

North Carolina Foundations for Early Learning and Development Correlation to Frog Street Toddlers



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North Carolina Foundations for Early Learning and Development – Developmental Indicators	Frog Street Toddlers Activity Guide Page References
Approaches to Learning	
Curiosity, Information – Seeking, and Eagerness	
Goal APL – 1: Children show curiosity and express interest in the world around them.	
APL-1g Discover things that interest and amaze them and seek to share them with others.	<p><i>Children show curiosity in the world around them throughout Frog Street Toddler, to investigate the environment—and to discover what objects and people do, how things work, and how they can make things happen.</i></p> <p>AG1: 7, 17, 20, 27, 37 AG2: 17 AG3: 7, 17, 27 AG4: 7, 17, 27 AG5: 17, 17, 37 AG6: 7, 27, 37 AG7: 17, 27 AG8: 17, 27 AG9: 10, 17, 27, 37 AG10: 7, 27, 37 AG11: 27, 37 AG12: 7, 27 AG13: 17, 27</p>
APL-1h Show pleasure in new skills and in what they have done.	<p>Learning Centers and Outdoor Play provide opportunities for children to increase abilities and express their feelings over their accomplishments in all the domains.</p> <p>AG1: 10, 40 AG2: 18 AG3: 5, 20, 25, 27, 35, 37, 40 AG4: 20 AG5: 10, 30 AG6: 4, 5, 6, 10, 15, 20, 29, 34, 38 AG7: 5, 9, 10, 16, 20, 30 AG8: 20, 35, 37 AG9: 15, 16, 20, 24, 25, 39 AG10: 20 AG11: 14, 20, 38 AG12: 6, 25, 33, 40 AG13: 9, 14, 15, 20</p>
APL-1i Watch what others are doing and often try to participate.	<p><i>Opportunities to observe other people’s use of objects, imitate simple actions, and using realistic objects in pretend play are provided throughout the program domains and themes. Though Learning Centers are not established until age 2, Pretend and Learn activities can be easily modified and utilized. Many include specific instruction for adapting experiences for younger children.</i></p> <p>AG1: 3, 5, 13, 23, 33, 39 AG2: 3, 13, 23, 29, 30, 33 AG3: 3, 13,</p>

	<p>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 – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p>
Goal APL-2: Children actively seek to understand the world around them.	
APL-2f Seek more information about people and their surroundings (“study” an object carefully, stare for long moments, become absorbed in figuring out a situation).	<i>Daily activities and Learning Centers offer children opportunities to ask questions and show their ability to acquire and process new information.</i>
APL-2g Use their whole body to learn (get mud or paint on themselves from head to toe, fit themselves into a big, empty box).	<p>AG1: 3, 5, 7, 13, 15, 17, 18, 23, 25, 33, 35, 37, 38 AG2: 3, 5, 7, 8, 13, 15, 17, 18, 23, 25, 35, 33, 37 AG3: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 AG4: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 AG5: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 AG6: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 AG7: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 AG8: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 AG9: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 AG10: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 AG11: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 AG12: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 AG13: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37</p> <p>Resources: Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p>
APL-2h Communicate what they want to do or know using gestures, facial expressions, or words (ask “What dat?”).	
Play and Imagination	
Goal APL-3: Children engage in increasingly complex play.	
APL-3i Try to involve other children in play.	<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> <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</p>
APL-3j Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone).	
APL-3k Play with others with a common purpose (play a chase game).	
APL-3l Communicate about what is happening during pretend play (“He eating,” point to a picture on a communication board	

when feeding a toy baby with a spoon; “Now go work,” after putting on shoes and necktie).	AG11: 3, 13, 23, 33 AG12: 3, 8, 13, 23, 29, 33 AG13: 3, 13, 23, 33
Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.	
APL-4e Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears).	<p><i>Through a variety of activities, children use objects in new ways as part of pretend play. For example, children use toilet paper tubes to create a megaphone or place a beach towel on the floor to represent a street.</i></p> <p>AG1: 17, 23, 33 AG2: 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: 9, 13, 17, 18, 19, 33 AG8: 7, 9, 13, 17, 19, 29 AG9: 3, 8, 13, 17, 23 AG10: 27, 29 AG11: 19, 29, 33 AG12: 3, 13, 23, 33 AG13: 3, 13, 33</p>
APL-4f Pretend to be somebody or something other than themselves.	<p><i>Weekly Pretend and Learn centers offer opportunities for children to imitate sounds, gestures, or behaviors. Opportunities to pretend and imitate are also included in daily activities.</i></p> <p>AG1: 3, 5, 13, 15, 23, 27, 33, 36 AG2: 3, 9, 13, 23, 26, 27, 29, 33 AG3: 3, 13, 15, 23, 25, 26, 27, 29, 33, 35, 38, 39 AG4: 3, 5, 23, 25, 29, 33, 35, 38 AG5: 6, 15, 18, 25, 33, 35 AG6: 3, 5, 9, 26 AG7: 3, 13, 15, 19, 23, 26, 33 AG8: 3, 9, 16, 13, 23, 39; AG9: 5, 13, 15, 17, 23, 29, 33, 35, 39 AG10: 3, 5, 8, 9, 17, 23, 29, 36, 39 AG11: 3, 5, 7, 13, 15, 23, 25, 33, 35, 38, 39 AG12: 3, 9, 13, 19, 23, 28, 33, 39 AG13: 3, 6, 7, 8, 13, 19, 23, 29, 33</p>
APL-4g Pretend one object is really something different (use Legos® as food while stirring a pot).	<p><i>Children will find new properties and uses for familiar objects in Learning Centers and/or Cognitive Development activities.</i></p> <p>AG1: 7, 13, 17, 37 AG2: 17 AG3: 7, 17, 27, 33 AG4: 3, 7, 17, 23, 27, 37 AG5: 13, 17, 37 AG6: 7, 27, 37 AG7: 13, 17, 27, 33, 37, 38, 39 AG8: 3, 17, 23, 27 AG9: 10, 17, 27, 37 AG10: 7, 27, 37 AG11: 27, 37 AG12: 7, 27 AG13: 17, 27</p>

Risk-Taking, Problem-Solving, and Flexibility	
Goal APL-5: Children are willing to try new and challenging experiences.	
APL-5g Explore freely without a familiar adult nearby.	<p>Starting the Day in each Activity Guide features strategies that encourage children to feel safe in new environments and situations.</p> <p>AG1: 4, 5, 14, 15, 23, 30, 34, 35 AG2: 4, 5, 10, 14, 23, 24, 34, 25, 40; AG3: 4, 5, 8, 10, 14, 15, 23, 24, 25, 34, 35 AG4: 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 AG5: 4, 5, 14, 15, 23, 24, 25, 34, 35 AG6: 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 AG7: 4, 5, 8, 14, 15, 18, 23, 24, 25, 34, 35 AG8: 4, 5, 8, 14, 23, 24, 25, 34, 35 AG9: 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 AG10: 4, 5, 14, 15, 23, 34, 35 AG11: 4, 5, 14, 15, 23, 24, 34, 35 AG12: 4, 5, 14, 15, 23, 24, 34, 35, 38 AG13: 4, 5, 14, 15, 23, 24, 34, 35</p>
APL-5h Try out new skills in a familiar environment (learn to climb steps and then try to climb ladder to the slide).	<p>AG1: 3, 4, 5, 8, 13, 18, 23, 33 38 AG2: 3, 5, 7, 8, 11, 13, 18, 23, 28, 31, 33 AG3: 3, 4, 5, 13, 18, 23, 24, 25, 33 AG4: 3, 4, 5, 13, 14, 15, 23, 24, 25, 33, 38 AG5: 3, 4, 5, 13, 23, 33 AG6: 3, 11, 13, 15, 21, 23, 31, 33, 34, 35, 41 AG7: 3, 8, 11, 13, 17, 18, 21, 23, 33 AG8: 11, 21, 27, 31, 41 AG9: 3, 8, 13, 15, 23, 33, 34, 35 AG10: 3, 4, 5, 13, 14, 15, 23, 33 AG11: 3, 4, 5, 13, 18, 21, 23, 24, 25, 31, 33, 34, 35, 41 AG12: 3, 4, 5, 11, 13, 14, 15, 21, 23, 30, 31, 33, 34, 35 AG13: 3, 13, 23, 24, 25, 33, 40, 41</p>
APL-5i Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle, “I can do it.”).	<p>Learning Centers and Outdoor Play opportunities for children to approach challenges with confidence and express their feelings over their accomplishments in all the domains.</p> <p>AG1: 10, 40 AG2: 18 AG3: 5, 20, 25, 27, 35, 37, 40 AG4: 20 AG5: 10, 30 AG6: 4, 5, 6, 10, 15, 20, 29, 34, 38 AG7: 5, 9, 10, 16, 20, 30 AG8: 20, 35, 37 AG9: 15, 16, 20, 24, 25, 39 AG10: 20 AG11: 14, 20, 38 AG12: 6, 25, 33, 40 AG13: 9, 14, 15, 20</p>
APL-5j Want to do things their own way (say “Me do it!” , push an adult’s hand away if the person is trying to help).	<p>Frog Street Toddler provides ongoing support for toddlers’ expanding independence in the form of Teaching Tips for educators.</p> <p>AG1: 4, 5, 8, 16, 18, 21, 26, 18, 38, 41 AG2: 3, 13, 20, 23, 33</p>

	<p>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 AG12: 3, 4, 5, 13, 18, 23, 24, 25, 33 AG13: 3, 4, 5, 13, 18, 23, 24, 25, 33</p>
<p>Goal APL-6: Children use a variety of strategies to solve problems.</p>	
<p>APL-6h Try a variety of strategies to get what they want or solve a problem.</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 – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p>
<p>APL-6i Use language to obtain help to solve a problem (tell adults, “My car broke.”).</p>	<p>Learning Centers and Photo Activity Card discussions offer many opportunities for children to use language to describe what they need to solve problems. Starting the Day activities include prompts for children to use language to develop social skills, including asking for help or to solve a problem.</p> <p>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, 37 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, 13, 14, 15,</p>

	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
APL-6j Use materials in new ways to explore and solve problems (bring a big spoon to the sand table when all of the shovels are in use, pile blocks on a towel and drag them across the floor when there are too many to carry).	<p><i>Through a variety of activities, children use objects in new ways to explore and solve problems. For example, children use toilet paper tubes to create a megaphone or place a beach towel on the floor to represent a street.</i></p> <p>AG1: 17, 23, 33 AG2: 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: 9, 13, 17, 18, 19, 33 AG8: 7, 9, 13, 17, 19, 29 AG9: 3, 8, 13, 17, 23 AG10: 27, 29 AG11: 19, 29, 33 AG12: 3, 13, 23, 33 AG13: 3, 13, 33</p>
Attentiveness, Effort, and Persistence	
Goal APL-7: Children demonstrate initiative.	
APL-7e Select and carry out activities (choose to set the table; gather play dishes and food, and then feed the dolls).	<p>Cognitive Development activities and Practice Centers offer children opportunities to choose different tasks. Children are also able to repeat activities many times to achieve mastery.</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>Resources: Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p>
APL-7f Show increasing interest in performing tasks independently (put on jacket and try to zip it up).	<p>Frog Street Toddler provides ongoing support for toddlers' expanding independence in the form of Teaching Tips (such as in AG2: 20, What Should You Do? involving independence).</p> <p>AG1: 4, 5, 8, 16, 18, 21, 26, 18, 38, 41 AG2: 3, 13, 20, 23, 33</p>

	<p>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 AG12: 3, 4, 5, 13, 18, 23, 24, 25, 33 AG13: 3, 4, 5, 13, 18, 23, 24, 25, 33</p>
APL-7g Show and/or tell others what they have done.	<p>Learning Centers and Outdoor Play opportunities for children to show their accomplishments and tell others throughout all the domains.</p> <p>AG1: 10, 40 AG2: 18 AG3: 5, 20, 25, 27, 35, 37, 40 AG4: 20 AG5: 10, 30 AG6: 4, 5, 6, 10, 15, 20, 29, 34, 38 AG7: 5, 9, 10, 16, 20, 30 AG8: 20, 35, 37 AG9: 15, 16, 20, 24, 25, 39 AG10: 20 AG11: 14, 20, 38 AG12: 6, 25, 33, 40 AG13: 9, 14, 15, 20</p>
Goal APL-8: Children maintain attentiveness and focus.	
APL-8f Focus on a person or a hands-on activity for a short period of time (participate in singing a song, stay focused long enough to build a block tower).	<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, 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>
APL-8g Keep working on interesting activities with other things going on around them.	<p>Cognitive Development activities and Learning Centers offer children opportunities to choose different tasks. Children are also able to repeat activities many times to achieve mastery even with other activities going on around them.</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>Resources: Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p>
Goal APL-9: Children persist at challenging activities.	
<p>APL-9c Seek help from others to complete a challenging activity.</p>	<p>AG1: 3, 4, 5, 7, 8, 13, 16, 17, 18, 23, 26, 27, 33, 37, 38 AG2: 3, 5, 7, 8, 13, 17, 18, 20, 23, 27, 28, 33, 37 AG3: 3, 4, 5, 7, 13, 17, 18, 19, 23, 24, 25, 27, 33, 37 AG4: 3, 4, 5, 7, 13, 14, 15, 17, 23, 24, 25, 27, 29, 33, 37, 38 AG5: 3, 4, 5, 7, 8, 13, 15, 17, 19, 23, 27, 29, 33, 37 AG6: 3, 7, 8, 13, 15, 17, 23, 27, 29, 33, 34, 35, 37, 38, 39 AG7: 3, 7, 8, 13, 17, 18, 23, 27, 33, 37 AG8: 3, 7, 13, 17, 23, 27, 29, 33, 37 AG9: 3, 6, 7, 8, 10, 13, 15, 17, 19, 23, 27, 33, 34, 35, 37, 38 AG10: 3, 4, 5, 7, 9, 13, 14, 15, 17, 23, 27, 28, 33, 37, 38, 39 AG11: 3, 4, 5, 7, 8, 13, 17, 18, 23, 24, 25, 27, 28, 33, 34, 35, 37, 38 AG12: 3, 4, 5, 7, 13, 14, 15, 17, 23, 27, 30, 33, 34, 35, 37 AG13: 3, 8, 13, 17, 23, 24, 25, 33, 38, 39</p>
<p>APL-9d Keep working on an activity even after setbacks (block structure collapses, puzzle piece does not fit).</p>	<p>Cognitive Development activities and Learning Centers offer children opportunities to persists at tasks. Children are also able to repeat activities many times to achieve mastery.</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>Resources: Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p>

Emotional and Social Development (ESD)	
Developing a Sense of Self	
Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.	
<p>ESD-1h Show awareness of some of their own characteristics and things they can do (recognize themselves in pictures, say, “I help Daddy!”).</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, 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>ESD-1i Use their own name or a personal pronoun to refer to themselves (I, me, and mine).</p>	<p><i>Throughout Frog Street Toddler, children engage in rhymes, chants, songs, and poems using “I”, “you” and “me” during development of the concepts of self and others.</i></p> <p><i>Photo Activity Card discussions (p. 7, 17, 27, and 37) provide opportunities for children to use language to describe what they see and talk about their own experiences related to the topic using their own name or personal pronoun.</i></p> <p><i>Starting the Day activities include prompts for children to use language to develop social skills. Children also learn to use their own name and the names of other people.</i></p> <p>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, 37 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, 13, 14, 15,</p>

	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
ESD-1j Make choices and have favorite clothes, toys, and activities.	<p><i>During Enrichment Activities and Cognitive Development, children engage in activities and discussions. These activities provide children with opportunities develop the ability to make decisions and choices, with guidance as appropriate.</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, 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 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>
Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.	
ESD-2g Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	<p><i>Throughout Frog Street Toddler, children are asked to share their preferences, such as in I Like School (AG3: 6) wherein they are asked to name their favorite school activity. A foundation of the program is to celebrate the joy of learning.</i></p> <p>AG1: 13, 29 AG2: 10, 27, 36, 38, 39, 43 AG3: 6, 26, 36 AG5: 4, 14, 16, 18, 24, 26, 28, 38, 40 AG6: 5, 15, 16, 25, 35 AG7: 7, 10, 13, 27, 30, 36 AG8: 10, 16, 17, 18, 25 AG9: 20, 36 AG10: 7, 16, 36 AG11: 16, 23, 36 AG12: 36 AG13: 5, 7, 16, 36</p>
ESD-2h Explore the environment independently to satisfy their own interests (seek out toy or favorite materials).	<p><i>Starting the Day in each Activity Guide features strategies that encourage children to feel safe in new environments and situations while exploring independently.</i></p> <p>AG1: 4, 5, 14, 15, 23, 30, 34, 35 AG2: 4, 5, 10, 14, 23, 24, 34, 25, 40; AG3: 4, 5, 8, 10, 14, 15, 23, 24, 25, 34, 35 AG4: 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 AG5: 4, 5, 14, 15, 23, 24, 25, 34, 35 AG6: 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 AG7: 4, 5, 8, 14, 15, 18, 23, 24, 25, 34, 35 AG8: 4, 5, 8, 14, 23, 24, 25, 34, 35 AG9: 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 AG10: 4, 5, 14, 15, 23, 34, 35</p>

	<p>AG11: 4, 5, 14, 15, 23, 24, 34, 35 AG12: 4, 5, 14, 15, 23, 24, 34, 35, 38 AG13: 4, 5, 14, 15, 23, 24, 34, 35</p>
<p>ESD-2i Show confidence in their abilities through actions and/or language (try to lift a heavy object, say, "I'm strong!").</p>	<p>Learning Centers and Outdoor Play opportunities for children to increase abilities and express confidence over their accomplishments in all the domains.</p> <p>AG1: 10, 40 AG2: 18 AG3: 5, 20, 25, 27, 35, 37, 40 AG4: 20 AG5: 10, 30 AG6: 4, 5, 6, 10, 15, 20, 29, 34, 38 AG7: 5, 9, 10, 16, 20, 30 AG8: 20, 35, 37 AG9: 15, 16, 20, 24, 25, 39 AG10: 20 AG11: 14, 20, 38 AG12: 6, 25, 33, 40 AG13: 9, 14, 15, 20</p>
<p>ESD-2j Attempt to reach goals without help from others (push adult away, say "Me do it myself!").</p>	<p>Children have opportunities to achieve goals independently throughout Frog Street Toddler. Teachers can observe evolving skills and knowledge while children are involved in activities such as building, assembling ramps, pathways, and playing outdoor games.</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>Developing a Sense of Self with Others</p>	
<p>Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.</p>	
<p>ESD-3i Form close relationships with their primary caregivers and other familiar adults.</p>	<p>The development of caregiver and family attachment is supported throughout Frog Street Toddler. Example—Did You Know? (AG1: 8) wherein children are divided into groups and assigned a designated group caregiver. When children are</p>

	<p><i>stressed, they have access to this trusted adult.</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 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 Ways to be an Emotional Coach, 5 Steps to Say Goodbye, and 5 Ways to Support Social and Emotional Development offer at-a-glance reminders for caregivers.</p>
ESD-3j Seek help from trusted adults when upset (when fearful or having difficulty with something).	<p>Starting the Day in each Activity Guide features strategies that encourage children to feel safe in new environments and situations.</p> <p>AG1: 4, 5, 14, 15, 23, 30, 34, 35 AG2: 4, 5, 10, 14, 23, 24, 34, 25, 40; AG3: 4, 5, 8, 10, 14, 15, 23, 24, 25, 34, 35 AG4: 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 AG5: 4, 5, 14, 15, 23, 24, 25, 34, 35 AG6: 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 AG7: 4, 5, 8, 14, 15, 18, 23, 24, 25, 34, 35 AG8: 4, 5, 8, 14, 23, 24, 25, 34, 35 AG9: 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 AG10: 4, 5, 14, 15, 23, 34, 35 AG11: 4, 5, 14, 15, 23, 24, 34, 35 AG12: 4, 5, 14, 15, 23, 24, 34, 35, 38 AG13: 4, 5, 14, 15, 23, 24, 34, 35</p>
ESD-3k Are less likely to get upset when primary caregiver is with them.	
ESD-3l Use words to influence caregivers' behavior (ask for help, talk about something they want the adult to do).	
Goal ESD-4: Children form relationships and interact positively with other children	
ESD-4f Show affection or preference for particular children (spontaneously hug, want to play, call other child a friend).	<p>Frog Street Toddler provides support for showing affection for others and using words to interact positively with others throughout the program. During Starting the Day, children interact regularly with a partner during Step 3 (Connect).</p> <p>AG1: 5, 15, 25, 28, 35, 40 AG2: 5, 15, 25, 35 AG3: 5, 15, 25,</p>

	<p>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>
<p>ESD-4g Remember and use names of familiar playmates.</p>	<p>Starting the Day is a 4-step routine (Unite, Calm, Connect, Build Community). In 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.</p> <p><i>In Theme 3, Friends: children explore friends and friendships: (Week 1- Everyday Friends, Week 2 - Friends Who Keep Us Healthy, Week 3 - Friends Who Keep Us Safe, Week 4 - Friends with Helpful Hands).</i></p> <p>AG1: 4, 5, 14, 15, 24, 25, 34, 35 AG2: 3, 4, 5, 7, 8, 9, 13, 14, 15, 16, 17, 18, 19, 24, 25, 34, 35, 37, 38 AG3: 4, 5, 7, 8, 14, 15, 24, 25, 34, 35 AG4: 4, 5, 14, 15, 24, 25, 34, 35 AG5: 4, 5, 14, 15, 24, 25, 34, 35 AG 6: 4, 5, 14, 15, 24, 25, 34, 35 AG7: 4, 5, 14, 15, 24, 25, 34, 35 AG 8: 4, 5, 14, 15, 24, 25, 34, 35 AG9: 4, 5, 14, 15, 24, 25, 34, 35 AG10: 4, 5, 14, 15, 24, 25, 34, 35 AG11: 4, 5, 14, 15, 24, 25, 34, 35 AG12: 4, 5, 14, 15, 24, 25, 34, 35 AG13: 4, 5, 14, 15, 24, 25, 34, 35</p> <p>Resources: Photo Activity Cards, Family Puzzles, Friendship Puzzles, Max the Puppet</p>
<p>ESD-4h Use appropriate words to influence playmates' behavior ("Play with me." "Stop hitting me.").</p>	<p><i>The Starting the Day: Connect section of each guide encourages children to engage in an activity with a partner.</i></p>
<p>ESD-4i Participate in play with other children.</p>	<p><i>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: 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>
ESD-4j Show positive emotion and turn taking with familiar playmates (agree to chase each other, watch and imitate each other's play with toys).	<p>Frog Street Toddler provides support for showing concern for others and encourages sharing and taking turns during play. During Starting the Day, children interact regularly with a partner during Step 3 (Connect).</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, 23, 25, 33, 35 AG13: 5, 15, 25, 35</p>
Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.	
ESD-5e Follow social rules, transitions, and routines that have been explained to them, with reminders and practice.	<p>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.</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>
ESD-5f Adjust their behavior to fit different situations (tiptoe near a sleeping baby, use a quiet voice inside, runs outside).	<p>Frog Street Toddler provides support for showing concern for others and expressing desires and preferences appropriately. Example— Starting the Day: Build Community (AG6: 5) wherein children discuss listening to another person's 'big</p>
ESD-5g Evaluate their own and others' actions as right or wrong (pointing out another child is climbing on the table).	

ESD-5h Show caring and cooperation (help to put away toys, offer to help another person).	<i>voice.</i> (A big voice is what children use to tell others that they do not like something, such as 'I don't like it when you take my blocks.')
ESD-5i Wait for a short time to get what they want (a turn with a toy, a snack), with guidance and support.	
ESD-5j Accept "no" without getting overly upset.	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
Learning About Feelings	
Goal ESD-6: Children identify, manage, and express their feelings.	
ESD-6h Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.	<p>Welcome to Frog Street Toddler describes ways to help children learn self-regulation, impulse control, and appropriate social interactions. Starting the Day: Calm and other Conscious Discipline® routines support them regulating their emotions.</p> <p>AG1: 5, 15, 25, 28, 30, 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>Welcome to Frog Street Toddler: 34</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 provides at-a-glance reminders for caregivers.</p>
ESD-6i Communicate to make needs known.	Did You Know? (AG1: 3) describes how young children 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>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> <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 provides at-a-glance reminders for caregivers.</p>
<p>ESD-6j Manage emotions and control impulses with guidance and support (Say “I don’t like that!” instead of hitting; wait by door instead of running ahead when excited to go out).</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. Learning to control impulses and emotional outbursts is a part of the daily routines.</i></p>
<p>ESD-6k Display emotional outbursts less often.</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>Goal ESD-7: Children recognize and respond to the needs and feelings of others.</p>	
<p>ESD-7f Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).</p>	<p><i>Throughout Frog Street Toddler, children engage in activities that help develop understanding of the emotional expressions/actions of other people. In each Activity Guide, Starting the Day (p. 5) children are encouraged to commit to being a responsible member of the class by focusing on specific social skills, such as using listening ears and recognizing the</i></p>
<p>ESD-7g Communicate concern for others (share a toy with someone who doesn’t have one, ask, “Are you OK?”).</p>	
<p>ESD-7h Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower).</p>	

<p>ESD-7i Recognize facial expressions or actions associated with different emotions.</p>	<p><i>needs of others.</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>Health and Physical Development (HPD)</p>	
<p>Physical Health and Growth</p>	
<p>Goal HPD-1: Children develop healthy eating habits.</p>	
<p>HPD -1l Try new foods.</p>	<p><i>The Welcome to Frog Street Toddler Guide includes specific ways to encourage healthy eating habits on pp. 36-38. During snack time, children are exposed to a variety of foods. They learn to distinguish between healthy and unhealthy foods. Specific ways to encourage healthy eating habits are also described.</i></p> <p>AG3: 13, 16, 17, 18 AG4: 38 AG5: 8, 17, 18, 28 AG6: 3, 8, 18, 28, 31, 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>Resources: Patterns CD, Classroom Posters - 5 Ways to Encourage Healthy Eating Habits”</p>
<p>HPD -1m Feed themselves using utensils and hands.</p>	
<p>HPD -1n Accept or refuse food depending on their appetite and personal preference (make food choices at a meal, leave unwanted food on plate, ask for seconds of favorite food).</p>	
<p>HPD -1o Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples).</p>	
<p>Goal HPD-2: Children engage in active physical play indoors and outdoors.</p>	
<p>HPD-2h Develop strength and stamina by spending moderate periods of time playing vigorously.</p>	<p><i>Regular play activities involving physical demand for short periods of time are included in the Physical Development domain and incorporated into Outdoor Play.</i></p> <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>
<p>HPD-2i Show satisfaction with new active skills and strengths (ask</p>	<p>Learning Centers and Outdoor Play provide opportunities for</p>

<p>others to watch them, say, "I'm big and strong!").</p>	<p><i>children to increase abilities and express their feelings over their accomplishments in all the domains.</i></p> <p>AG1: 10, 40 AG2: 18 AG3: 5, 20, 25, 27, 35, 37, 40 AG4: 20 AG5: 10, 30 AG6: 4, 5, 6, 10, 15, 20, 29, 34, 38 AG7: 5, 9, 10, 16, 20, 30 AG8: 20, 35, 37 AG9: 15, 16, 20, 24, 25, 39 AG10: 20 AG11: 14, 20, 38 AG12: 6, 25, 33, 40 AG13: 9, 14, 15, 20</p>
<p>HPD-2j With guidance and support, transition from active to quiet activities.</p>	<p>Frog Street Toddler Welcome Book, Teaching Strategies, p. 44 provides guidelines for Handling Transitions including establishing routines using songs and rhymes to provide smooth transitions.</p> <p>AG1: 28 AG3: 33, 34, 39, 40 AG4: 29 AG10: 3, 30</p> <p>Resources: Photo Activity Cards</p>
<p>Goal HPD-3: Children develop healthy sleeping habits.</p>	
<p>HPD-3f Use language about sleep (say, "Time for bed," after clearing lunch things; give sign for sleep).</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.</i></p> <p><i>Frog Street Toddler provides ongoing support for teachers on Teaching Tips pages. 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 Cards, All About Me—Toddler Daily Report, Classroom Poster—Sign Language</p>
<p>HPD-3g With guidance, participate in sleep routines (wash hands after lunch, get blanket, lie down on bed or mat).</p>	<p>AG1: 8 AG2: 8 AG3: 10, 20 AG4: 21 AG7: 17, 19</p>
<p>HPD-3h Fall asleep on their own.</p>	

Motor Development	
Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.	
HPD-4h Move their arms and legs to complete a task (kick, jump, step, pedal, push away).	<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, Classroom Poster—5 Ways to Support Physical Development provides at-a-glance reminders for caregivers.</p>
HPD-4i Move through the world with a variety of movements and with increasing independence (run, jump, pedal).	
HPD-4j Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide).	
HPD-4k Perform actions smoothly with balance, strength, and coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps).	
Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.	
HPD-5g Use more complex, refined hand movements (stack a few small blocks, try to draw, turn pages one at a time).	<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.</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 AG 13: 3, 7, 9, 13, 16, 17, 19, 23, 27, 28, 29, 33, 37, 39</p>
HPD-5h Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters).	
HPD-5i Use tools that require finger and hand control (large paintbrush, measuring cups, switches, shovel).	
Self-Care	
Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.	
HPD-6e Use words or sign language to ask for the things they	<i>In Frog Street Toddler, children are reminded how to safely</i>

<p>need (food when hungry, drink when thirsty, go outdoors when they need to be physically active).</p>	<p><i>cross a street, wear seat belts, and to wash their hands before eating and after toileting.</i></p> <p>AG1: 7, 17, 18, 28, 33 AG2: 27 AG3: 2, 13, 14, 15, 16, 17, 18, 19, 22, 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>HPD-6f Soothe themselves when needed (find a quiet area for alone time, look at book before nap).</p>	<p>AG1: 4, 5, 14, 15, 23, 30, 34, 35 AG2: 4, 5, 10, 14, 23, 24, 34, 25, 40 AG3: 4, 5, 8, 10, 14, 15, 23, 24, 25, 34, 35 AG4: 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 AG5: 4, 5, 14, 15, 23, 24, 25, 34, 35 AG6: 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 AG7: 4, 5, 8, 14, 15, 18, 23, 24, 25, 34, 35 AG8: 4, 5, 8, 14, 23, 24, 25, 34, 35 AG9: 4, 5, 8, 14, 15, 23, 24, 25, 34, 35 AG10: 4, 5, 14, 15, 23, 34, 35 AG11: 4, 5, 14, 15, 23, 24, 34, 35 AG12: 4, 5, 14, 15, 23, 24, 34, 35, 38 AG13: 4, 5, 14, 15, 23, 24, 34, 35</p>
<p>Goal HPD-7: Children develop independence in caring for themselves and their environment.</p>	
<p>HPD-7e Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.</p>	<p><i>Throughout Frog Street Toddler activities, children learn rules for behaving appropriately in the classroom. Children are reminded each day to commit to being a responsible member of the class by focusing on specific skills, such as self-care routines, meal-time routines, and taking care of classroom objects and materials. Children are encouraged to identify and follow rules, accepting redirection as appropriate.</i></p>
<p>HPD-7f Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, begin to show an interest in toileting).</p>	
<p>HPD-7g Feed themselves with a spoon.</p>	
<p>HPD-7h Help with meal and snack routines.</p>	
<p>HPD-7i Take care of objects (put toys away, handle materials carefully, water plants or garden).</p>	
<p>Safety Awareness</p>	
<p>Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.</p>	
<p>HPD-8f Remember cause and effect experiences and apply their experiences to future situations (avoid touching cold</p>	<p>Starting the Day is a 4-step routine (Unite, Calm, Connect, Build Community) in which children learn to internalize rules,</p>

<p>railing, walk slowly down steep hill where fall happened).</p> <p>HPD-8g Increase self-control over their impulses (remind self not to touch something; wait for adult vs. running ahead).</p>	<p><i> routines, and directions, including those related to potentially harmful situations and safety rules. Did You Know? statements provide guidance for caregivers.</i></p> <p>AG1: 7, 17 AG3: 24, 28, 29 AG9: 18, 26, 28 AG12: 18, 28, 38 AG13: 18, 38</p>
<p>HPD-8h With guidance, recognize and avoid situations that might cause harm.</p>	<p><i>Children are reminded how to safely cross a street, wear seat belts, and wash their hands before eating and after toileting.</i></p> <p>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.</p> <p>AG 1: 7, 17, 18, 28, 33 AG 2: 27 AG 3: 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>
Language Development and Communication (LDC)	
Learning to Communicate	
Goal LDC-1: Children understand communications from others.	
<p>LDC-1h Respond when others talk to them, using a larger variety of words or signs.</p>	<p><i>In the Language Development section, children hear and learn language in context that allows them to internalize vocabulary, which in turn, helps them to express themselves. Story Time offers opportunities to children to name people or objects in books. Photo Activity Cards stimulate discussion, allowing children to use simple sentences, expand vocabulary and ask questions.</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>Welcome to Frog Street Toddler: 35</p>

	<p>Resources: Literacy Library, 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>
LDC-1i Respond to gestures, facial expressions, tone of voice, and some words that show emotions.	<p><i>Throughout Frog Street Toddler, children engage in activities that help develop understanding of the emotional expressions/actions of other people.</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>
LDC-1j Follow two-step directions with visual cues if needed (“Pick up the paper and put it in the trash.” “Get your cup and put it on the table.”).	<p>AG1: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG2: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG3: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG4: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG5: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG6: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG7: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG8: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG9: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG10: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG11: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG12: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG13: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39</p>
Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.	
LDC-2g Engage in short dialogues of a few turns.	<p>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 talk about their own experiences related to the topic. Starting the Day activities include working with a partner and encourages children to engage in dialogue with others regularly.</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>
<p>LDC-2h Ask questions or use verbal or nonverbal cues to initiate communication with another.</p>	<p><i>Throughout Frog Street Toddler, children will demonstrate receptive and expressive language skills and communication strategies, including gestures and intonation. Language Development activities (AG1-13: p. 6, 16, 26, and 36) offer many opportunities for children to recount events in stories. Photo Activity Card discussions (AG1-13: 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 using verbal and nonverbal cues.</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>Welcome to Frog Street Toddler: 35</p> <p>Resources: Literacy Library, Classroom Posters—5 Reasons to Read to Children, Sign Language, and 5 Ways to Encourage Toddlers to Talk; Photo Activity Cards</p>

Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
LDC-3b Answer simple questions (“What is she doing?” “What happened to the bear in the story?”).	<p><i>Daily activities and Learning Centers offer children opportunities to answer simple questions and show their ability to acquire and gain new information.</i></p> <p>AG1: 3, 5, 7, 13, 15, 17, 18, 23, 25, 33, 35, 37, 38 AG2: 3, 5, 7, 8, 13, 15, 17, 18, 23, 25, 35, 33, 37 AG3: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 AG4: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 AG5: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 AG6: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 AG7: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 AG8: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 AG9: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 AG10: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 AG11: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 AG12: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37 AG13: 3, 5, 7, 13, 15, 17, 23, 25, 33, 37</p> <p>Resources: Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers</p>
LDC-3c Use simple sentences or questions to ask for things (e.g., people, actions, objects, pets) or gain information.	
Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.	
LDC-4f Communicate messages with expression, tone, and inflection.	<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 with expression, tone, and inflection.</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,</p>

	<p>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>Welcome to Frog Street Toddler: 35</p> <p>Resources: Literacy Library, Classroom Posters—5 Reasons to Read to Children, Sign Language, and 5 Ways to Encourage Toddlers to Talk, Photo Activity Cards</p>
<p>LDC-4g Use speech that is understood most of the time by familiar listeners.</p>	<p>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 talk 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. These activities encourage children to practice speech skills daily so that they can be understood.</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>
<p>Goal LDC-5: Children describe familiar people, places, things, and events.</p>	
<p>LDC-5b Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day.</p>	<p><i>Throughout Frog Street Toddler, children will demonstrate receptive language and expressive language skills and communication strategies. This includes a ‘language explosion,’ moving from two-word sentences to recounting events.</i></p> <p>Photo Activity Card discussions (p. 7, 17, 27, and 37) offer opportunities for children to use expressive language skills to share their thoughts and ideas and receptive language skills to discuss what they are doing, routines, and events of the day.</p>

	<p><i>Children are prompted during activities across all domains to communicate their thoughts and to describe their actions.</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>Welcome to Frog Street Toddler: 35</p> <p>Resources: Literacy Library, Classroom Posters—5 Reasons to Read to Children, Sign Language, and 5 Ways to Encourage Toddlers to Talk; Photo Activity Cards</p>
<p>LDC-5c Use dramatic play to act out familiar scenes and events, and imitate familiar people.</p>	<p><i>Weekly Pretend and Learn centers offer opportunities for children to imitate sounds, gestures or behaviors. Opportunities to pretend and imitate are also included in daily activities.</i></p> <p>AG1: 3, 5, 13, 15, 23, 27, 33, 36 AG2: 3, 9, 13, 23, 26, 27, 29, 33 AG3: 3, 13, 15, 23, 25, 26, 27, 29, 33, 35, 38, 39 AG4: 3, 5, 23, 25, 29, 33, 35, 38 AG5: 6, 15, 18, 25, 33, 35 AG6: 3, 5, 9, 26 AG7: 3, 13, 15, 19, 23, 26, 33 AG8: 3, 9, 16, 13, 23, 39; AG9: 5, 13, 15, 17, 23, 29, 33, 35, 39 AG10: 3, 5, 8, 9, 17, 23, 29, 36, 39 AG11: 3, 5, 7, 13, 15, 23, 25, 33, 35, 38, 39 AG12: 3, 9, 13, 19, 23, 28, 33, 39 AG13: 3, 6, 7, 8, 13, 19, 23, 29, 33</p>
<p>Goal LDC-6: Children use most grammatical constructions of their home language well.</p>	
<p>LDC-6e Communicate in short sentences that follow the word order of their home language.</p>	<p><i>Throughout Frog Street Toddler, children will demonstrate receptive language and expressive language skills and communication strategies through short sentences and the combination of two and three words in their home language. 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</i></p>
<p>LDC-6f Combine two and three words.</p>	

	<p><i>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>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>Welcome to Frog Street Toddler: 35</p> <p>Resources: Literacy Library, Classroom Posters—5 Reasons to Read to Children, Sign Language, and 5 Ways to Encourage Toddlers to Talk; Photo Activity Cards</p>
Goal LDC-7: Children respond to and use a growing vocabulary.	
<p>LDC-7h Use new words each day and have a word for almost all familiar people, objects, actions, and conditions (hot, rainy, sleepy).</p>	<p>AG1: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG2: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG3: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG4: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG5: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG6: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG7: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG8: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG9: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG10: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG11: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG12: 4, 5, 6, 9, 14, 15, 16, 19, 24, 25, 26, 29, 34, 35, 36, 39 AG13: 4, 5, 6, 9, 14</p>

<p>LDC-7i Participate in or repeat familiar songs, chants, or rhymes.</p>	<p><i>In the sections, Starting the Day, Language Development, and Cognitive Development, children learn new vocabulary, repeat words, sing simple songs, and repeat chants and finger plays. Theme 7 focuses on Nursery Rhymes and Theme 8 focuses on Traditional Songs.</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>Welcome to Frog Street Toddler: 35</p> <p>Resources: Literacy Library, Classroom Posters—5 Reasons to Read to Children and 5 Reasons to Sing and Dance, Music CDs</p>
<p>LDC-7j Show they understand many new vocabulary words and a variety of concepts (big and little, in and out).</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>Foundations for Reading</p>	
<p>Goal LDC-8: Children develop interest in books and motivation to read.</p>	
<p>LDC-8h Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story).</p>	<p><i>Children engage with books during Story Time and at the Library and Listening Center, providing children with</i></p>

<p>LDC-8i Listen for short periods of time to storybooks, informational books stories, poetry, songs and finger plays.</p>	<p><i>opportunities to adjust a book to get the picture right side up, or hold a book, looking at the book page-by-page.</i></p> <p>AG 1: 3, 6, 16, 26, 36 AG 2: 3, 6, 13, 16, 19, 26, 33, 36 AG 3: 6, 7, 13, 16, 23, 26, 36 AG 4: 6, 9, 16, 26, 36, 38 AG 5: 6, 7, 16, 17, 26, 27, 36, 37, 38 AG 6: 6, 16, 26, 36 AG 7: 6, 16, 26, 36 AG 8: 6, 16, 18, 26, 36 AG 9: 6, 16, 26, 36 AG 10: 6, 8, 16, 26, 36 AG 11: 6, 16, 26, 36 AG 12: 6, 16, 26, 36 AG 13: 6, 16, 26, 36</p> <p>Welcome to Frog Street Toddler: 35</p> <p>Resources: Literacy Library</p>
<p>Goal LDC-9: Children comprehend and use information presented in books and other print media.</p>	
<p>LDC-9d Chime in on a repeated line in a book while being read to by an adult.</p>	<p>AG1: 7, 17, 27, 37 AG2: 7, 17, 27, 37 AG3: 7, 17, 27, 37 AG4: 7, 17, 27, 36, 37 AG5: 7, 16, 17, 27, 37 AG6: 6, 7, 17, 26, 27, 37 AG7: 7, 17, 27, 37, 39 AG8: 7, 8, 17, 27, 37 AG9: 7, 17, 19, 27, 37 AG10: 4, 7, 8, 14, 17, 24, 27, 34, 37 AG11: 7, 14, 17, 24, 27, 34, 37 AG12: 7, 17, 24, 27, 34, 37, 38 AG13: 7, 14, 17, 24, 27, 34, 37</p>
<p>LDC-9e Pretend to read familiar books from memory; repeat familiar phrases while looking at a book.</p>	
<p>LDC-9f Begin to relate personal experiences to events described in familiar books.</p>	<p>Language Development activities engage children with literature through photos, pictures and illustrations. Library and Listening Centers offer children time to engage with books including photos, pictures and illustrations. Discussion during Story Time gives children the opportunity to answer questions about the illustrations and relate their own life experiences to those described in familiar books.</p> <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> <p>Welcome to Frog Street Toddler: 35</p>
<p>LDC-9g Answer simple questions about stories.</p>	

	<p>Resources: board books, soft cover books, developmental storybooks and flip books, bilingual story folders; Classroom Poster – <i>5 Reasons to Read to Children</i></p>
LDC-9h Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories).	<p>AG1: 7, 17, 27, 37 AG2: 7, 17, 27, 37 AG3: 7, 17, 27, 37 AG4: 7, 17, 27, 36, 37 AG5: 7, 16, 17, 27, 37 AG6: 6, 7, 17, 26, 27, 37 AG7: 7, 17, 27, 37, 39 AG8: 7, 8, 17, 27, 37 AG9: 7, 17, 19, 27, 37 AG10: 4, 7, 8, 14, 17, 24, 27, 34, 37 AG11: 7, 14, 17, 24, 27, 34, 37 AG12: 7, 17, 24, 27, 34, 37, 38 AG13: 7, 14, 17, 24, 27, 34, 37</p>
Goal LDC-10: Children develop book knowledge and print awareness.	
LDC-10e Hold a book upright, turn some pages front to back (but not always in the right order), close book, and say, “done” or “the end.”	<p>Frog Street Toddler <i>actively engages children with stories during Story Time each day. Children are given many opportunities to handle books and “read” them to friends or stuffed animals. Example—Bear Cave Getaway (AG8: 18), caregivers toss pillows inside a cave and invite children to use this area to get away and look at books.</i></p> <p>AG1: 3, 6, 16, 26, 36 AG2: 3, 6, 13, 16, 19, 26, 28, 33, 36 AG3: 6, 7, 13, 16, 23, 26, 36 AG4: 6, 8, 9, 16, 26, 36, 38; AG5: 6, 7, 16, 17, 26, 27, 28, 36, 37, 38; AG6: 6, 16, 26, 36 AG7: 6, 16, 26, 36 AG8: 6, 16, 18, 26, 36 AG9: 6, 16, 26, 28, 36 AG10: 6, 8, 16, 26, 36 AG11: 6, 16, 26, 36 AG12: 6, 7, 16, 26, 36 AG13: 6, 16, 19, 26, 36</p> <p>Welcome to Frog Street Toddler: 35</p> <p>Resources: Literacy Library</p>
LDC-10f Demonstrate understanding of the need for and the uses of print (pretend to read a “grocery list” during play; say, “I want chicken” when looking at a menu).	
LDC-10g Demonstrate an understanding of realistic symbols such as photographs, and later abstract symbols such as signs and environmental print (know which pictures stand for which activities on a daily schedule; say, “That means light” when looking at a symbol of a light bulb located over the light switch).	<p>Language Development <i>activities engage children with literature, including pictures, photos and illustrations.</i></p> <p>AG1: 6, 16, 23, 26, 36 AG2: 3, 6, 7, 13, 16, 18, 26, 36, 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 AG6: 3, 6, 13, 16, 26, 33, 36 AG7: 6, 16, 26, 36 AG8: 6, 16, 18, 26, 33, 36, 38 AG9: 6, 9, 16, 26, 33, 36 AG10: 3, 6, 16, 18, 26, 36 AG11: 3, 6,</p>

	<p>16, 26, 36 AG12: 6, 16, 26, 36 AG13: 6, 16, 23, 26, 36</p> <p>Welcome to Frog Street Toddler: 35</p> <p>Resources: Literacy Library, Classroom Poster—5 Reasons to Read to Children</p>
Goal LDC-11: Children develop phonological awareness.	
LDC-11c Participate in rhyming games.	<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>Welcome to Frog Street Toddler: 35</p> <p>Resources: Literacy Library</p>
LDC-11d Notice sounds that are the same and different.	
LDC-11e Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments.	
Goal LDC-11: Children develop phonological awareness.	
Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.	
LDC-12a Demonstrate an interest in letters by asking about and/or naming some of them.	<p>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 recognize name/letters in print, and make connections as their literacy skills emerge.</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 Card</p>
Foundations for Writing	
Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.	
LDC-13b Pretend to write in ways that mimic adult writing (e.g., scribble on paper while sitting with caregiver who is writing, hold phone to ear and make marks with pencil).	<p><i>Children begin to demonstrate how print works, by using writing instruments in Learning Centers.</i></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 AG 7: 6, 16, 26, 36, 39 AG 8: 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 AG 13: 6, 16, 23, 26, 29, 36</p>
Goal LDC-14: Children use knowledge of letters in their attempts to write.	
Emerging	
Goal LDC-15: Children use writing skills and conventions.	
LDC-15c Explore a variety of tools that can be used for writing.	<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 AG 7: 6, 16, 26, 36, 39 AG 8: 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 AG 13: 6, 16, 23, 26, 29, 36</p>
LDC-15d Scribble and/or imitate an adult's marks with markers, crayons, paints, etc.	
LDC-15e Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger.	

Cognitive Development (CD)	
Construction of Knowledge: Thinking and Reasoning	
Goal CD-1: Children use their senses to construct knowledge about the world around them.	
<p>CD-1e Explore objects and materials physically to learn about their properties.</p>	<p>Starting the Day and Learning Centers encourage children to explore object and materials to construct knowledge about the world around them.</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>Resources: Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p>
<p>CD-1f Experiment with safe tools to learn how they work (wooden hammer with pegs, sifter, funnel).</p>	<p>Learning Centers (Science) provide opportunities for children to explore living things, objects and materials, using simple tools as appropriate.</p> <p>AG1: 3, 8, 17 AG3: 13, 23 AG4: 8 AG5: 3 AG6: 3, 8 AG7: 23 AG8: 27 AG10: 3, 13, 33</p>
<p>CD-1g Express knowledge gathered through their senses through play (imitate something they have seen an adult do, show they understand how to sort by sorting toys as they are playing).</p>	<p>Starting the Day and Learning Centers encourage children to explore using their senses and talk about what are able to do with each of their five senses (including see, hear and touch).</p> <p>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,</p>

	<p>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>Resources: Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p>
Goal CD-2: Children recall information and use it for new situations and problems.	
CD-2k Search for objects in several places, even when not seen recently.	<p>AG1: 3, 13, 23, 33 AG2: 3, 7, 13, 17, 23, 27, 33, 36, 37 AG3: 3, 7, 13, 17, 23, 27, 33, 37 AG4: 3, 13, 23, 33 AG5: 3, 13, 23, 33 AG6: 3, 13, 23, 33, 37 AG7: 3, 13, 23, 33 AG8: 3, 7, 13, 23, 33 AG9: 3, 13, 23, 33 AG10: 3, 13, 23, 33 AG11: 3, 7, 13, 23, 33 AG12: 3, 13, 23, 26, 27, 33 AG13: 3, 13, 23, 33</p> <p>Resources: Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.</p>
CD-2l Show they remember people, objects, and events (tell about them, act them out, point out similar happenings).	
CD-2m Show they remember the order in which familiar events happen (finish line in story or song, get ready to go outdoors after snack).	
CD-2n Choose objects to represent something else with similar features during play (block for cell phone, large sheet for tent).	<p><i>Through a variety of activities, children use objects in new ways as part of pretend play. For example, children use toilet paper tubes to create a megaphone or place a beach towel on the floor to represent a street.</i></p> <p>AG1: 17, 23, 33 AG2: 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: 9, 13, 17, 18, 19, 33 AG8: 7, 9, 13, 17, 19, 29 AG9: 3, 8, 13, 17, 23 AG10: 27, 29 AG11: 19, 29, 33 AG12: 3, 13, 23, 33 AG13: 3, 13, 33</p>
Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.	
CD-3d Use words like “think,” “remember,” and “pretend.”	<p>Frog Street Toddler provides support for showing concern for others and expressing own feelings 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.’) Children are encouraged to be</p>
CD-3e Talk about what they and other people want or like.	

	<p><i>thinkers and make decisions throughout the day.</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>
Creative Expression	
Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.	
CD-4e Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again).	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
CD-4f Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).	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
Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.	
CD-5i Recreate familiar scenes using play materials, language, and actions.	<p><i>Weekly Pretend and Learn Centers offer opportunities for children to engage in imaginative play.</i></p> <p>AG1: 3, 5, 13, 15, 23, 27, 33, 36 AG2: 3, 9, 13, 23, 26, 27, 29, 33 AG3: 3, 13, 15, 23, 25, 26, 27, 29, 33, 35, 38, 39 AG4: 3, 5, 23, 25, 29, 33, 35, 38 AG5: 6, 15, 18, 25, 33, 35 AG6: 3, 5, 9, 26 AG7: 3, 13, 15, 19, 23, 26, 33 AG8: 3, 9, 16, 13, 23, 39 AG9: 5, 13, 15, 17, 23, 29, 33, 35, 39 AG10: 3, 5, 8, 9, 17, 23, 29, 36, 39 AG11: 3, 5, 7, 13, 15, 23, 25, 33, 35, 38, 39 AG12: 3, 9, 13, 19, 23, 28, 33, 39 AG13: 3, 6, 7, 8, 13, 19, 23, 29, 33</p>
CD-5j Experiment and create art with clay, crayons, markers, paint, and collage materials.	<p><i>Learning Centers (Creativity Station) provides opportunities for children to explore their creativity. Children select and use a variety of materials and tools, and make decisions about how to create various forms of art.</i></p> <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>

<p>CD-5k Make up simple nonsense songs, sign, chant, and dance (sing “la-la-la-la” on two pitches, twirl around and fall down, “march” by lifting knees high).</p>	<p>Music and Movement experiences are part of the weekly Enrichment Activities. During these activities, children are provided with opportunities to clap and/or use instruments to imitate the beat or rhythm of the chants and songs; respond to changes in tone and melody; move their bodies creatively; produce sounds and/or music using their voices or objects.</p> <p>AG1: 3, 13, 23, 33 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>
<p>CD-5l Express ideas and feelings through music, movement, and dance.</p>	
<p>Social Connections</p>	
<p>Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.</p>	
<p>CD-6e Use play to show what they know about relationships and roles in families and other familiar contexts.</p>	<p><i>Weekly Pretend and Learn centers offer opportunities for children to use imitation and pretend play to learn new roles and relationships in families and other familiar contexts. Theme 2 focuses on Family and Home with emphasis in Week 1 on the Immediate Family and the roles of family members.</i></p> <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</p>
<p>CD-6f Talk about what others do during the day (“Mommy at work. Mimi at home.”).</p>	
<p>CD-6g Help with daily routines (put cups out for lunch, feed pets, wash tables).</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>

Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).	
CD-7 Put self into categories based on age, gender, and physical characteristics (“I’m a girl.” “I have long hair.”).	AG1: 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, 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 Welcome Guide: 53
Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.	
CD-8b Describe people who are similar and different based on characteristics such as age, gender, and other physical characteristics.	Frog Street Threes <i>encourages teachers to be inclusive and culturally responsive as a habit of mind.</i>
CD-8c Show awareness of similarities and differences among people and families during play.	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, 223, 33 AG12: 3, 13, 23, 33 AG13: 3, 13, 23, 33 Welcome Guide: 53
Goal CD-9: Children explore concepts connected with their daily experiences in their community.	
CD-9a Use play to communicate what they know about their community (pretend to go to the store, pretend to be a police person).	Pretend and Learn Activities <i>engage children in experiences to pretend to be workers in the community.</i> AG3: 13, 15, 17, 18, 23, 24, 27, 29, 33, 34, 36, 37
Mathematical Thinking and Expression	
Goal CD-10: Children show understanding of numbers and quantities during play and other activities.	
CD-10f Use words or actions that show understanding of the concepts of “more,” “all,” and/or “none” (ask for more food, stop asking for more blocks when told they have “all” of the blocks, become upset when told there is no more Play-Doh®).	Frog Street Toddler <i>strongly supports children’s ability to understand number and quantity. Language Development and Cognitive Development activities help children to understand number concepts through rhymes, songs and chants. Support to develop these concepts, including understanding concepts of</i>

	<p><i>“more,” “all,” or “none” are embedded in instruction and activities.</i></p> <p>AG1: 38 AG2: 38 AG4: 28, 33 AG6: 9, 39 AG8: 8 AG10: 16, 34 AG11: 28</p> <p>Resources: Classroom Posters—5 Ways to Support Cognitive Development, Sign Language</p>
CD-10g Attempt to chant or recite numbers, but not necessarily in the correct order.	<p>Frog Street Toddler <i>strongly supports children’s ability to understand number and quantity. Language Development and Cognitive Development activities help children to understand number concepts through rhymes, songs and chants.</i></p> <p>AG1: 38 AG2: 38 AG4: 28, 33 AG6: 9, 39 AG8: 8 AG10: 16, 34 AG11: 28</p> <p>Resources: Classroom Posters—5 Ways to Support Cognitive Development, Sign Language</p>
CD-10h Place items in one-to-one correspondence during play and daily routines (one spoon at each plate; one doll in each toy car).	<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>
CD-10i Make a small group (1-3) with the same number of items as another group of items (take 3 balls from a basket after the teacher shows the group that she has 3 balls and asks each person to take the same number of balls).	<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>
Goal CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.	
CD-11d Group objects into categories (cars with cars, plates	Frog Street Toddler <i>supports children’s evolving ability to</i>

<p>separated from cups).</p>	<p><i>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 groupings, sorting, categorizing, connecting, and attribute experiences.</i></p> <p>AG1: 7, 17, 27, 29, 33, 37 AG 2: 3, 7, 17, 27, 37 AG 3: 7, 17, 19, 27, 33, 37 AG 4: 7, 9, 17, 19, 27, 29, 37, 38, 39 AG 5: 7, 13, 17, 27, 37 AG 6: 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 39 AG 7: 3, 7, 17, 23, 26, 27, 29, 37, 39 AG 8: 7, 13, 17, 19, 23, 27, 33, 37 AG 9: 7, 8, 17, 19, 26, 27, 34, 36, 37, 38 AG 10: 7, 17, 19, 27, 34, 36, 37 AG 11: 6, 7, 9, 17, 27, 37 AG 12: 4, 7, 8, 17, 18, 27, 29, 37 AG 13: 7, 8, 13, 17, 27, 37</p>
<p>CD-11e Use size and amount words to label objects, people, and collections (big truck, a lot of cookies, little baby).</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 AG8: 3, 27 AG12: 13, 18</p>
<p>Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities.</p>	
<p>CD-12e Respond to and begin to use words describing positions (in, on, over, under, etc.).</p>	<p>Children are provided with opportunities to respond to directions related to position and proximity, including moving their body or objects. Children will practice using words correctly to describe locations.</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, 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>CD-12f Name or match a few shapes.</p>	<p>Frog Street Toddler supports children’s evolving ability to</p>
<p>CD-12g Stack or line up blocks that are the same shape.</p>	<p><i>classify objects and shapes. Math Centers allow them to sort, group, and categorize.</i></p> <p>AG1: 7, 17, 27, 29, 33, 37 AG 2: 3, 7, 17, 27, 37 AG 3: 7, 17, 19, 27, 33, 37 AG 5: 3, 13, 23 AG 6: 17, 29, 33 AG 7: 7 AG 8: 38 AG 10: 7, 13, 23 AG 11: 7, 17, 27, 37 AG 12: 7, 17, 27, 37 AG 13: 7, 17, 27, 37</p>

	Resources: Classroom Poster – <i>5 Ways to Support Cognitive Development</i> offers at-a-glance reminders for caregivers.
Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.	
CD-13a Use observation and emerging counting skills (1, 2, 3) during play and other daily activities.	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
Scientific Exploration and Knowledge	
Goal CD-14: Children observe and describe characteristics of living things and the physical world.	
CD-14c Participate in the care of living things with guidance and support (water plants, help to feed classroom pet).	<i>In Theme 2, Family and Home: Week 3 – Pets</i> children explore how and why pets are considered family members. Enrichment Activities - Discovery Center (Theme 2, p. 23) children are invited to feed and care for a classroom pet. Many of the Photo Activity Cards (particularly animals) provide discussion suggestions on the back, and include topics such as: diet, habitat, how to care for and how to act appropriately around each living creature. AG2: 23, 28, 30 AG3: 18 AG7: 28 AG8: 29 AG9: 39 AG11: 3, 19, 23, 29, 36, 37, 38 AG12: 3, 13, 17, 23, 28, 33 Resources: Photo Activity Cards
CD-14d Show curiosity and investigate the world of nature indoors and outdoors (pick up rocks, scratch frost on window, ask questions about things seen outdoors).	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 AG5: 4, 5, 6, 7, 14, 15, 17, 18, 19, 24, 25, 28, 34, 35, 38, 39 AG6: 4, 7, 8, 9, 14, 17, 18, 24, 25, 28, 34, 35, 37, 38, 39 AG7: 4, 6, 7, 14, 15, 16, 18, 24, 26, 27, 28, 29, 34, 35, 36, 37, 38, 39 AG8: 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, 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 Resources: Photo Activity Cards
Goal CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.	
CD-15f Investigate differences between materials (sand, water, goop, moving air).	AG3: 23, 33 AG4: 33 AG7: 23 AG11: 7, 8, 17, 18, 23, 28, 38 AG12: 8, 18, 28, 38 AG13: 13
CD-15g Use simple tools to manipulate and explore objects and materials, with guidance and support (containers for pouring, sand mold, magnifying glass).	<i>Throughout Frog Street Toddler, children are given many opportunities to explore objects and materials to figure out how something works and changes. Physical Development and Enrichment Activities (Construction and Science centers) provide opportunities for children to explore how tools and simple machines are used to move, combine or change objects or materials.</i> AG1: 7, 29, 39 AG3: 17, 27, 29, 37 AG5: 17, 28, 39 AG7: 7, 17, AG8: 27, 39 AG9: 7, 17, 23 AG10: 29 AG11: 9 AG13: 13 Resources: Parents as Partners
CD-15h Notice changes in materials when mixing and manipulating (paint, Play-Doh®, food ingredients).	<i>In the Science Center, children are encouraged to notice changes in the basic physical properties and states of matter of objects when manipulating or mixing materials.</i> 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