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 37, 38, 39, 40 AG11: 27, 39 AG12: 13</p> <p>Resources: Classroom Poster—“5 Ways to Support Cognitive Development”</p>
Standard 18: Demonstrates understanding of positional words	
Indicators	Frog Street Toddler—Activity Guide Page References
18a. Follows directions that include gestures to place objects <i>in, on, under, up</i> or <i>down</i>	<p><i>Week 1, Theme 4, <u>Opposites</u> focuses on <u>In/Out and Inside/Outside</u> and in Week 2 on <u>Up/Down and Over/Under</u>. The <u>Did You Know?</u> in TG5, <u>Colors</u>, p. 29 describes <u>Spatial Awareness</u>.</i></p> <p>AG1: 16, 17, 19, 26, 29, 34, 39 AG2: 38 AG3: 14 AG4: 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 29 AG6: 9, 19 AG7: 4 AG8: 16 AG9: 13, 14, 15, 16, 17, 23, 24, 25, 27, 28, 29, 33, 34, 35, 37, 38, 39 AG10: 17, 38 AG13: 4, 7, 9, 13, 14, 15, 17, 18, 20, 23, 24, 25, 26, 27, 28, 29, 33, 34, 35</p> <p>Resources: Classroom Poster—“5 Ways to Support Cognitive Development”</p>

SCIENTIFIC INQUIRY	
Standard 19: Observes and describes the characteristics of living things	
Indicators	Frog Street Toddler—Activity Guide Page References
No indicators – Scientific Inquiry standards are included for only the Pre-K year. While teachers expose young children to scientific explorations, it is not appropriate to measure learning before this year.	
Standard 20: Observes and describes the properties of physical objects	
Indicators	Frog Street Toddler—Activity Guide Page References
No indicators – Scientific Inquiry standards are included for only the Pre-K year. While teachers expose young children to scientific explorations, it is not appropriate to measure learning before this year.	
Standard 21: Observes and describes characteristics of Earth and space	
Indicators	Frog Street Toddler—Activity Guide Page References
No indicators – Scientific Inquiry standards are included for only the Pre-K year. While teachers expose young children to scientific explorations, it is not appropriate to measure learning before this year.	
Standard 22: Demonstrates scientific thinking	
Indicators	Frog Street Toddler—Activity Guide Page References
No indicators – Scientific Inquiry standards are included for only the Pre-K year. While teachers expose young children to scientific explorations, it is not appropriate to measure learning before this year.	

SOCIAL STUDIES

Standard 23: Demonstrates understanding of people and how they live	
Indicators	Frog Street Toddler Activity Guide Page References
No indicators – Social Studies standards are included for only the Pre-K year. While teachers build social studies learning with young children about people and how they live, social studies standards are not applicable before this year.	

THE ARTS	
Standard 24: Engages in music, movement, and drama activities	
Indicators	Frog Street Toddler—Activity Guide Page References
No indicators – The Arts standards are included for only the pre-K year. While teachers are expected to design many arts-related experiences for young children in the early years, particular standards are not described before this year.	
Standard 25: Explores the visual arts	
Indicators	Frog Street Toddler—Activity Guide Page References
No indicators – The Arts standards are included for only the pre-K year. While teachers are expected to design many arts-related experiences for young children in the early years, particular standards are not described before this year.	

SOCIAL EMOTIONAL DEVELOPMENT

One of the unique cornerstones of *Frog Street Toddler* is *Conscious Discipline*®—a comprehensive classroom management and social-emotional program that creates learning environments where young children feel safe and loved. The daily *Conscious Discipline*® routine consists of four parts: **Unite**, **Calm**, **Connect**, and **Build Community**. *Welcome to Frog Street Toddler* provides **Emotional Coach** guidelines on pages 28 and 34. **Starting the Day** activities are presented in each guide on pages 4-5, 14-15, 24-25, and 34-35. These **Brain Smart** experiences set the tone for children’s emotional well-being and help them focus on progressive pro-social skill development.

Standard 26: Expresses a variety of feelings and learns to manage them

Indicators	Frog Street Toddler—Activity Guide Page References
<p>26a.Expresses a range of feelings; uses other people’s expressions to guide feelings, often depending on adults for emotional comfort; uses some self-comfort strategies</p>	<p><i>Week 1, Theme 1, All About Me, p. 3 Did You Know?</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.</p> <p><i>The Did You Know?</i> in AG5, <i>Colors</i>, p. 27 describes how teaching words that express emotions helps children know how to handle their feelings.</p> <p><i>The Welcome to Frog Street Toddler Guide</i> addresses the <i>Social Emotional</i> domain on p. 24-28. And <i>Social Emotional</i> activities are on p. 8, 18, 28, and 38 of each Activity Guide.</p> <p>Throughout the program, children are encouraged to express their feelings. An example is in Theme 8, <i>Being Afraid</i>, p. 28 wherein children are asked to think of a time when they were afraid. They are taught tools to handle their emotions, such as the <i>Calm</i> step introduced each day that provides a de-stressing activity and a <i>Safe Place</i> designed for children to move away and isolate themselves in a relaxing environment.</p> <p>Activity AG—(AG) AG1: 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35 AG2: 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35 AG3: 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35 AG4: 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35 AG5: 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35 AG6: 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35 AG7: 4, 5, 8, 14, 15, 18, 24, 25, 28, 28, 34, 38, 35 AG8: 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35 AG9: 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35 AG10: 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35 AG11: 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35 AG12: 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35 AG13: 4, 5, 8, 14, 15, 18, 24, 25, 28, 34, 38, 35</p> <p>Resources: Classroom Posters—“5 Ways to be an Emotional Coach,” “5 Ways to</p>

	Diffuse a Toddler Meltdown,” and “5 Ways to Support Social and Emotional Development” offer at-a-glance reminders for caregivers.
Standard 27: Recognizes the feelings and rights of others, and responds appropriately	
Indicators	Frog Street Toddler—Activity Guide Page References
27a.Acts in response to others’ demonstration of feelings, often with support of trusted adult	<p><i>Throughout <u>Frog Street Toddler</u>, children engage in activities that help develop understanding of the emotional expressions/actions of other people. In <u>Starting the Day</u>, p. 5 they commit to being responsible members of the class by focusing on specific social skills, such as using listening ears. In AG6, <u>Shapes and Sizes—Starting the Day</u>, 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 <u>Did You Know?</u> in TG 12, <u>Zoo Animals</u>, 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>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.</p>
Standard 28: Manages own behavior	
Indicators	Frog Street Toddler—Activity Guide Page References
28a.Seeks out special person or object to help manage behavior; wants to do things for self	<p><i>The development of caregiver and family attachment is supported throughout <u>Frog Street Toddler</u>. In Week 1, Theme 1, <u>All About Me—Did You Know</u> p. 8 children are divided into groups and assigned a designated group caregiver. When children are stressed, they have access to their designated caregiver.</i></p> <p>AG1: 4, 8, 14, 18, 24, 30, 34 AG2: 4, 5, 6, 7, 8, 10, 14, 15, 16, 18, 24, 25, 26, 34, 35, 38, 41 AG3: 4, 5, 6, 14, 15, 18, 24, 25, 28, 34, 35, 36 AG4: 4, 5, 6, 8, 14, 15, 24, 25, 28, 34, 35, 36, 38 AG5: 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35 AG6: 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 28, 34, 35, 36 AG7: 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 AG8: 4, 5, 6, 8, 14, 15, 18, 24, 25, 26, 28, 34, 35, 36, 38 AG9: 4, 5, 6, 8, 14, 15, 16, 24, 25, 26, 27, 34, 35, 36, 38 AG10: 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 AG11: 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36</p>

	<p>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><i>Frog Street provides ongoing support for toddlers’ expanding independence in the form of <u>Teaching Tips</u> for educators (such as in AG2, <u>Family and Home—What Should You Do</u>, p. 20 involving independence).</i></p> <p>AG1: 4, 5, 8, 16, 18, 21, 26, 18, 38, 41 AG2: 13, 20, 23 AG3: 4, 5, 13, 18, 19, 24, 25 AG4: 4, 5, 14, 15, 24, 25, 38 AG5: 4, 5, 15 AG6: 34, 35, 38 AG7: 8, 11, 17, 18, AG8: 40 AG9: 8, 10, 34, 35 AG10: 4, 5, 14, 15 AG11: 4, 5, 18, 24, 25, 34, 35 AG12: 4, 5, 14, 15, 20, 34, 35 AG13: 10, 24, 25</p> <p>Resources: Classroom Posters—“5 Ways to Support Cognitive Development,” “5 Ways to Show Children They Are Loved,” “5 Ways to be an Emotional Coach”, “5 Steps to Say Goodbye,” and “5 Ways to Support Social and Emotional Development”</p>
<p>Standard 29: Develops positive relationships with adults</p>	
<p>Indicators</p>	<p>Frog Street Toddler—Activity Guide Page References</p>
<p>29a. Interacts with new adults; often moves away from and comes back to familiar adults, using them as a secure base</p>	<p><i>The <u>Frog Street Toddler</u> program provides ongoing support for children building strong relationships with familiar adults and forming attachments to family members and care providers. Themes 2 and 3 explore preferences for familiar adults and responding to unfamiliar adults with appropriate caution.</i></p> <p><i>The <u>Starting the Day</u> section in each Activity Guide (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.</i></p> <p>AG1: 4, 5, 6, 8, 9, 14, 15, 16, 18, 24, 25, 26, 28, 30, 34, 35, 36, 38 AG2: 3, 4, 5, 6, 7, 8, 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, 33, 34, 35, 36, 38 AG9: 4, 5, 6, 8, 14, 15, 16, 24, 25, 26, 27, 34, 35, 36, 38 AG10: 4, 5, 6, 8, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 AG11: 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36 AG12: 4, 5, 6, 7, 8, 14, 15, 16, 18, 18, 24, 25, 26, 28, 34, 35, 36, 38 AG13: 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 34, 35, 36</p> <p>Resources: Classroom Posters—“5 Ways to Show Children They Are Loved,” “5</p>

	Ways to be an Emotional Coach”, “5 Steps to Say Goodbye,” and “5 Ways to Support Social and Emotional Development”
Standard 30: Engages and plays with peers	
Indicators	Frog Street Toddler—Activity Guide Page References
30a. Plays near another child, briefly engaging socially	<p><i>The <u>Starting the Day: Connect</u> section of each guide can encourage children to engage in an activity with a partner. <u>Outdoor Play</u> provides opportunities for children to form relationships through games and interactions with others. Activities with a heart icon are intended to help children build peer-to-peer relationships. And In Week 1, Theme 3, <u>Friends—Everyday Friends</u> children learn how to interact with each other in respectful and appropriate ways.</i></p> <p>AG1: 2, 5, 9, 13, 19, 23, 29, 33, 39 AG2: 3, 5, 6, 7, 8, 10, 13, 15, 16, 18, 23, 25, 26, 33, 35, 38 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>
Standard 31: Resolves conflicts with others	
Indicators	Frog Street Toddler—Activity Guide Page References
31a. Reacts by expressing feelings about situations where there is conflict	<p><i>The <u>Welcome to Frog Street Toddler Guide</u> describes many ways to help children learn self-regulation, impulse control, and appropriate social interactions. <u>Calm</u> activities in each guide offer opportunities for children to learn to regulate emotions. And <u>Emotional Coaching</u> scenarios for teachers provide 32 simple steps for guiding children to be able to name and regulate their emotions (such as in <u>AG1: All About Me—What Should You Do?</u> p. 30 and <u>Did You Know?</u> p. 28).</i></p> <p>AG1: 5, 15, 25, 28, 31, 35, 40 AG2: 5, 15, 25, 35 AG3: 5, 15, 25, 30, 35 AG4: 5, 15, 25, 35, 60 AG5: 5, 15, 18, 25, 35, 37 AG6: 5, 15, 18, 20, 25, 35 AG7: 5, 15, 20, 25, 33, 35 AG8: 5, 15, 18, 20, 25, 28, 30, 35, 40 AG9: 5, 8, 15, 25, 28, 35 AG10: 5, 15, 25, 35 AG11: 5, 15, 18, 25, 30, 31, 35, 40 AG12: 5, 10, 15, 25, 35 AG13: 5, 15, 25, 35</p> <p>Resources: Classroom Posters—“5 Ways to be an Emotional Coach,” “5 Ways to Diffuse a Toddler Meltdown,” and “5 Ways to Support Social and Emotional Development”</p>

PHYSICAL AND MOTOR DEVELOPMENT

Toddlers need experiences that support the wiring of small muscles (fingers, toes, face and eyes) and large muscles (arms, legs, abdomen, back and neck). They need plenty of space, plenty of things to touch and explore, and plenty of freedom to move. *Frog Street Toddler* physical and motor activities provide young children with fun physical challenges, action songs, and games that build coordination, balance, and muscle strength. **Physical Development** activities are presented on pages 9, 19, 29 and 39 of each Activity Guide. *Welcome to Frog Street Toddler* provides **Physical Development** guidelines on pages 28 and 29.

Standard 32: Demonstrates strength and coordination of large muscles	
Indicators	Frog Street Toddler—Activity Guide Page References
32a.Moves in a variety of ways and directions	<p><i>Children are asked to crawl, stand, walk, squat, stoop, run, hold their hands high, makes circles with their arms, etc. Throughout the Frog Street program, they develop increased ability to change positions and move their bodies in a variety of directions.</i></p> <p><i>The <u>Did You Know?</u> in TG6, <u>Shapes and Sizes</u> describes how improved coordination, fine motor skills, gross motor skills, and muscle strength are all benefits of play. The <u>Did You Know?</u> in TG10, <u>Bugs</u> p. 19 describes how motor development is wired during the first two years of life and refined between the ages of three to five.</i></p> <p>AG1: 3, 9, 13, 19, 23, 28, 29, 36, 39 AG2: 3, 9, 13, 19, 23, 26, 29, 33, 39 AG3: 3, 9, 13, 19, 23, 28, 29, 33, 39 AG4: 3, 9, 13, 16, 19, 23, 29, 33, 38, 39 AG5: 3, 6, 9, 13, 19, 23, 28, 29, 33, 39 AG6: 3, 7, 9, 13, 17, 19, 23, 29, 33, 39 AG7: 3, 9, 13, 19, 23, 27, 29, 33, 39 AG8: 3, 9, 13, 16, 17, 19, 23, 29, 33, 39 AG9: 3, 9, 13, 19, 23, 29, 33, 39 AG10: 3, 9, 13, 14, 19, 23, 24, 29, 33, 34, 39 AG11: 3, 9, 13, 18, 19, 23, 29, 33, 38, 39 AG12: 3, 9, 13, 17, 19, 23, 28, 29, 33, 39 AG13: 3, 6, 8, 9, 13, 19, 23, 29, 33, 36, 39</p> <p>Resources: Physical Development Materials (bean bags, beach ball, bouncing balls, tactile balls, eyedroppers), Classroom Poster—“5 Ways to Support Physical Development”</p>
Standard 33: Demonstrates strength and	

coordination of small muscles	
Indicators	Frog Street Toddler—Activity Guide Page References
33a. Attempts activities that require two hands; uses fingers and whole-arm movements to place and release objects	<p><i>Activities involving strength and coordination of small muscles are included in the <u>Physical Development</u> domain (p. 9, 19, 29, and 39 of each guide). They are also often incorporated into <u>Outdoor Play</u> (p. 3, 13, 23, and 33 of each guide).</i></p> <p><i>The <u>Did You Know?</u> in AG6, <u>Shapes and Sizes</u> describes how improved coordination, fine motor skills, gross motor skills, and muscle strength are all benefits of play.</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>Resources: Physical Development Materials (bean bags, beach ball, bouncing balls, tactile balls, eyedroppers), Classroom Poster—“5 Ways to Support Physical Development”</p>
Standard 34: Demonstrates behaviors that promote health and safety	
Indicators	Frog Street Toddler—Activity Guide Page References
34a. Emerging	
34b. Attempts basic feeding, dressing, and hygiene tasks	<p>Self-Help Skills—Dressing: AG1: 13, 23 AG2: 3, 13 AG3: 13, 23 AG4: 23, 33 AG5: 33 AG7: 33 AG8: 18, 28, 38 AG9: 13, 23 AG11: 13, 23 AG12: 3, 13, 23, 33, 38</p> <p>Self-Help Skills—Cooking and Feeding: 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>Self-Help Skills—Brushing Teeth:</p>

	<p>AG1: 17 AG3: 14 AG11: 5</p> <p>Self- Help Skills—Washing Hands: AG3: 17 AG10: 30</p> <p>Self-Help Skills—Using Tissues: AG10: 30</p> <p>Resources: Classroom Posters—“5 Steps for Washing Hands,” and “5 Ways to Encourage Healthy Eating Habits”</p>
34c.Emerging	

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