

# FROG STREET TODDLER

## NURTURING CURIOSITY THROUGH EXPLORATION

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# FROG STREET TODDLER

is designed around the latest brain research and includes 52 weeks of easy-to-use activities created specifically for little ones 18-36 months old. The program is designed to equip caregivers to foster essential growth, meet the needs of all learners, and embrace the joy of learning each day!



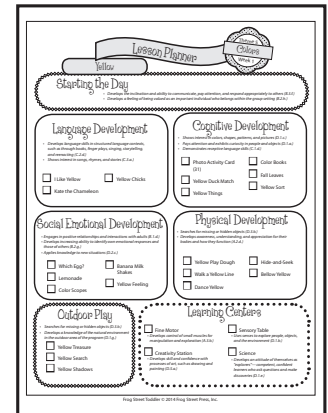
**“WHAT YOU TEACH BIRTH TO THREE WILL BE WHAT MATTERS MOST TO ME.”**

Pam Schiller, PhD



## THEMATIC TEACHING GUIDES

Frog Street Toddler includes 13 thematic activity guides that offer hundreds of domain-based activity choices that are intentional, integrated, and child centered. The weekly Lesson Planners (aligned to Head Start School Readiness Goals and State Standards) make at-a-glance activity planning a snap. Choosing just one activity from each domain daily will move children forward in their development.



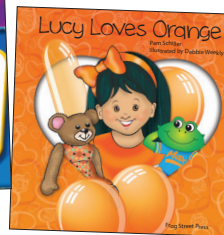
## LEARNING DOMAINS

### Language Development

Toddlers will be immersed in a language-rich environment essential for developing both receptive and expressive language skills. *Frog Street Toddler* includes high-interest books, stories, songs, poems, and chants that will amuse and delight toddlers. Vocabulary words are introduced and reinforced weekly through activity integration, colorful photo cards, and sign language to support all learning modalities.



**BOOKS ARE IN ENGLISH AND SPANISH!**



### Cognitive Development

*Frog Street Toddler* offers activities that support cause-and-effect relationships and problem solving to develop foundational skills for lifelong learning. Each week, you will have a range of activity choices that will give little ones plenty of opportunities to express creativity, solve child-sized problems, and develop curiosity.



## Physical Development

The activity choices in this domain provide toddlers with fun physical challenges, action songs, and games that will build coordination, balance, and muscle strength. Children will develop both gross motor and fine motor skills as they squeeze, tear, roll, toss, catch, hug, hop, twist, run, and much more!



## Social Emotional Development

*Frog Street Toddler* places a special emphasis on social emotional development because learning best evolves through relationships and responsive care giving. Toddlers will build confidence, learn impulse control, and develop social skills while caregivers build trusting relationships with children through one-on-one, partner, and small-group interactions.

A fifth domain, **Approaches toward Learning**, resides in and throughout other domains.

## CONSCIOUS DISCIPLINE

*"Self regulation is the key to school readiness and more powerful than IQ as a predictor of academic achievement."* Becky Bailey, PhD

*Frog Street Toddler* includes a comprehensive classroom management and social-emotional component that creates a learning environment where children feel safe and loved. Children learn to reduce stress, engage appropriately with their classmates, and practice social skills, such as using kind words and helpful hands.



## DIFFERENTIATED INSTRUCTION

Children are at many different developmental levels during the period of growth from 18-36 months of age. Children also vary in culture, language, motivation, abilities, and interests. But all children can learn effectively regardless of these differences. *Frog Street Toddler* offers opportunities to meet the needs of all learners by offering "Adaptations" for less mature or developmentally delayed learners and more challenging activities (signified by an upward blue arrow icon) for ready learners.

**5 maneras de demostrar a los niños que son queridos**

1. Salude a los niños con alegría y despídase cuando se van.
2. Dedique un tiempo del día a directo con cada estudiante.
3. Abrace a los niños con frecuencia.
4. Escuche lo que los niños tienen que decir como si fuera lo más importante.
5. Diga a los niños que los quiere.



**5 Ways to Be an Emotional Coach**

1. Be aware of children's emotions.
2. Connect with a child before her emotions escalate.
3. Listen intently to her describe her feelings.
4. Name the emotion.
5. Help her think of what she might do to feel better.



Adapted from What Are Feelings? by John Gottman, Ph.D.

## PROFESSIONAL DEVELOPMENT

*Frog Street Toddler* incorporates professional development to better equip caregivers to deepen their understanding of child development, optimize learning opportunities, and become more responsive to children's needs. "What Should You Do?" scenarios, "Did You Know?" facts and teaching strategies, and "Spruce Up Your Space" tips are built into weekly lessons. Classroom posters and online training videos are also included.

## MUSIC AND MOVEMENT

*Frog Street Toddler* includes over 145 sing-along songs for plenty of music and movement fun!



POSTERS ARE  
IN ENGLISH AND  
SPANISH!



Senior Author: Pam Schiller, PhD

Featuring Dr. Becky Bailey's Conscious Discipline® and creative Spanish adaptations by Emilia Rivas



MAX

# frogstreet

## FROG STREET TODDLER FEATURES:

- **Intentional** activities that support development domains
- Special emphasis on **social and emotional** development
- **Professional development** to support caregivers

ALL INSTRUCTION AND MATERIALS ARE IN ENGLISH AND SPANISH!



INCLUDES

- **13 Activity Guides**
- **1 Welcome Guide**
- **80 Photo Activity Cards**
- **Literature Library**  
Board Books: 18 English, 16 Spanish  
Soft-Cover Books: 14 English, 13 Spanish  
14 Magnetic Bilingual Story Folders  
2 Developmental Storybooks  
1 Nursery Rhyme Flip Book
- **Manipulatives**  
5 balls  
9 beanbags  
3 eyedroppers  
2 Peep Puppets
- **15 Classroom Posters (11" x 17")**
- **Patterns**  
(over 250 pages of ready-to-use patterns)
- **Planning and Assessment**  
52 Parent Letters (English and Spanish)  
52 Lesson Planners (aligned to Learning Goals)
- **Puppet (Max)**
- **Music Collection** - Available on the Frog Street Portal!

FROG STREET OFFERS COMPLETE EARLY CHILDHOOD PROGRAM CONTINUITY FROM BIRTH TO AGE 5 WITH FROG STREET INFANT, TODDLER, THREES AND PRE-K.



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