

California Infant/Toddler Learning Foundations Correlation to Frog Street Toddler (18-36 Months)



SOCIAL EMOTIONAL DEVELOPMENT	
Foundation: Interactions with Adults	
The developing ability to respond to and engage with adults	
California Infant/Toddler Learning & Development Foundations	Frog Street Toddler Activity Guide Page References
Interact with adults to solve problems or communicate about experiences or ideas.	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 AG12: 4, 5, 6, 7, 8, 14, 15, 16, 18, 24, 25, 26, 28, 34, 35, 36, 38 AG13: 4, 5, 6, 14, 15, 16, 18, 24, 25, 26, 34, 35, 36
Foundation: Relationships with Adults	
The development of close relationships with certain adults who provide consistent nurturance	
When exploring the environment, from time to time children reconnect, in a variety of ways, with the adult(s) with whom they have developed a special relationship: through eye contact; facial expressions; shared feelings; or conversations about feelings, shared activities, or plans. When distressed, children may still seek to be physically close to these adults.	Learning Centers <i>and</i> Photo Activity Card <i>discussions offer many opportunities for children to use language to describe what they see and tell about their own experiences related to the topic.</i> Starting the Day <i>activities include prompts for children to use language to develop social skills, including asking for help.</i> AG1: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG2: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG3: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG4: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG5: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG6: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG7: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG8: 3, 4,

	5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, AG9: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG10: 3, 4, 5, 6, 7, 6 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG11: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG12: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37 AG13: 3, 4, 5, 6, 7, 13, 14, 15, 17, 23, 24, 25, 26, 27, 33, 34, 35, 37
Foundation: Interactions with Peers	
The developing ability to respond to and engage with other children	
Engage in simple cooperative play with peers.	<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> 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
Foundation: Relationships with Peers	
The development of relationships with certain peers through interactions over time	
Have developed friendships with a small number of children in the group and engage in more complex play with those friends than with other peers.	<i>Frog Street Toddler provides support for showing concern for others and using words to express feelings, needs, and wants throughout the program. During Starting the Day, children interact regularly with a partner during Step 3 (Connect).</i>

	<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, 23, 25, 33, 35 AG13: 5, 15, 25, 35</p>
Foundation: Identity of Self in Relation to Others	
The developing concept that the child is an individual operating within social relationships	
<p>Identify their feelings, needs, and interests, and identify themselves and others as members of one or more groups by referring to categories.</p>	<p>Starting the Day <i>is a 4-step routine</i> (Unite, Calm, Connect, Build Community). <i>Children learn to internalize rules, routines, and directions. Daily 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. They identify themselves in the photo each day as they place their photo in the Safekeeper Box.</i></p> <p><i>Theme 1: All About Me, children learn about their facial features, senses, and body parts. Cognitive Development includes Photo Activity Cards to stimulate discussion. These cards provide children with opportunities to use self-awareness expressions using words such as “Me” or “mine.”</i></p> <p>AG1: 5, 6, 8, 15, 25, 35 AG2: 5, 15, 25, 35 AG3: 5, 15, 25, 35 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, 35 AG10: 5, 15, 25, 35 AG11: 5, 15, 25, 35 AG12: 5, 15, 25, 35 AG13: 5, 15, 25, 35</p>
Foundation: Recognition of Ability	
The developing understanding that the child can take action to influence the environment	
<p>Show an understanding of their own abilities and may refer to those abilities when describing themselves.</p>	<p>Frog Street Toddler <i>provides ongoing support for toddlers’ expanding independence in the form of ‘Teaching Tips’ for educators (such as in Theme 2, What Should You Do? p. 20 involving independence)—and activities specifically designed for 2 to 3 year-old children. Another example is Theme 11,</i></p>

	<p>Construction Learning Center (p. 3) wherein children are encouraged to use blocks and their own ideas to build an animal enclosure.</p> <p>AG1: 4, 5, 8, 16, 18, 21, 26, 18, 38, 41 AG2: 3, 13, 20, 23, 33 AG3: 3, 4, 5, 13, 18, 19, 23, 24, 25, 33 AG4: 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 38 AG5: 3, 4, 5, 13, 15, 23, 33 AG6: 3, 13, 23, 33, 34, 35, 38 AG7: 3, 8, 11, 13, 17, 18, 23, 33 AG8: 3, 13, 23, 33, 40 AG9: 3, 8, 10, 13, 23, 33, 34, 35 AG10: 3, 4, 5, 13, 14, 15, 23, 33 AG11: 3, 4, 5, 13, 18, 23, 24, 25, 33</p>
Foundation: Expression of Emotion	
The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words	
<p>Express complex, self-conscious emotions such as pride, embarrassment, shame, and guilt. Children demonstrate awareness of their feelings by using words to describe feelings to others or acting them out in pretend play.</p>	<p>Did You Know? (Theme 1, p. 3) describes how young infants are able to 'read' facial expressions. Children are extremely sensitive to the expressions on faces and use them to assess moods. They will often try strategies to change a sad face into a happy face. Children begin to develop and demonstrate control over some of their feelings and behavior, such as saying, "no, no" as they throw toys.</p> <p>Throughout Frog Street Toddler, children are encouraged to express their feelings. An example is in Being Afraid (Theme 8, p. 28) wherein they are encouraged to think of a time when they were afraid.</p> <p>AG1: 3, 4, 5, 6, 14, 15, 24, 25, 28, 34, 35 AG2: 4, 5, 14, 15, 24, 25, 34, 35 AG3: 4, 5, 14, 15, 19, 24, 25, 28, 34, 35, 40 AG4: 4, 5, 6, 14, 15, 24, 25, 34, 35 AG5: 4, 5, 8, 14, 15, 18, 24, 25, 27, 34, 35 AG6: 4, 5, 14, 15, 20, 24, 25, 34, 35 AG7: 4, 5, 8, 14, 15, 20, 24, 25, 34, 35 AG8: 4, 5, 14, 15, 24, 25, 34, 35 AG9: 4, 5, 14, 15, 20, 24, 25, 34, 35, 38 AG10: 4, 5, 10, 14, 15, 20, 24, 25, 34, 35, 38 AG11: 4, 5, 14, 15, 20, 24, 25, 34, 35, 37, 40 AG12: 4, 5, 14, 15, 20, 24, 25, 34, 35, 40 AG13: 4, 5, 14, 15, 18, 20, 24, 25, 28, 34, 35</p>

Foundation: Empathy

The developing ability to share in the emotional experiences of others

Understand that other people have feelings that are different from their own and can sometimes respond to another's distress in a way that might make that person feel better.

Frog Street Toddler provides support for showing concern for others, and 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 4 when you take my blocks.')

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

Foundation: Emotion Regulation

The developing ability to manage emotional responses, with assistance from others and independently

Anticipate the need for comfort and try to prepare themselves for changes in routine. Children have many self-comforting behaviors to choose from, depending on the situation, and can communicate specific needs and wants.

Starting the Day is a 4-step routine (Unite, Calm, Connect, Build Community). Children learn to internalize rules, routines, and directions. Children also develop capacity to predict routines and regular events that make up the day or the session and respond to changes.

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

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

	24, 25, 34, 35 AG12: 4, 5, 14, 15, 24, 25, 34, 35 AG13: 4, 5, 14, 15, 24, 25, 34, 35
Foundation: Impulse Control	
The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules	
May sometimes exercise voluntary control over actions and emotional expressions.	<p>Welcome to Frog Street Toddler <i>describes ways to help children learn self-regulation, impulse control, and appropriate social interactions.</i> Starting the Day: Calm and other Conscious Discipline® routines support them regulating their emotions. Emotional Coaching describes 32 simple steps to guide children toward identifying and naming their emotions. Example—What Should You Do? (Theme 1, p. 30) and Did You Know? (p. 28)</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>
Foundation: Social Understanding	
The developing understanding of the responses, communication, emotional expressions, and actions of other people	
Can talk about their own wants and feelings and those of other people, describe familiar routines, participate in coordinated episodes of pretend play with peers, and interact with adults in more complex ways.	<p>Throughout Frog Street Toddler, children are asked to share their preferences, such as in I Like School (Theme 3, p. 6) wherein they are asked to name their favorite school activity. A foundation of the program is to celebrate the joy of learning.</p> <p>AG1: 5, 13, 28, 29, 40 AG2: 5, 10, 27, 36, 38, 39, 43 AG3: 5, 6, 26, 30, 36 AG4: 5, 8, 25 AG5: 4, 5, 7, 14, 16, 18, 20, 24, 26, 27 AG6: 5, 15, 16, 20, 25, 26, 35 AG7: 5, 7, 8, 10, 13, 27, 30, 36 40 AG8: 5, 10, 15, 16, 17, 18, 25 AG9: 5, 20, 28, 30, 36, 40 AG10: 5, 7, 16, 28, 36 AG11: 5, 16, 23, 25, 36 28, 35, 40 AG12: 3, 5, 13, 20, 23, 33, 36 AG13: 5, 7, 15, 16, 36</p>

LANGUAGE DEVELOPMENT	
Foundation: Receptive Language	
The developing ability to understand words and increasingly complex utterances	
<p>Demonstrate understanding of the meaning of others' comments, questions, requests, or stories.</p>	<p>Starting the Day is a 4-step routine (Unite, Calm, Connect, Build Community). <i>Children learn to internalize rules, routines, and directions.</i> Language Development activities support a language-rich environment with opportunities to respond to directions, questions and invitations. Physical Motor Development activities provide opportunities for children to respond to verbal directions.</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, 24, 25, 26, 29, 34, 36, 39 AG4: 4, 5, 10, 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>
Foundation: Expressive Language	
The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances	
<p>Communicate in a way that is understandable to most adults who speak the same language they do. Children combine words into simple sentences and demonstrate the ability to follow some grammatical rules of the home language.</p>	<p><i>Throughout Frog Street Toddler, children will demonstrate receptive language and expressive language skills and communication strategies, including gestures and intonation.</i> 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</p>

	<p><i>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>
Foundation: Communication Skills and Knowledge	
The developing ability to communicate nonverbally and verbally	
<p>Engage in back-and-forth conversations that contain a number of turns, with each turn building upon what was said in the previous turn.</p>	<p><i>Learning Centers offer many opportunities for children to use language to plan and negotiate play and converse with friends. Photo Activity Card discussions offer opportunities for children to use language to describe what they see and tell about their own experiences related to the topic. Starting the Day activities include songs and finger plays and children are prompted regularly during activities to express their ideas and ask questions.</i></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>
Foundation: Interest in Print	
The developing interest in engaging with print in books and in the environment	

<p>Show appreciation for books and initiate literacy activities: listening, asking questions, or making comments while being read to; looking at books on their own; or making scribble marks on paper and pretending to read what is written.</p>	<p>Language Development <i>activities engage children with literature through photos, pictures and illustrations.</i> Library and Listening Centers <i>offer children time to engage with books including photos, pictures and illustrations. The illustrations included in each of the familiar stories give children the opportunity to ask questions (“What’s that?”), describe what is happening or determine what will happen next.</i></p> <p><i>Children create marks, drawings, and scribbles throughout the Frog Street Toddler program. In Theme 9, Traditional Songs (p. 13) Learning Center (Creativity Station), children paint spiders with thin and wide legs. They then point to a thin line and a wide line. Children begin to demonstrate how print works, by using writing instruments in Learning Centers. In Theme 5, children create Color Books.</i></p> <p>AG1: 3, 6, 16, 23, 26, 27, 36 AG2: 3, 6, 7, 13,16, 18, 19, 20, 23, 26, 27, 33, 36, 37, 39 AG3: 3, 6, 7, 8, 13, 16, 18, 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, 26, 36, 39 AG13: 6, 16, 23, 26, 29, 36</p>
COGNITIVE DEVELOPMENT	
Foundation: Cause-and-Effect	
The developing understanding that one event brings about another	
<p>Demonstrate an understanding of cause and effect by making predictions about what could happen and reflect upon what caused something to happen.</p>	<p>Cognitive Development <i>activities and Learning Centers offer children opportunities to explore cause-and-effect relationships and problem solving. Example—All About Me—Loudest Sound (Theme 1, p. 7) wherein the leader shakes Jingle Boxes—and children are invited to use their ears to determine which box makes the loudest and softest sounds.</i></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>
Foundation: Spatial Relationships	
The developing understanding of how things move and fit in space	
<p>Can predict how things will fit and move in space without having to try out every possible solution, and show understanding of words used to describe size and locations in space.</p>	<p><i>Children are given opportunities to fit puzzle pieces together frequently throughout Frog Street Toddler. These opportunities are provided during Cognitive Development Activities, Enrichment Activities, and/or Physical Development Activities. Example— Theme 2 Family and Home (p. 7), children are invited to put their family puzzle pieces together.</i></p> <p>AG1: 7, 29 AG2: 7 AG3: 7, 8, 17, 27, 37 AG4: 7, 9, 17, 19, 27, 29, 37, 38, 39 AG5: 7, 13, 17, 27, 37 AG6: 3, 4, 5, 7, 8, 9, 13, 15, 23, 25, 28, 29, 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</p>
Foundation: Problem Solving	
The developing ability to engage in a purposeful effort to reach a goal or figure out how something works	
<p>Solve some problems without having to physically try out every possible solution and may ask for help when needed.</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>

Foundation: Imitation	
The developing ability to mirror, repeat, and practice the actions of others, either immediately or later	
<p>Reenact multiple steps of others' actions that they have observed at an earlier time.</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. 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.</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>
Foundation: Memory	
The developing ability to store and later retrieve information about past experiences	
<p>Anticipate the series of steps in familiar activities, events, or routines; remember characteristics of the environment or people in it; and may briefly describe recent past events or act them out.</p>	<p><i>Starting the Day is a 4-step routine (Unite, Calm, Connect, Build Community). Children learn to internalize rules, routines, and directions. Children also develop capacity to predict routines and regular events that make up the day or the session and respond to changes.</i></p> <p>AG1: 25, 35 AG2: 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>
Foundation: Number Sense	
The developing understanding of number and quantity	
<p>Show some understanding that numbers represent how many and demonstrate understanding of words that identify how much.</p>	<p><i>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</i></p>

	<p><i>absent. Language Development and Cognitive Development activities help children understand number sense through rhymes, songs and chants. Examples— Three Kittens and Five Little Monkeys.</i></p> <p>AG1: 5, 15, 25, 27, 35, 36 AG2: 3, 5, 6, 7, 8, 15, 25, 35, 37 AG3: 3, 5, 15, 25, 33, 35, 36 AG4: 5, 15, 25, 35 AG5: 5, 15, 17, 25, 35 AG6: 5, 15, 25, 35 AG7: 3, 5, 15, 23, 25, 27, 35 AG8: 5, 13, 15, 25, 33, 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>
Foundation: Classification	
The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes	
<p>Group objects into multiple piles based on one attribute at a time, put things that are similar but not identical into one group, and may label each grouping, even though sometimes these labels are overgeneralized.</p>	<p><i>Frog Street Toddler supports children’s evolving ability to classify objects and people. Math Centers allow them to sort, group, and categorize. Theme 6 is devoted entirely to Shapes and Sizes—and includes many grouping, sorting, categorizing, connecting, and attribute experiences.</i></p> <p>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, 16 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 AG 9: 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</p>
Foundation: Symbolic Play	
The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas	
<p>Engage in make-believe play involving several sequenced steps, assigned roles, and an overall plan and sometimes pretend by imagining an object without needing the concrete object present.</p>	<p><i>Weekly Pretend and Learn centers offer opportunities for children to use imitation and pretend play to learn new roles and relationships, sequences and plans.</i></p>

	AG1: 3, 13, 33 AG2: 3, 9, 10, 13, 23, 30, 33 AG3: 3, 8, 13, 23, 33, 38 AG4: 3, 9, 23, 33 AG5: 3, 10, 18, 33 AG6: 3, 40 AG7: 3, 13, 33, 40 AG8: 3, 13, 23 AG9: 3, 13, 17, 23, 33 AG10: 3, 23 AG11: 3, 13, 23, 33 AG12: 3, 8, 13, 23, 29, 33 AG13: 3, 13, 23, 33
Foundation: Attention Maintenance	
The developing ability to attend to people and things while interacting with others and exploring the environment and play materials	
Sometimes demonstrate the ability to pay attention to more than one thing at a time.	<i>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.</i> 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
Foundation: Understanding of Personal Care Routines	
The developing ability to understand and participate in personal care routines	
Initiate and follow through with some personal care routines.	<i>In Frog Street Toddler, children are reminded how to safely cross a street, wear seat belts, and to wash their hands before eating and after toileting. In Theme 3, Week 2 Friends Who Keep Us Healthy, the entire week is centered on healthy habits and the friends (doctor, nurse, dentist) who help us stay healthy. It is important for toddlers to become confident in their ability to take care of their needs, including sleep and sleep</i>

	<p><i>routines. Lullaby songs are used frequently as part of naptime preparation.</i></p> <p>AG1: 7, 8, 17, 18, 28, 33 AG2: 8, 27 AG3: 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 36 AG4: 8, 21, 40 AG7: 17, 19, 28 AG8: 10 AG9: 18, 28 AG10: 10, 18, 20 AG11: 30 AG12: 8, 18, 28, 38 AG13: 8, 10, 18, 28, 38</p>
PERCEPTUAL AND MOTOR DEVELOPMENT	
Foundation: Perceptual Development	
The developing ability to become aware of the social and physical environment through the senses	
Can quickly and easily combine the information received from the senses to inform the way they interact with the environment.	<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 AG 13: 3, 7, 9, 13, 16, 17, 19, 23, 27, 28, 29, 33, 37, 39</p>
Foundation: Gross Motor	
The developing ability to move the large muscles	
Move with ease, coordinating movements and performing a variety of movements.	<p>AG1: 3, 9, 13, 19, 23, 29, 33, 39 AG2: 3, 9, 13, 19, 23, 29, 33, 39 AG3: 3, 9, 13, 19, 23, 29, 33, 39 AG4: 3, 9, 13, 19, 23, 29, 33, 39 AG5: 3, 9, 13, 19, 23, 29, 33, 39 AG6: 3, 9, 13, 19, 23, 29, 33, 39 AG7: 3, 9, 13, 19, 23, 29, 33, 39 AG8: 3, 9, 13, 19, 23, 29, 33, 39 AG9: 3, 9, 13, 19, 23, 29, 33, 39 AG10: 3, 9, 13, 19, 23, 29, 33, 39 AG11: 3, 9, 13, 19, 23, 29, 33, 39 AG12: 3, 9, 13, 19, 23, 29, 33, 39 AG13: 3, 9, 13, 19, 23, 29, 33, 39</p>
Foundation: Fine Motor	
The developing ability to move the small muscles	

Coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways. Children often use one hand to stabilize an object while manipulating it.

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, 2 37, 39 **AG12:** 3, 6, 7, 9, 13, 19, 23, 29, 33, 37, 39 **AG 13:** 3, 7, 9, 13, 16, 17, 19, 23, 27, 28, 29, 33, 37, 39