



YOUR ONLY true Birth to Five Curriculum Partner



Frog Street Infant
(0-18 months)



Frog Street Toddler
(18-36 months)



Frog Street Threes
(36-48 months)



Frog Street Pre-K
(48-60 months)

Every Age and Every Stage Birth to 5



Curriculum Cornerstones

- Research Based
- Comprehensive Integrated Curriculum
- LA Early Learning Standards
- Joyful Learning
- Conscious Discipline



Conscious Discipline-Brain Smart Start

- * Unite
- * Disengage the Stress
Response
- * Connect
- * Commit



Dr. Becky Bailey



Commit

***Today I will open my heart and
mind to explore***

***Frog Street Infant, Toddler and
Pre-K!***



Welcome Guide
264 Activity Cards
10 Activity Pocket Sleeves
24 Photo Cards
16 Board Books
12 Classroom Posters
Plush Puppet (Lily)
Manipulatives
3 Music CDs with storage case
Patterns CD
Planning and Assessment CD
Easel with Mirror

264 Activity Cards

C1 **Cognitive Development** **0-3 months**

Gause and Effect

For normal growth and development, babies need to learn right from birth that they can cause good things to happen on a predictable basis. This is the groundwork for understanding cause-and-effect which is the foundation of cognitive development.



Objectives:

- D.2.a.** Experiments with different uses for objects
- D.2.a.** Coos, giggles, laughs when caregiver plays games with them
- D.4.a.** Sits on the floor with a baby and experiment with various cause-and-effect toys, such as rattles, music boxes, balls, and squeeze toys. Demonstrate cause-and-effect reactions, such as when you shake the rattle (cause) it makes a noise (effect). Coo back when the baby coos. Smile back when the baby smiles.

Curiosity, Attention

L13 **Language Development** **3-6 months**

Squeak, Squeak

When babies make verbal sounds or sounds with toys, they love to hear the sounds repeated back. This repetition validates the sounds they make. All sounds are part of language and the more sounds babies make, the greater their auditory discrimination.

Objectives:

- D.1.a.** Reaches out to touch objects
- C.2.b.** Takes turns with caregiver who is talking to them

Lay several squeak toys and rattles around a baby. As he squeaks the toys, describe the sounds the toys make. The baby will delight as you copy the squeaky sounds.



Communication, Curiosity

SE25 **Social Emotional Development** **6-12 months**

I Love You!

Using words, tone of voice, and gestures to let little ones know how much they are loved enhances the bonding experience. It also helps babies feel safe. When little ones feel safe, they become eager learners.



Objectives:

- B.1.c.** Engages in positive relationships and interactions with adults
- B.3.a.** Allows a trusted adult to help calm them with words and touch

Throughout the day, tell babies how much you love them. Tell them about the things that make them special and uniquely different. Even if they don't understand your words, they will understand your affection. Hold a baby's hand while you talk. Give a baby a hug. Blow her a kiss.

Communication

P61 **Physical Development** **12-18 months**

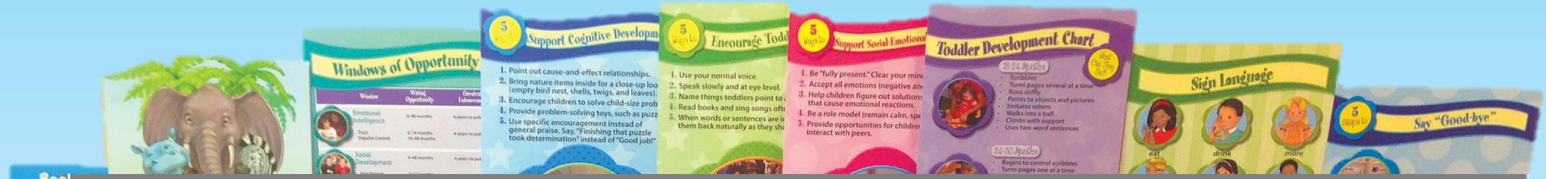
Pick and Poke

Little ones, with their heightened senses, see everything. They are constantly picking at little pieces of lint or tape that adults don't even notice. Use this to your advantage by providing activities that appeal to their senses and their desire to pick and poke.

Objectives:

- A.3.a.** Sits and uses index and middle finger to pick up, squeeze
- A.3.a.** Uses index and middle finger to pick up, squeeze





Welcome Book Overview
13 Activity Guides
80 Photo Activity Cards
18 Board Books
14 Soft-Cover Books
Flip Book
2 Developmental Storybooks
14 Story Folders
15 Posters
7 Music CDs
Patterns CD
Planning and Assessment CD
Manipulatives & Plush Max Puppet!



Theme 1
My Face
Week 1

Language Development

Activity Choices

Story Time

Look in the Mirror
Share the poem with children one at a time as you both look into a mirror.

I Look in the Mirror
I look in the mirror and what do I see?
I see a funny face looking at me.
A scrunched up nose, twisted mouth, squinty eyes,
And two fuzzy eyebrows—what a surprise!
I look in the mirror and what do I do?
I giggle and laugh at the sight of you.

Mira el espejo
Mira el espejo ¿y qué veo yo allí?
Una cara muy rara que mira hacia mí.
Una nariz torcida, una boca muy chueca y unos ojos chibidos.
Y dos cejas muy gruesas, con muchos pellos.
Mira el espejo ¿y qué hago yo allí?
Me río y me carcajeo porque te veo allí.

Precious Faces
Careers practitioners
Ask children what Max is doing to try to help the children. After a few readings, ask children to point to facial features. As they become familiar with the book, have them show you a happy face and sad face.
Discuss reasons why children might be sad or happy.

Hungry Dumpty's New Eyes • Lisa Orlan nuevas del Sr. Humareda's Story Folder

Theme 1
My Face
Week 1

Cognitive Development

Activity Choices

Did You Know?
Activities that support cause-and-effect relationships and problem solving develop foundational skills for lifelong learning. When little ones bang on a drum, point out that the harder they bang, the louder the sound. Encourage children to figure out how a puzzle fits back together.

Eyes are Helpers
Invite children to think of things that are easier to do because they can use their eyes (walk, get dressed, eat). Teach the ASL sign for eyes (p. 2).

Invite children to try doing a task with their eyes closed (eat, build with blocks, complete a puzzle).

Safety First
Teach children this safety rhyme. Place a beach towel on the floor to represent a street. Invite children to recite the rhyme as they practice crossing the "street".
Stop, Look and Listen
Stop, look, and listen.
Before you cross the street.
First use your eyes and ears,
Then use your feet.

Delante, mira y escucha
Si una calle quieres cruzar
Debes detenerte, mirar y escuchar.
Ojos y oídos primero hay que usar
Y después los pies para caminar.

Photo Activity Cards
Present Photo Activity Cards:
#1 (face - card)
#2 (ear - card)
Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion. Teach the ASL signs for face and ears.

Musical Search
Hide a musical toy. Invite children to use their ears to find the hidden toy.
Adaptation: Provide clues if children are unable to locate the toy.

Loudest Sound
Shake Jingle Bells (p. 42). Invite children to use their ears to determine which bell makes the loudest sound and which makes the softest sound.
Adaptation: Place the bells in clear containers so children can see which container has the largest number of bells.

Face Puzzles
Invite children to put together their Face Puzzle (p. 42).
Use photos that are cut into more than four pieces for older toddlers who are ready for the challenge.

Theme 1
My Face
Week 1

Social Emotional Development

Activity Choices

Special Kisses
Teach little ones to give Eskimo kisses (rub noses) and butterfly kisses (flutter eyelashes against someone's cheek).
Adaptation: Teach little ones how to bow their head.

Did You Know?
Children form a primary attachment with parents and a secondary attachment with caregivers. Divide children into groups and assign a designated caregiver to each group. When children are stressed, make sure they have access to their designated caregiver.

Washington Square
Begin by teaching children the first verse of this poem. After they are familiar with it, teach the variation by substituting the last two lines.

From here to there
(begin tracing square on child's palm)
To Washington Square.
When I get near,
I'll tickle your ear.
Variation:
When I get there
I'll mess up your hair.

De aquí para allá
A la plaza de Alcalá.
Cuando a este par llegar
Una oreja te voy a aplastar.
Variación:
Cuando ya está por llegar
Te voy a despejar.

Close Your Eyes
Sing this song at naptime. Explain that when we sleep, we close our eyes to block out the light. You could also say the poem "Be Very Quiet" • "¿Quédate muy quieto" (p. 44).

Close Your Eyes
(Have "My Head a Little Lower")
Close your eyes and go to sleep.
Go to sleep. Go to sleep.
Close your eyes and go to sleep.
Little Madison, tell us names of the children!

Cierra los ojos
(Cierre "Mi Cabeza un Poco Más Baja")
Cierra los ojos y a dormir
A dormir. A dormir.
Cierra los ojos y a dormir.
¿Qué nombre le pones a los niños?

What Color Are Your Eyes?
Invite children to look at their eyes in a mirror. Discuss their eye color.
Challenge older children to find another child who has the same color eyes.

Silly Faces
Make silly faces for little ones.
Invite children to make their own silly faces when looking in a mirror. Ask: Which facial feature do you use to make a silly face? ¿qué parte de la cara usamos para hacer una graciosa?

Theme 1
My Face
Week 1

Physical Development

Activity Choices

Nose the Ball
Place a small ball on the floor. Have children get into a crawling position and move the ball with their nose. Ask: Is it more difficult to move the ball with your hands or your nose?
Adaptation: Use a small pom-pom for position, use the mirror to see if you can move it more!
Have children repeat the game using their chin to move the ball. Teach the ASL signs for nose and chin (p. 2).
Adaptation: Hand the ball to non-mobile children. Ask them to touch their nose with the ball. Continue with other body parts (lips, head, ears, hand).

Mouth Moves
Teach children movements that they can do with their mouth, such as clicking their tongue, blowing, and puffing their cheeks. Demonstrate whistling. Review the ASL sign for mouth (p. 2).

Pat-a-Cake
Play this clapping game with children. Clapping is a social expression that demonstrates gratitude, pleasure, or excitement. Clapping also helps develop coordination. Clapping to a rhyme increases little ones' attention to rhyme and rhythm.

Pat-a-Cake
Pat-a-cake, pat-a-cake, baker's man.
Bake me a cake as fast as you can.
Roll it
And pat it
And mark it with B
And put it in the oven for baby and me.

Pat-a-Cake
(clap hands together)
(clap hands over each other)
(clap hands together)
(clap B in the air or on baby's tummy)
(clap baby's tummy)

Stop and Go
Show children the Stop-and-Go Circles (p. 43). Explain that red means stop and green means go or start. Give a command, such as jump - children and have children jump when they see the green circle and stop jumping when they see the red circle. Continue with other commands, such as clap - den una palmita, turn around - dena una vuelta, swing arms - mezcúlen las brazos, and open and close mouth - abran y cierren la boca.

Simon Says
Play Simon Says. Encourage children to use their ears to listen carefully for directions. Do not eliminate children from the game. Just play for fun.

Did You Know?
Between 18 and 24 months, children will learn to twist and turn while dancing, stand and walk on toes, climb stairs, and jump. Offer plenty of activities that provide practice with these moves.

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Let's take a walk Down Frog Street!



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Nine Thematic Teaching Guides

36 Weeks of Instruction!





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