

# Frog Street Toddler Learning Goals

## A. PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

### 1. Health and Well-being

- a. Shows signs of healthy development
- b. Responds when physical needs are met
- c. Expresses physical needs nonverbally or verbally
- d. Participates in physical care routines
- e. Begins to develop self-care skills
- f. Begins to understand safe and unsafe behaviors
- g. Develops increasing awareness of what can harm them
- h. Begins to demonstrate healthy and safe habits
- i. Develops positive attitudes towards eating, sleeping, toileting and active movement

### 2. Gross Motor Skills

- a. Develops control of large muscles for movement, navigation, and balance
- b. Develops increasing ability to change positions and move body from place to place
- c. Moves body to achieve a goal
- d. Develops awareness, understanding, and appreciation for their bodies and how they function
- e. Develops confidence with moving in space, moving to rhythm, and playing near and with others
- f. Develops an increasing ability to keep a steady beat through chants, dances, and movement to rhythmic patterns

### 3. Fine Motor Skills

- a. Uses hands or feet to touch objects or people
- b. Develops control of small muscles for manipulation and exploration
- c. Coordinates eye and hand movements
- d. Uses tools and different actions on objects

## B. SOCIAL AND EMOTIONAL DEVELOPMENT

### 1. Trust and Emotional Security

- a. Establishes secure relationships with primary caregivers
- b. Differentiates between familiar and unfamiliar adults
- c. Shows emotional connections and attachment to others while beginning to show independence
- d. Engages in positive relationships and interactions with adults
- e. Develops a growing capacity to tolerate and enjoy a moderate degree of change, surprises, uncertainty, and potentially puzzling events
- f. Develops confidence and ability to express emotional needs without fear

### 2. Self Awareness

- a. Expresses needs and wants through facial expressions, sounds, or gestures
- b. Develops awareness of self as separate from others
- c. Shows confidence in increasing abilities
- d. Shows awareness of relationships to family/community/cultural group
- e. Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture
- f. Develops an increasing capacity to pay attention, focus, concentrate, and be involved
- g. Develops increasing ability to identify own emotional responses and those of others
- h. Develops a feeling of being valued as an important individual who belongs within the group setting
- i. Develops a comfort level in taking on different roles in their environment (helping others, turning off water, holding the door)

### 3. Self-Regulation

- a. Shows ability to cope with stress
- b. Develops capacity to predict routines and regular events that make up the day or the session
- c. Develops an increasing awareness of the impact and consequences of their actions
- d. Begins to develop and demonstrate control over some of their feelings and behaviors (self-regulation)
- e. Begins to learn and internalize rules, routines, and directions
- f. Develops the inclination and ability to communicate, pay attention, and respond appropriately to others

### 4. Relationships with Others

- a. Shows interest and awareness of others
- b. Responds to and interacts with others
- c. Recognizes and responds to the feelings and emotions of others and begins to show concern
- d. Begins to develop personal relationships with peers
- e. Develops responsive and reciprocal communication skills, such as turn-taking
- f. Develops emerging skills in caring and cooperation
- g. Develops an increasing ability to take another's point of view and to empathize with others

## C. LANGUAGE AND LITERACY

### 1. Listening and Understanding

- a. Listens with interest to language of others
- b. Responds to nonverbal and verbal communication of others
- c. Increasingly understands non-verbal messages and makes non-verbal requests
- d. Demonstrates receptive language and expressive language skills and communication strategies in their home language/s (may be English or other language/s)
- e. Begins to understand the rules of conversation
- f. Develops increasing knowledge in syntax, meaning, and vocabulary in at least one language

### 2. Communication and Speaking

- a. Uses consistent sounds, gestures, or words to communicate for a variety of purposes
- b. Imitates sounds, gestures, signs, or words
- c. Understands and begins to use oral language for conversation and communication
- d. Develops language skills in structured language contexts, such as through books, finger plays, singing, storytelling, and reenacting
- e. Develops communication skills for increasingly complex purposes, such as negotiating, predicting, reasoning, and guessing

### 3. Emergent Literacy

- a. Shows interest in songs, rhymes, and stories
- b. Develops a playful interest in repetitive sounds and words (rhythm, rhyme, alliteration)
- c. Engages with stories and books
- d. Develops an expectation that words, books, and pictures can amuse, delight, comfort, inform and excite
- e. Understands that pictures can represent real things in the environment
- f. Hears and distinguishes the sounds and rhythms of language
- g. Develops an understanding that symbols/pictures can be “read” by others
- h. Develops an interest in creating and using symbols and pictures
- i. Begins to learn and demonstrate how print works

## D. COGNITIVE DEVELOPMENT

### 1. Exploration and Discovery

- a. Pays attention and exhibits curiosity in people and objects
- b. Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen
- c. Shows interest in colors, shapes, patterns, and pictures
- d. Makes things happen and watches for results and repeats actions
- e. Develops the attitude of an “explorer”—competent, confident learner who asks questions and makes discoveries
- f. Develops spatial understandings, including an awareness of how two- and three-dimensional objects can be fitted together
- g. Develops knowledge of the natural environment in the outdoor area of the program
- h. Matches items that go together

### 2. Problem Solving

- a. Experiments with different uses for objects
- b. Shows imagination, creativity, and uses a variety of strategies to solve problems
- c. Applies knowledge to new situations
- d. Develops the ability to make decisions and choose own materials
- e. Develops the confidence to explore and make sense of the world through simple problem solving and trial-and-error
- f. Begins to develop interests and skills related to numbers and counting
- g. Learns and begins to use math concepts during daily routines and experiences

### 3. Memory

- a. Recognizes familiar people, places, and things
- b. Searches for missing or hidden objects
- c. Shows ability to acquire and process new information
- d. Develops and demonstrates the ability to remember and connect new and known experiences and information

### 4. Imitation and Make Believe

- a. Uses objects in new ways or in pretend play
- b. Uses imitation in pretend play to express creativity and imagination

### 5. Creativity

- a. Develops skill and confidence with processes of art, such as drawing, collage, painting, and constructing
- b. Develops an ability to be creative and expressive through a variety of activities, such as pretend play, art, and music
- c. Develops confidence to sing songs and to experiment with chants and pitch patterns
- d. Develops familiarity with a variety of types of music, art, drama, and dance
- e. Develops an expectation that types of music, art, drama, and dance can amuse, delight, inform and excite

## E. APPROACHES TOWARD LEARNING

### 1. Curiosity

- a. Demonstrates interest, curiosity, and eagerness in exploring the world around them

### 2. Persistence

- a. Demonstrates persistence in learning and discovery

### 3. Attention

- a. Demonstrates the ability to carry out or follow through simple tasks

### 4. Communication

- a. Learns and uses words to describe what they are thinking and doing