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YOUR ONLY true Birth to Five Curriculum Partner

Every Age and Every Stage Birth to 5

Curriculum Cornerstones

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

Commit

Today I will open my heart and mind to explore Frog Street Infant, Toddler and Pre-K!

Frog Street Infant

Frog Street Infant

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

Frog Street Infant

264 Activity Cards

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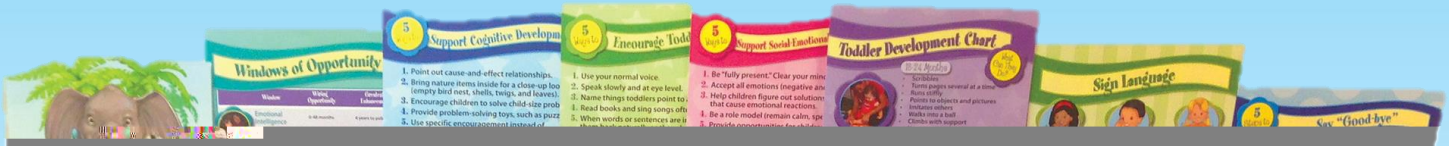
Welcome to Frog Street Toddler



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!

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Welcome to Frog Street Toddler

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Welcome to Frog Street Toddler

Theme 1 My Face Week 1

Language Development Activity Choices

Story Time

I 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.

Miro el espejo
Miro 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 chinitos
Y dos cejas muy gruesas, con muchos pelitos.
Miro el espejo y ¿qué hago por fin?
¡Me río a carcajadas porque te veo a tí!

Precious Faces* • *Caras preciosas
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.

"Humpty Dumpty's New Ears" • "Las orejas nuevas del Sr. Huevito" Story Folder
Display the story props. Tell the story. Ask: *Why was Humpty Dumpty sad? ¿Por qué está triste el Sr. Huevito?*
Have children touch their ears when they hear the word *ear* or *ears* in the story.
Display the story props. Ask: *Do you think Humpty looks better with or without ears? Why? ¿Cómo se ve mejor el Sr. Huevito, con orejas o sin orejas? ¿Por qué?*

Jeepers Peepers
Place a Peeper Puppet on your hand. Discuss the size of the eyes. Play "Jeepers Peepers" (*Frog Street Sing-Along Songs* CD) and dance the Peeper Puppet.

Did You Know?
All sounds influence the auditory wiring of the brain during the first five years of life. Help develop that important wiring by using expanded sentences and larger vocabularies. Use a variety of language sounds, such as rhyming word pairs (cat/hat) and words that sound like what they are describing (pitter-patter goes the rain, moo says the cow, meow says the cat).

Add your own stories and use appropriate books from your library:
Baby Faces by Margaret Miller
Baby Faces by DK Publishing
Baby Faces by Playskool

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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.

Photo Activity Cards
Present Photo Activity Cards:
#1 (face • cara)
#2 (ear • oreja)
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 Boxes (p. 42). Invite children to use their ears to determine which box makes the loudest sound and which makes the softest sound.
Adaptation: Place the bells in clear canisters so children can see which canister has the largest number of bells.

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,

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 blow a kiss.

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.

Washington Square		La plaza de Alcalá	
From here to there	*(begin tracing square on child's palm)*	De aquí para allá	*(empiece a trazar un cuadrado en la palma del niño)*
To Washington Square.	*(continue tracing square)*	A la plaza de Alcalá.	*(siga trazando el cuadrado)*
When I get near. I'll tickle your ear.	*(gently tickle behind child's ear)*	Cuando ya esté por llegar Una oreja te voy a jalar.	*(jale con suavidad la oreja del niño)*
Variation: When I get there I'll mess up your hair.	*(gently mess child's hair)*	Variación: Cuando ya esté por llegar Te voy a despeinar.	

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 (Tune: "Mary Had a Little Lamb")	Cierra los ojos (Melodía: "Mary Had a Little Lamb")
Close your eyes and go to sleep	Cierra los ojos y a dormir
Go to sleep. Go to sleep.	A dormir. A dormir.
Close your eyes and go to sleep.	Cierra los ojos y a dormir.
Little Madison. *(fill in names of the children)*	Querido José *(Sustituya los nombres de los niños)*

What Color Are Your Eyes?
Invite children to look at their eyes in the 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 features do you use to make a silly face? ¿Qué partes de la cara usan para hacer una cara graciosa?*

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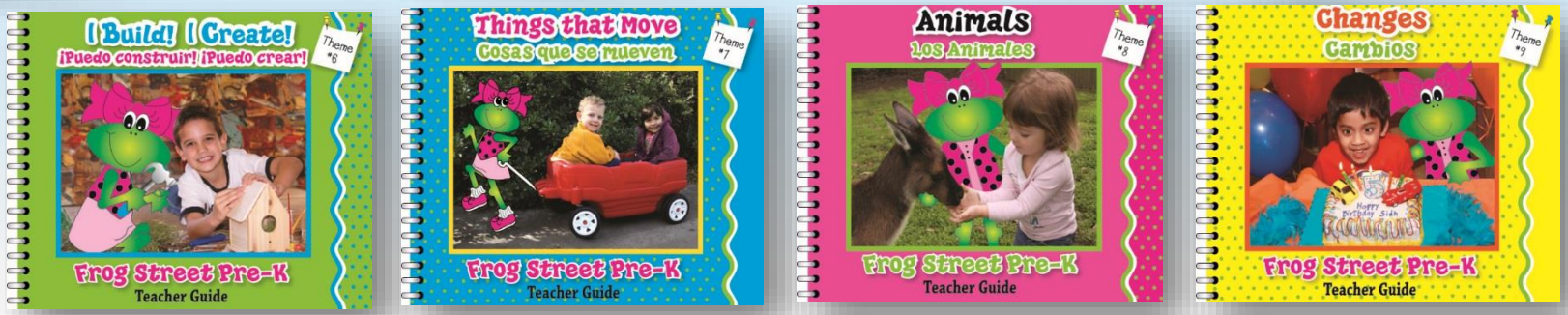
Let's take a walk Down Frog Street!

Nine Thematic Teaching Guides

36 Weeks of Instruction!



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