



**frogstreet**

for

**TK • Golden  
• Journeys**

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The TK curriculum by Frog Street is firmly rooted in research, providing extensive content coverage in literacy, mathematics, and various subject areas. It seamlessly aligns with the California Department of Education’s Curriculum Guidelines, placing a strong emphasis on personalized instruction to accommodate diverse learning needs and English Language Learners, all while promoting cultural sensitivity. This curriculum also comes with a digital platform for educators, offers professional development assistance, and is accessible in English, Spanish, and dual-language formats.

This booklet is a checklist resource that was developed by the CA Dept. of Education Early Education Division and we have indicated how Frog Street is aligned with each element.

# Curriculum Component 1 - Developmentally Informed Content:

## Element 1 | Social-Emotional Learning

Element/Skill	Frog Street Instruction
<p><b>CELEBRATING IDENTITY</b></p>	<p>Early childhood years are a critical time for developing self-concept and helping children celebrate their identity, and this is evident throughout <i>Frog Street TK</i>. The overarching objective is to help children see that in some ways we are different and in some ways we are the same. Being inclusive and culturally responsive should be a habit of mind. Frog Street includes “Cultural Responsiveness” strategies at point of use throughout the teacher guides offering prompts and reminders for maintaining an anti-bias mindset.</p>
<p><b>STRENGTHENING EMOTIONAL INTELLIGENCE</b></p>	<p>Conscious Discipline® Strategies included in <i>Frog Street TK</i> create a positive learning environment and support emotional intelligence in multiple ways. Each day starts with a four-part Brain Smart® Start:</p> <ul style="list-style-type: none"> <li>• Unite – invite children sing a song to unite the school family</li> <li>• Calm – engage children in a calming strategy three times to get the brain ready to learn and to teach self-regulation</li> <li>• Connect – encourage children to interact in a face to face activity with the elements of eye-contact, presence, gentle touch and a playful situation</li> <li>• Commit – invite children to be a helpful member of the class by focusing on a specific skill, for example, listening ears or helping hands</li> </ul> <p>This process sets the tone for the day, teaches self-regulation skills, allows children to connect and interact with one another, and participate in keeping the classroom safe.</p>
<p><b>MODELING EMOTION REGULATION AND CO-REGULATION</b></p>	<p>The second step of the Brain Smart® Start is an activity to disengage stress, which offers children and adults an opportunity to actively calm themselves by gaining access to their prefrontal lobes and higher-order thinking. After learning calming strategies during this beginning of the day routine, children begin to use them throughout the day when needed, demonstrating self-regulation at its finest.</p>
<p><b>EXERCISING SOCIAL PROBLEM-SOLVING SKILLS</b></p>	<p>School Family Agreements or Commit (the fourth part of the Brain Smart® Start to the day) is one way to model, teach, and reinforce problem solving skills. The agreements are:</p> <ul style="list-style-type: none"> <li>• Listening Ears – teaching children to listen attentively when others are talking</li> <li>• Walking Feet – practicing a way to keep the classroom safe</li> <li>• Helping Hands – doing helpful and meaningful jobs around the classroom</li> <li>• Big Voice – teaching children to use an assertive voice to tell others in a respectful way how they wish to be treated</li> </ul> <p>Additionally, the curriculum includes “Conscious Discipline in Action” tips for teachers within the teacher guides to prompt them to apply Conscious Discipline strategies, as well as general social and emotional learning throughout the day.</p> <p>When participating in the classroom activities, children will practice problem solving, cooperation, collaboration, and other pro-social behaviors.</p>

<b>DEMONSTRATING EMPATHY</b>	<p>Another element of Conscious Discipline® is the Absent Child and Welcome Back Rituals. Using the Wish Well Heart, children recognize when their friends are absent each day and wish them well by singing the “We Wish You Well” song. When the child returns, Fanny Frog Puppet welcomes them back as the children recite the Welcome Back Ritual. Later in the year, children enhance the ritual by wishing people outside the classroom well. This daily ritual helps children notice one another and develop empathy for others.</p> <p>Having a Wee Care Center or Basket in the classroom provides children with a symbolic way of expressing empathy. The center or basket might have a stuffed animal, boo-boo cream, drawing materials to create a kind message and other materials used to offer comfort.</p>
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## Element 2 | Language and Literacy Learning

Element/Skill	Frog Street Instruction
<b>BUILDING VOCABULARY</b>	<p>Children are introduced to a wide variety of robust vocabulary. They grow their vocabularies as they engage in conversations with peers and adults, and also receive intentional vocabulary instruction in Morning Message, Literacy Small Group, Read-Alouds, and Closing Circle. Throughout the instruction, nine language development strategies are used to support English/Dual Language Learners. Cultural Responsiveness Strategies within the instruction provide reminders on respecting a child’s home language and culture.</p>
<b>INCREASING AWARENESS OF GRAMMATICAL STRUCTURES</b>	<p>The daily Morning Message is a brief three-step process designed to teach foundational literacy skills. The second step of this process is Concepts of Print. The skills covered include recognizing that spoken words can be represented by print, tracking left to right and top to bottom, leaving space between words, uppercase letters, proper nouns, and ending punctuation. Teachers are encouraged to talk aloud as they write to model what writers do.</p> <p>A collaborative share writing opportunity happens each week on Day 3 of Literacy Small Group.</p>
<b>ADVANCING PHONOLOGICAL AWARENESS SKILLS</b>	<p>The first step of Morning Message focuses on Phonological Awareness where a research-based sequence of skills is followed with the goal that children become aware of how sounds work. Children identify and manipulate words, syllables, beginning sounds, rhymes, onset/rime, and individual phonemes. Each week the phonological skill from Morning Message is reviewed in Literacy Small Group.</p>
<b>INCREASING KNOWLEDGE OF THE ALPHABET AND WORD PRINT RECOGNITION</b>	<p><i>Frog Street TK</i> provides children ample opportunities to recognize and name upper- and lowercase letters, and learn that each letter makes a unique sound. The differences in how to teach alphabet knowledge in English and/or in Spanish is respected and research-based according to the language.</p> <p>The third step of the daily Morning Message is Alphabet Knowledge. The focus letters of the week are also intentionally reviewed in Literacy Small Group and practiced and learned through play in the ABC Center.</p> <p>Implementing an interactive Letter Wall is part of <i>Frog Street TK</i> and supports a variety of concepts including letter shapes and names and word concepts including children’s names or environmental print.</p>

<p><b>AMPLE OPPORTUNITY TO PRACTICE COMPREHENSION OF TEXT</b></p>	<p>While comprehension is taught throughout the day in the <i>Frog Street TK</i> classroom, it is most activated during Read-Aloud lessons. Read Alouds and Literacy Small Group provide rich opportunities for practicing comprehension skills by engaging children before, during, and after reading.</p> <p><i>Frog Street TK</i> Read-Aloud lessons offer questions that follow Bloom’s Taxonomy which helps children access higher-order thinking skills. The Read-Aloud titles include a balance of fiction, non-fiction, and content specific books reflecting cultural diversity.</p>
<p><b>INTRODUCING KEY ELEMENTS OF WRITING</b></p>	<p><i>Frog Street TK</i> provides lessons for Modeled, Shared, and Guided/ Independent Writing as children begin to express their thoughts, feelings, and opinions through developmentally appropriate activities. Days 3 and 4 of Literacy Small Group include a Shared Writing and Guided Writing lesson. Recording information, or Shared Writing, happens often in Read-Aloud lessons, for example, using graphic organizers, lists, making a prediction, or sequencing of events.</p>
<p><b>The language and literacy curriculum should also ensure inclusivity of and accessibility for all children by emphasizing:</b></p>	
<p><b>STRENGTHENING ORAL LANGUAGE DEVELOPMENT IN BOTH ENGLISH AND CHILD’S HOME LANGUAGE.</b></p>	<p><i>Frog Street TK</i> is available in English, Spanish, or as a Dual Language program.</p> <p>The curriculum provides point of use prompts and reminders for respecting a child’s first language and culture. For example: reminding teachers to display the Word of the Week in all languages represented in the classroom, providing a list of and reminding teachers to share multicultural versions of traditional fairy tales, or to count in home languages.</p> <p>English/Dual Language Learner strategies are also included with the instruction offering support in the following ways: Comprehension Check, Think Aloud, Total Physical Response (TPR), Visual Cues, Anchor Text, Think-Pair-Share, Scaffolding, Dialogic Reading, and Translanguaging.</p>
<p><b>LITERACY “TEXT” THAT IS REPRESENTED NOT ONLY IN PRINTED WORDS, BUT IN PHOTOGRAPHS, DRAWINGS, AND MAPS, AS WELL AS OPPORTUNITIES FOR AUDITORY REPRESENTATION OF TEXT.</b></p>	<p>Suggestions for adding visuals to daily routines are prevalent in <i>Frog Street TK</i>.</p> <p>Below is a list of examples:</p> <ul style="list-style-type: none"> <li>• Calming strategies</li> <li>• School Family Agreements</li> <li>• School Family Job Chart</li> <li>• Wish Well Heart</li> <li>• Friends and Family board</li> <li>• Graphic Organizers, including T-charts and Venn diagrams</li> <li>• Math manipulative cards for organization</li> <li>• Center images if a center rotation is used in the classroom</li> <li>• Weekly thematic transition suggestions and transition songs</li> <li>• Answering with Yes or No in sign language</li> </ul>

## Element 3 | Language and Literacy Learning

Element/Skill	Frog Street Instruction
<b>COUNTING OBJECTS</b>	Counting is an intentional strategy used to determine how many. In <i>Frog Street TK</i> , children are introduced to three essential skills—rote counting, one to one correspondence, and cardinality—to help them meaningfully count sets of objects to determine how many.
<b>STRENGTHENING AN UNDERSTANDING OF CARDINALITY</b>	<i>Frog Street TK</i> offers intentional strategies for teaching cardinality, helping children understand that the last word you say when counting tells how many.
<b>PRACTICING NUMERAL RECOGNITION</b>	<p>The goal in <i>Frog Street TK</i> is for children to recognize and name numbers 1-10. Children notice and identify numerals in their environment, as well as within meaningful contexts, such as the ordered sequence on a number line and as symbols used to name the cardinal value of quantities.</p> <p>Children learn to recognize and name numerals during math small group lessons and STEAM projects.</p>
<b>OBSERVING NUMBER RELATIONSHIPS</b>	Children learn strategies to figure out “part-part-whole” scenarios to make a whole, a missing part within a whole, combinations of 5, two to one correspondence, and fives and tens frame representations to show how other numbers are related to benchmark numbers 5 and 10. Additionally, they use objects, pictures, and words to model number stories that compare two quantities, using the “counting up” or “counting down” strategy.
<b>INTRODUCTION TO NUMBER OPERATIONS</b>	<i>Frog Street TK</i> helps children understand that a quantity can increase when joining or adding onto a number, and that a quantity can decrease when separating or taking away from a number. Children progress through a sequence of problem-solving strategies to solve word problems that involve joining or separating.
<b>SORTING AND CLASSIFYING</b>	Sorting and Classifying is intentionally taught throughout <i>Frog Street TK</i> . Children are guided through the instructional sequences of free exploration, identifying and describing attributes, comparing likes and differences, sorting by one attribute, resorting, and sorting by two attributes.
<b>ENGAGING IN PATTERNING AND EARLY ALGEBRAIC THINKING</b>	<p>In the curriculum, children learn to identify, represent, extend, and create simple repeating patterns, which facilitates a deeper understanding of structure, such as the 0-9 sequence within the base-ten number system. Children also practice early algebraic thinking by demonstrating “number after” knowledge, ordering quantities from least to greatest, counting forward or backward to solve problems, and using 5 and 10 as benchmark numbers.</p> <p>During STEAM projects children create and extend patterns.</p>
<b>COMPARING AND ORDERING</b>	In <i>Frog Street TK</i> , children locate and identify numerals in their environment and practice how to order them. They work to understand how quantities change to identify and extend “one more” and “one less” patterns. Children also visualize sets of 6-9 as a set of five and some more, or ten and some less.

<p><b>PARTICIPATING IN DATA ANALYSIS</b></p>	<p>In <i>Frog Street TK</i>, children participate in data analysis to answer questions, such as “how many more/less?” Children also collect data and then use graphic organizers to represent and compare the data to answer those questions. Examples of data analysis activities include two-choice surveys, describing locations on a grid, tally marks, graphs, and using graphic organizers (e.g., a Venn diagram).</p>
<p><b>IDENTIFYING AND USING COMMON SHAPES</b></p>	<p>Children have the opportunity to apply what they have learned about counting, sorting, and patterning to make sense of geometry. They learn to recognize and describe attributes of two- and three-dimensional shapes and understand how they are alike and different. They also learn how to describe an object’s location and how a shape’s orientation changes by sliding, flipping, or turning it.</p> <p>Identifying and using shapes, as well as identifying slides, flips, and turns is reinforced in STEAM projects.</p>
<p><b>EXPERIMENTING WITH SPATIAL THINKING</b></p>	<p>In <i>Frog Street TK</i>, children explore spatial relationships and are exposed to a wealth of vocabulary that describes location, direction, and distance. The curriculum uses a research-based sequence of instruction for introducing and teaching measurement:</p> <ol style="list-style-type: none"> <li>1. Encourage free exploration</li> <li>2. Identify measurable attributes</li> <li>3. Directly compare objects</li> <li>4. Sort and order objects by measurable attribute</li> <li>5. Establish a unit and process for measuring</li> <li>6. Measure with a nonstandard unit</li> </ol>
<p><b>EMPHASIZING MATHEMATICAL THINKING</b></p>	<p>Children learn to apply what they have learned about mathematics to analyze our world mathematically with more abstract concepts such as capacity, weight, time equal shares, surveys, and structures of patterns.</p>

## Element 4 | Developmentally Informed Curriculum Themes

<p><b>Element/Skill</b></p>	<p><b>Frog Street Instruction</b></p>
<p><b>INCLUDE THEMES THAT ARE INTRINSICALLY MOTIVATING AND RELATABLE TOPICS FOR CHILDREN TO FOSTER THEIR SENSE OF BELONGING, PURPOSE, AND AGENCY. SOME OF THE MOST SUCCESSFUL THEMES HIGHLIGHT SOCIAL-EMOTIONAL, SCIENCE, AND HISTORY-SOCIAL SCIENCE CONTENT AREAS THAT ALIGN WITH THE CALIFORNIA PRESCHOOL/TK LEARNING FOUNDATIONS.</b></p>	<p><i>Frog Street TK</i> compasses nine overarching integrated themes, with each theme divided into four weekly units. The themes are interesting and motivating for children. Some of the themes included are:</p> <ul style="list-style-type: none"> <li>• “My School and Me” – Children understand that they belong to a school community, learn through their five senses, and have thoughts and feelings.</li> <li>• “My Family and Friends” – Focuses on immediate and extended family units, pets, and friends.</li> <li>• “Safe, Healthy, Helpful Me” – Focuses on Community Workers, Being Kind and Helpful, Healthy Eating, and Exercise.</li> </ul>

<b>CONTENT AND INSTRUCTIONAL MATERIALS SHOULD REFLECT DIVERSITY IN RACE, ETHNICITY, CULTURAL PRACTICES/BELIEFS, LANGUAGE, GENDER, FAMILY STRUCTURE, ABILITY AND INCOME.</b>	In <i>Frog Street TK</i> , the overarching objective is to help children see that in some ways we are different, and in some ways we are the same. Being inclusive and culturally responsive should be a habit of mind. <i>Frog Street</i> includes “Cultural Responsiveness” strategies at point of use throughout the teacher guides offering prompts and reminders for maintaining an anti-bias mindset. Within the instruction, literature, and components, the curriculum reflects diversity of race, family units, careers, abilities, and includes images from around the world.
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## Curriculum Component 2 - Developmentally Informed

### Instructional Contexts: Element 1 | Small Groups

Element/Skill	Frog Street Instruction
<b>SMALL-GROUP INSTRUCTION IN FOUNDATIONAL MATH SKILLS</b>	Building conceptual knowledge through guided inquiry, practice, and intentional questions takes place in daily math small group lessons. The opportunity to differentiate instruction with a support or challenge is also provided. Adaptions for special needs and Dual/English language learners are provided at point of use in the teacher guide.
<b>SMALL-GROUP ACTIVITIES THAT SUPPORT FOUNDATIONAL LITERACY SKILLS</b>	In <i>Frog Street TK</i> , there is a literacy small group lesson for each day of the week, with each week following the same routine. Ideas for differentiating instruction, adaptions for special needs, and Dual/English language learners are provided at point of use in the teacher guide.
<b>HOME LANGUAGE SUPPORT</b>	<i>Frog Street TK</i> is available in English, Spanish, or as a Dual Language program.  The curriculum provides point of use prompts and reminders for respecting a child’s first language and culture. For example: reminding teachers to display the Word of the Week in all languages represented in the classroom, providing a list of and reminders to share multicultural versions of traditional fairy tales, or to count in home languages.

### Element 2 | Whole Group

Element/Skill	Frog Street Instruction
<b>WHOLE GROUP ENGAGEMENT</b>	<i>Frog Street TK</i> offers a perfect balance of developmentally appropriate instruction for whole group, small group, and opportunities to learn through play in weekly centers.
<b>WHOLE GROUP READ-ALOUD</b>	Two Literature Library Selections are offered each week. Each selection is used as an anchor text for five Read-Aloud lessons totaling 10 whole group lessons per week. The Read-Aloud experience offers opportunities for children to: <ul style="list-style-type: none"> <li>• Activate prior knowledge</li> <li>• Practice oral language</li> <li>• Reinforce vocabulary</li> <li>• Develop comprehension skills</li> <li>• Make personal connections</li> </ul>

<p><b>WHOLE GROUP STORYTELLING OR STORY ACTING</b></p>	<p>Listening stories are included, some with portal pattern puppets. Fourteen magnetic story folders are included. Children are encouraged to use story props to retell, sequence events, use learned vocabulary, and make up new storylines or characters.</p>
<p><b>WHOLE-GROUP INTRODUCTION TO CONTENT AREAS</b></p>	<p>During Greeting Circle, children practice a four-step process for Social and Emotional development. By learning this process, children understand being a part of a school community, practicing self-regulation, having appropriate interactions with peers, and how to make a school family agreement. By participating in this process, children learn to use the skills throughout the day.</p>
<p><b>OPPORTUNITY TO PARTICIPATE IN MUSIC, MOVEMENT (PD), AND MINDFULNESS</b></p>	<p>Each week several theme- or content-related music selections are offered, with most incorporating movement. Children learn and practice calming strategies throughout the day.</p>

### Element 3 | Learning Centers

Element/Skill	Frog Street Instruction
<p><b>BEFORE CENTER-TIME BEGINS (IN WHOLE-GROUP)</b></p> <p>Teacher provides introductions to learning opportunities in centers (especially if a new center has opened or changed materials) and models activities when appropriate, to engage interest and confidence in children choosing their desired center and participating independently and with peers (lasts no longer than 10 minutes).</p>	<p>The practice center suggestions in <i>Frog Street TK</i> are designed to support the skills taught in whole group and small group instruction. Twelve different centers are used throughout the year. Weekly, there are suggestions for practice activities for six centers, each with a mid-week option for change. It is noted that teachers may have additional centers available.</p>
<p><b>DURING CENTER-TIME TEACHER PROMOTES CHILDREN'S CHOICES</b></p> <p>creativity or interest when engaging in a center-time activity and works to intentionally link children's play back to the center's objectives or goals.</p>	<p>The curriculum provides opportunities for child-directed play through activities designed to allow teachers to assess objectives and extend children's interests.</p>
<p><b>DURING CENTER-TIME, TEACHER SCAFFOLDS CHILDREN'S LEARNING</b></p> <p>"just enough" to extend their knowledge to support in task completion (e.g., not too little or too much help or information when child is stuck).</p>	<p>Each center activity suggested in <i>Frog Street TK</i> includes an open-ended "Reflect" question. These questions support the intentionality of the center, engage children in conversation, and provide them with the opportunity to reflect on their learning.</p>



**Center areas may include the following, either indoors or outdoors  
(with examples of connections to a curriculum theme):**

<p style="text-align: center;"><b>DRAMATIC PLAY AREA</b> with materials that may connect to the curriculum theme.</p>	<p><b>Pretend and Learn</b> connections to the theme examples include:</p> <p><b>Theme 2: My Family and Friends – Week 3 - Pets:</b> Invite children to pretend they are running a pet grooming business. Provide stuffed and plastic animals, tub of water for bathing, and brushes.</p> <p><b>Theme 3: Safe, Healthy, Helpful Me – Week 1 - Community Workers:</b> Children pretend to be postal workers sorting mail. Children first place sticker “stamps” on envelopes, mix them up, then sort the mail by stamp.</p>
<p style="text-align: center;"><b>SAND, WATER, AND/OR OTHER SENSORY TABLES</b> that may connect to the curriculum theme.</p>	<p><b>Sensory</b> activity examples include:</p> <p><b>Theme 1: My School and Me – Week 3 - My Senses:</b> Add baby shampoo to a tub of warm water. See iridescent colors in the bubbles, feel warmth of the water, smell scent of the soap.</p> <p><b>Theme 5: Creative Me – Week 1 - Under Construction:</b> Invite children to use construction vehicles at the sand table to dig and excavate in the sand. Bury stones and twigs and encourage children to remove “boulders” and other debris as they excavate the building site.</p>
<p style="text-align: center;"><b>ART MATERIALS</b> that may connect to the curriculum theme or read-aloud book and allow for open-ended expression.</p>	<p><b>Creativity Station</b> examples include:</p> <p><b>Theme 4: Compare and Contrast – Week 3 - Real and Make-Believe:</b> Encourage children to draw or mold from play dough make-believe creatures. Discuss their creature features.</p> <p><b>Theme 5: Creative Me – Week 3 - I Can Imagine:</b> Invite children to imagine what a place called Candy Land might look like. Challenge children to paint a picture of how they imagine Candy Land. (Part of Read-Aloud this week is to participate in an action story called “Candy Land Journey”)</p>
<p style="text-align: center;"><b>LITERACY,</b> such as a book corner, listening to audio books, matching games with letters, and writing stories.</p>	<p>Literacy centers included in <i>Frog Street TK</i> are: <b>ABC, Writer’s Corner, Language and Literacy, and Library and Listening.</b> Examples include:</p> <p><b>Theme 8: Animals – Week 2 - Reptiles:</b> In the Writer’s Corner, encourage children to create a book of animals with illustrations. Suggest they label their illustrations and help if needed by taking dictation.</p> <p><b>Theme 9: Changes – Week 1 - In and Around Me:</b> In the Language and Literacy Center, invite children to arrange the “Life Stages” Card set in order from infant to senior adult. Encourage children to name each life stage as they complete the activity.</p>
<p style="text-align: center;"><b>MATH,</b> such as counting collections, number matching games, pattern blocks, counting board games, and sorting.</p>	<p>Examples of <b>Math Center</b> suggestions are:</p> <p><b>Theme 6 – On the Move-Week 3: Travel –</b> Using the “Pattern Core Card” and AngLegs make a long horizontal pathway that follows the sequence of colors on the card.</p> <p><b>Theme 7 – Amazing Critters – Week 3: Flying Critters -</b> Using connecting cubes, and the “Grasshopper Number Story” or the “Insect Number Story” work mats invite children to model (act out) a number story on one of the mats.</p>

<p style="text-align: center;"><b>NATURE/SCIENCE,</b> where children can explore and make predictions connected to the curriculum theme.</p>	<p><b>Science</b></p> <p><b>Theme 3: Safe, Healthy, Helpful Me – Week 3 - Eating Well:</b> In conjunction with the Read-Aloud, Farley Follows His Nose, children are invited to use their sense of smell to match scents in aroma canisters.</p> <p><b>Theme 4: Compare and Contrast – Week 4 - Opposites:</b> Display a basket of several objects. Children randomly select two objects and predict which is heavier. Child will use the balance scale (included in the curriculum) to test their prediction.</p> <p><b>Outdoor Learning:</b> Each week several outdoor activities are suggested to foster young children’s natural curiosity about the world around them.</p>
<p style="text-align: center;"><b>BUILDING AND ENGINEERING,</b> where children can experiment with different materials to construct and engineer.</p>	<p><b>STEAM</b></p> <p>In <i>Frog Street TK</i>, children learn how engineers work through problems called the engineering design process. Each week children are presented with a problem to solve using this process:</p> <ul style="list-style-type: none"> <li>• Day 1 – In whole group the class is presented with a problem they must solve.</li> <li>• Days 2-4 – children rotate through the STEAM center to work in small group to solve the problem.</li> <li>• Day 5 – The class comes together again to share their discoveries</li> </ul>
<p style="text-align: center;"><b>CALM CENTER,</b> which can include a bean bag chair or couch, as well as calming tools for children to rest, take a break, and practice self-regulation.</p>	<p><i>Frog Street TK</i> suggests a Safe Place or Calm Center to be part of the classroom. This center provides children the opportunity to remove themselves from a group when they feel angry, frustrated, sad, scared or tired. The Safe Place gives children an opportunity to learn to manage their feelings. Calming Strategy icons are included in the program and can be displayed in the center.</p>

## Curriculum Component 3 - Developmentally Informed Instructional Strategies

Element/Skill	Frog Street Instruction
<p style="text-align: center;"><b>ASSESSMENT IS ONGOING,</b> embedded in observations during play and small-group instruction, and covers all domains of development to determine children’s individual learning needs. In some cases, like literacy and math, more formal direct assessments can be used but must be developmentally informed.</p>	<p>The Frog Street AIM Observational Assessment is an easy-to-use, birth-to-five assessment solution designed to support teachers in making data-driven instructional decisions and monitoring progress to guide children toward kindergarten readiness.</p>
<p style="text-align: center;"><b>ASSESSMENT RESULTS</b> are used to communicate with and engage families in their child’s learning. Families should also be welcomed to share their own observations of their child’s development – and their voice should be used in identifying children’s unique needs for individualization.</p>	<p>The Frog Street AIM Observational assessment provides easily generated reports that give teachers and administrators precise, reliable data on each child’s progress, class averages, organizational summaries, and compliance reports. Parent reports are also available and allow for families to be included in their child’s learning. A parent letter is attached.</p>

**ASSESSMENT CAN BE ADAPTED**

for children with disabilities, which is where observational assessments (that do not rely on print or auditory input alone) can be beneficial. Dual language learners should also have the opportunity to demonstrate mastery in skills in both English and their home language.

AIM also offers differentiated instruction suggestions and clarifying activities aligned to each of the 60 Learning Progressions and their associated age ranges (Infant, Toddler, PK 3, and PK 4). Altogether, there are over 200 instructional activities and supporting differentiation strategies that will enhance your current curriculum resource arsenal.

## Element 2 | Fostering Joy in Learning

Element/Skill	Frog Street Instruction
<p><b>HANDS-ON ACTIVITIES</b> with developmentally informed, concrete, manipulatives to strengthen fine motor skills and engage in sensory play, with limited or no reliance on worksheets.</p>	<p><i>Frog Street TK</i> exemplifies the Joy of Learning by offering concrete, hands-on, child-centered, engaging activities.</p>
<p><b>PROJECT-BASED APPROACHES</b> where children can build perseverance over a series of weeks on a project or idea connected to the curriculum theme or content area and can work on individualized goals based on their interest during center-time.</p>	<p>The science in <i>Frog Street TK</i> gives children the opportunity to work together.</p> <p>STEAM, a weekly instructional element, encourages project-based learning following the engineering process.</p>
<p><b>CONSISTENT OPPORTUNITY FOR CHILDREN TO EXERCISE CHOICE</b> and independence to develop self-regulation skills and foster a love for learning that comes from within.</p>	<p>Children also learn to code in the simplest of terms. These hands-on experiences prepare children for a future with computers, digital literacy, and programming - all parts of everyday life.</p>
<p><b>USE OF OPEN-ENDED QUESTIONS AND INQUIRY-BASED APPROACHES</b> to promote strategic and critical thinking skills.</p>	<p><i>Frog Street TK</i> includes anchor-text read-alouds each week. The read-aloud lessons offer a selection of questions that follow Bloom’s Taxonomy and serve as a model for the types of varied questions which should be used with children.</p>
<p><b>ONGOING OPPORTUNITY FOR RECIPROCAL AND PURPOSEFUL CONVERSATION</b> with peers and adults, such as encouraging children to initiate and participate in increasingly long and complex back and forth conversations with adults and peers to share their ideas, joys, and wonderings, including interactions in their home language where possible.</p>	<p>Reciprocal opportunities for purposeful conversation are embedded throughout the curriculum. These opportunities encompass 191 Photo Cards, each featuring multiple discussion prompts that encourage reciprocal interactions between individuals, open-ended questions (216 in total) fostering reciprocal conversations between children and adults, as well as among children themselves, and one set of Dual/English Language Learner Strategy Cards designed to promote reciprocal language development in the classroom.</p>
<p><b>ONGOING OPPORTUNITY FOR PEER COLLABORATION</b> and building positive relationships such as providing ample opportunity through small group and whole-group community building time and peer play to practice nurturing relationships and recognizing the feelings and preferences of others.</p>	<p>Peer collaboration happens throughout the balanced instructional approach in <i>Frog Street TK</i> of whole group, small group, and centers.</p>

## Element 3 | Inclusivity

Element/Skill	Frog Street Instruction
<p><b>CHILDREN ARE PROVIDED WITH MULTIPLE REPRESENTATIONS</b> of concepts.</p>	<p><i>Frog Street TK</i> offers information in multiple formats. Most of the literature is available in print and digital format. Digital versions of some of the same books being read at school are available to families.</p>
<p><b>CHILDREN ARE INVITED TO ENGAGE AND DEMONSTRATE KNOWLEDGE</b> across multiple means of action, expression, and language.</p>	<p>In <i>Frog Street TK</i>, children are encouraged to demonstrate their knowledge through various means, such as using graphic organizers like Venn Diagrams and T-charts during Read-Aloud and Math Small Group activities. The curriculum incorporates Total Physical Response for teaching vocabulary and language concepts, encouraging children to use physical movement in response to verbal input. Sign language, including yes or no answers and vocabulary words in American Sign Language (ASL), is integrated into the learning experience. Each week features a designated "Word of the Week," with teachers inviting families to share how it's written in their home language.</p>
<p><b>ACTIVITIES ARE EASILY ADAPTABLE</b> when necessary so that children with disabilities can participate.</p>	<p><i>Frog Street TK</i> offers adaptable activities for teachers, including Special Needs Adaptations integrated within the curriculum. Photo cards provide prompts to aid early language acquisition and support children's language development. In Literacy and Math Small Group sessions, teachers are encouraged to provide differentiated instruction for both additional support and challenging extensions.</p>