

**Illinois Early Learning
and Development Standards
Crosswalk
with
Frog Street Pre-K**



Appendix A
Illinois Early Learning and Development
Standards Crosswalk with *Frog Street Pre-K*

Examples from *Frog Street Pre-K* are provided as representations of instruction aligning to Illinois Early Learning and Development Standards. Samples are not intended to be an all-inclusive list. Teacher Guide (TG) theme and page numbers are included for review of examples.

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<p>LANGUAGE ARTS <i>Frog Street Pre-K</i> supports every aspect of children’s development – physical, social, emotional, cognitive, and linguistic. A key focus is on language and literacy. The <i>Frog Street Pre-K</i> program uses a research-based approach to help young children develop early literacy and pre-reading skills. Children will learn through both explicit instruction and child-centered activities (which help establish a love of language and the simultaneous ability to decipher it). Each day, children engage in rich language and literacy experiences that evolve into a solid foundation for future reading, writing and language success. These experiences are based on: Phonological Awareness (ability to hear and reproduce sounds), Alphabet Knowledge (recognition of letters and their functions), Vocabulary (learn and use words), Comprehension (ability to retell stories in the child’s own words), and Written Expression (understand and apply functions of writing).</p>		
<p>Goal 1 Demonstrate increasing competence in oral communication (listening and speaking). 1.A Demonstrate understanding through age-appropriate responses. 1.B Communicate effectively using language appropriate to the situation and audience. 1.C Use language to convey information and ideas. 1.D Speak using conventions of Standard English. Use increasingly complex phrases, sentences, and vocabulary.</p>	<p>II.A.1. Child shows understanding by responding appropriately. II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions. II.B.1. Child is able to use language for different purposes. II.B.2. Child engages in conversations in appropriate ways. II.B.3. Child provides appropriate information for various situations. II.B.4. Child demonstrates knowledge of verbal conversational rules. II.B.5. Child demonstrates knowledge of nonverbal conversational rules. II.B.6. Child matches language to social contexts. II.C.1. Child’s speech is understood by both the teacher and other adults in the school. II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions. II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.</p>	<p>Building a robust vocabulary is a key goal of <i>Frog Street Pre-K</i>. A Yellow Vocabulary Box on the teacher guide pages supports teachers in determining key vocabulary to practice in the <u>Greeting Circle</u>, <u>Literacy Lesson</u>, and <u>Read-Aloud Time</u> lessons; Vocabulary Cards (with picture support) and photographs (Photo Activity Cards, Pocket Photos) provide images key to brain-based learning of vocabulary. http://www.frogstreet.com/research/ The abundance of Learning Center ideas gives children rich places to interact with their peers and build their oral language skills. Examples: TG1: page 22 Greeting Circle—(Listening, speaking and following oral directions) TG3: page 22 Morning Message—(Intentional sequence of instruction in phonological awareness, alphabet knowledge, vocabulary, comprehension and written expression) TG7: page 155 Read-Aloud Time—(Listens with intent, asks questions; responds with complex phrases; uses vocabulary)</p>

Crosswalk to Demonstrate Alignment with IELDS

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	<p>II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.</p> <p>II.D.4. Child uses a large speaking vocabulary, adding several new words daily.</p> <p>II.D.5. Child uses category labels to understand how the words/objects relate to each other.</p> <p>II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p>II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.3. Child uses sentences with more than one phrase.</p> <p>II.E.4. Child combines more than one idea using complex sentences.</p> <p>II.E.5. Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning.</p>	<p>TG6: page 114 Literacy Lesson—(Dictate complete sentences to create the story for the wordless storybook <i>Animal Friends</i>.)</p> <p>TG8: page 72 Literacy Lesson—(Use vocabulary words, and complete sentences to communicate ideas.)</p> <p>TG3: page 69 Closing Circle—(Uses language to communicate ideas and reflect on information learned throughout the day.)</p> <p>TG5: page 137 Read-Aloud Time—(Discuss singular and plural form of <i>mouse</i>; use different grammatical structures.)</p>
<p>Goal 2 Demonstrate understanding and enjoyment of literature.</p> <p>2.A Demonstrate interest in stories and books.</p> <p>2.B Recognize key ideas and details in stories.</p> <p>2.C Recognize concepts of books.</p> <p>2.D Establish personal connections with books.</p>	<p>III.A.1. Child engages in pre-reading and reading-related activities.</p> <p>III.A.2. Child uses books and other written materials to engage in pre- reading behaviors.</p> <p>III.A.3. Child asks to be read to or asks the meaning of written text.</p> <p>III.D.1. Child retells or re-enacts a story after it is read aloud.</p> <p>III.D.3. Child asks and answers appropriate questions about the book.</p>	<p><u>Read-Aloud Time</u> provides rich opportunities for children to practice comprehension skills and strategies. Children learn to answer and generate questions and identify story structures (characters, setting, sequence of events); illustrations, photographs, and graphic organizers provide visual support to the conversation. Children retell stories through role-play, magnetic story props, and sequence cards. Strategy Cards P, T, and U support teachers in implementing comprehension strategies.</p> <p>Examples:</p> <p>TG1: page 107 Read-Aloud Time—(Practice book-handling using “<i>How to Care for Books</i>” Rebus Poster.)</p> <p>TG2: page 61 Library and Listening Center—(Browse and/or listen independently to “<i>Homes for Everyone</i>,” giving them the opportunity to form personal</p>

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		<p>connections with books. Titles tie to the themes or concepts taught.)</p> <p>TG5: page 71 Read-Aloud Time—(Demonstrates interest in stories and books.)</p> <p>TG5: page 103 Library and Listening Center—(Use appropriate book-handling behaviors, retell a story, change story order, connect vocabulary, recognize key details, and sequence order of events.)</p> <p>TG5: page 72 Literacy Lesson—(Compare and contrast two versions of the same story. Record findings on a Venn diagram.)</p>
<p>Goal 3 Demonstrate interest in and understanding of informational text.</p> <p>3.A Recognize key ideas and details in nonfiction text.</p> <p>3.B Recognize features of nonfiction books.</p>	<p>III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p>III.D.3. Child asks and answers appropriate questions about the book.</p>	<p><i>Frog Street Pre-K</i> focuses on providing a balance of informational text and literature through big books, small books, and Photo Activity Cards (back). Ex: reading informational texts about Farm Animals, Zoo Animals, and Insects are abundant in TG8; children use the rich glossary (text feature) in the back of <i>Zippity Zoo</i> to learn more details about the animals. Children record their findings in various graphic organizers and revisit the information.</p> <p>Examples:</p> <p>TG2: page 29 Read-Aloud Time—(Recognize key details, ideas in nonfiction text.)</p> <p>TG4: page 78 Literacy Lesson—(Recognize environmental print.)</p> <p>TG4: page 107 Read-Aloud Time—(Differentiate fiction from nonfiction books.)</p> <p>TG8: page 41 Read-Aloud Time—(Recognize difference between fiction and non-fiction. Discuss key ideas and details using Photo Pockets with photos and letters.)</p> <p>TG8: page 77 Read-Aloud Time—(Return to text to reread information about zebras and giraffes. Examine photographs carefully to explain <i>camouflage</i>. Use the glossary to further research information on zebras and giraffes.)</p>

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<p>Goal 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.</p> <p>4.A Demonstrate understanding of the organization and basic features of print.</p> <p>4.B Demonstrate an emerging knowledge and understanding of the alphabet.</p> <p>4.C Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <p>4.D Demonstrate emergent phonics and word-analysis skills.</p>	<p>III.B.1. Child separates a normally spoken four-word sentence into individual words.</p> <p>III.B.2. Child combines words to make a compound word.</p> <p>III.B.3. Child deletes a word from a compound word.</p> <p>III.B.4. Child combines syllables into words.</p> <p>III.B.5. Child can delete a syllable from a word.</p> <p>III.B.6. Child can produce a word that rhymes with a given word.</p> <p>III.B.7. Child can produce a word that begins with the same sound as a given pair of words.</p> <p>III.B.8. Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one- syllable word with pictorial support.</p> <p>III.B.9. Child combines onset and rime to form familiar one-syllable words without pictorial support.</p> <p>III.B.10. Child recognizes and blends two phonemes into real words with pictorial support.</p> <p>III.C.1. Child names at least 20 upper and at least 20 lower case letters.</p> <p>III.C.2. Child recognizes at least 20 letter sounds.</p> <p>III.C.3. Child produces the correct sounds for at least 10 letters.</p> <p>II.C.2. Child perceives differences between similar sounding words.</p>	<p>In the daily <u>Morning Message</u>, Alphabet Knowledge is developed each day through the year (<i>Welcome to Frog Street Pre-K Guide</i> pages 33-34) and Phonological Awareness skills are introduced and practiced in a sequential continuum beginning with sentence segmentation in TG1 and TG2, blending and deleting syllables in TG3, producing rhyming in TG5, producing alliteration in TG6, combining onset-rime in TG7 and blending phonemes in TG8. <i>Frog Street Pre-K</i> follows David Sousa’s brain compatible research for instruction by introducing a skill or concept and providing six or more opportunities for children to practice the skill in unique or novel ways within a thirty-day period. After multiple exposures, teachers are guided to observe the child’s progress in their natural learning environment (checkmark icon).</p> <p>Examples:</p> <p>TG2: page 46 Morning Message—(Intentional instruction in phonological awareness, written expression, print awareness and alphabet knowledge throughout the year.)</p> <p>TG5: page 36 Literacy Lesson—(Phonics, word-analysis, rhyming, blend and delete syllables)</p> <p>TG5: page 37 ABC Center—(Alphabet knowledge)</p> <p>TG5: page 37 Library and Listening Center—(Practice to develop understanding - phonics, rhyming, phonemes, syllables.)</p> <p>TG6: page 96 Literacy Lesson—(Segment word into syllables.)</p> <p>Strategy Cards: C—Syllables, D—Rhyming Words, E—Alliteration, F—Onset and Rime, G—Blend Phonemes, L—Alphabet, M—Letter Knowledge, Q—Morning Message</p> <p>Rebus Poster: “How to Read a Book”</p>

Crosswalk to Demonstrate Alignment with IELDS

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<p>Goal 5 Demonstrate increasing awareness of and competence in emergent writing skills and abilities.</p> <p>5.A Demonstrate growing interest and abilities in writing.</p> <p>5.B Use writing to represent ideas and information.</p> <p>5.C Use writing to research and share knowledge.</p>	<p>IV.A.1. Child intentionally uses scribbles/ writing to convey meaning.</p> <p>IV.B.1. Child independently uses letters or symbols to make words or parts of words.</p> <p>IV.B.2. Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.</p> <p>IV.C.1. Child independently writes some letters on request (not necessarily well- formed).</p> <p>IV.D.1. Child uses some appropriate writing conventions when writing or giving dictation.</p>	<p>Modeled and Shared Writing occur every day in <i>Frog Street Pre-K</i>; Independent and Partner Writing opportunities are found in <u>Writer’s Corner</u> where children share information and personal experiences and teachers support some by taking dictation. Children read <i>Reagan’s Journal</i> and follow the modeling Reagan provides when writing in their own journals. Emergent writing is dependent on a strong alphabet knowledge, fine motor development, and vocabulary development— all three areas are supported through teacher-directed lessons and child-centered learning opportunities.</p> <p>Examples:</p> <p>TG1: page 143 Read-Aloud Time—(Reagan shares how she feels on the first day of school. She asks the readers’ to share how they felt on the first day of school and write about their feelings in their own journals.)</p> <p>TG2: page 21 Writer’s Corner—(Write letters to their family.)</p> <p>TG2: page 67 ABC Center—(Write vocabulary words)</p> <p>TG6: page 23 Read-Aloud Time—(Participate in a shared writing project.)</p> <p>TG9: page 115 Writer’s Corner—(Write reminders)</p> <p>Welcome to Frog Street Pre-K pages 63-65 (Guidelines for developmentally appropriate writing readiness skills and letter formation)</p> <p>Frog Street Pre-K Interactive Software (Writer’s Corner and Tux Paint—(Write or give dictation to create stories.)</p> <p>Strategy Card: N— Multisensory Letter Writing, R— Journal Writing.</p>

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<p>MATHEMATICS <i>Frog Street Pre-K</i> draws upon an impressive body of research that outlines how young children as early as three years of age are capable of exploring fundamental (yet surprisingly complex) mathematical ideas. The program provides purposeful, engaging mathematical investigations and activities that build upon children’s informal understanding of patterns, number, measurement and shape. The following outline summarizes the knowledge and skills that children will learn in relation to critical content domains specified and recommended by the National Council of Teachers of Mathematics (NCTM):</p> <p>Number and Operations: understanding quantity and numerical relationships; Geometry and Spatial Awareness: understanding shape, location and spatial transformations; Measurement: quantifying and comparing space length, weight, area and volume; Classification and Patterning: sorting, grouping, and repeating a core of objects; Data Collection and Analysis: describe, sort and compare physical and mathematical characteristics (size, quantity, shape)</p>		
<p>Goal 6 Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.</p> <p>6.A Demonstrate beginning understanding of numbers, number names, and numerals.</p> <p>6.B Add and subtract to create new numbers and begin to construct sets.</p> <p>6.C Begin to make reasonable estimates of numbers. Compare quantities using appropriate vocabulary terms.</p>	<p>V.A.1. Child knows that objects, or parts of an object, can be counted.</p> <p>V.A.2. Child uses words to rote count from 1 to 30.</p> <p>V.A.3. Child counts 1-10 items, with one count per item.</p> <p>V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.</p> <p>V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.</p> <p>V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.</p> <p>V.A.7. Child uses the verbal ordinal terms.</p> <p>V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.</p> <p>V.A.9. Child recognizes one-digit numerals, 0-9.</p> <p>V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.</p> <p>V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.</p> <p>V.B.3. Child uses informal strategies to share or divide up to 10 items equally.</p>	<p>Appropriate sequence of Mathematics Skills through daily Math Lessons and Practice Activities in <i>Frog Street Pre-K</i> allows children to systematically and efficiently acquire math skills as outlined by NCTM Focal Points (link below). https://www2.bc.edu/solomon-friedberg/mt190/nctm-focal-points.pdf</p> <p>Children learn to correspond the verbal sequence of numbers in a one-to-one relationship, with sets of concrete, pictorial, and auditory collections and understand that the last counting word in the sequence tells how many there are all together. Numerical fluency spirals and builds throughout the year.</p> <p>Examples: TG6: page 132 Literacy Lesson—(Demonstrate understanding of numerals through participation in the <i>Numeral Dance</i>.) TG8: page 98 Math Lesson—(Add and subtract using concrete objects.) TG8: page 26 Math Lesson—(Apply cardinality to move forward with combining two sets of objects.) TG2: page 32 Math Lesson—(Identify small quantities through counting [one-to-one correspondence] or subitizing [eyeballing].) TG4: page 152 Math Lesson—(Rote counting to 20 using strategies of one-to-one, counting up, using a number line, recognizing numerals.)</p>

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		<p>TG4: page 135 Math Center—(Compare number of cubes to see who has more. Child who has <i>fewer</i> cubes adds additional cubes so both children have the <i>same</i> number [<i>equal</i> sets].)</p> <p>TG8: page 104 Math Lesson—(Use ordinal numbers with mosquito and frog props.)</p> <p>TG8: page 26 Math Lesson—(Combine two quantities and describe <i>how many</i> using a variety of counting strategies, such as counting all [direct modeling] or counting one from any number. Children use concrete objects and then draw a pictorial representation.)</p> <p>TG8: page 27 Creativity Station—(Use <i>Number (Dot) Cubes</i> to determine the number of each set of animals. Draw and share strategy used to determine how many altogether.)</p>
<p>Goal 7 Explore measurement of objects and quantities.</p> <p>7.A Measure objects and quantities using direct comparison methods and nonstandard units.</p> <p>7.B Begin to make estimates of measurements.</p> <p>7.C Explore tools used for measurement.</p>	<p>V.D.1. Child recognizes and compares heights or lengths of people or objects.</p> <p>V.D.2. Child recognizes how much can be placed within an object.</p> <p>V.D.3. Child informally recognizes and compares weights of objects or people.</p> <p>V.D.4. Child uses language to describe concepts associated with the passing of time.</p>	<p>Strong <i>Frog Street Pre-K</i> Math lessons, under the leadership of author Brian Mowry, allow for child engagement and mathematical processes, particularly in problem-solving, perseverance, reasoning, communication, and application. Children directly compare measurable attributes, including length, weight, area, and volume using such language as <i>longer, shorter, heavier, wider, and fuller</i>. They compare, measure, and order objects using nonstandard units as well as formal tools, such as balance scales.</p> <p>Examples:</p> <p>TG1: page 146 Math and Science—(Compare height, length and width using nonstandard tools.)</p> <p>TG9: page 133 Math Center—(Compare height and weight to beginning of year measurements. Use nonstandard and standard measurement tools.)</p> <p>TG6: page 68 Math Lesson—(Estimate measurements)</p> <p>TG3: page 74-75 Math and Science Lesson, Math Center— (Explore tools used for measurement – balance scale.)</p>

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		<p>TG1: page 134 Math and Science Lesson—(Identify <i>tall</i> and <i>short</i> as attributes that describe height. Compare the height of two children and then of the <i>Fanny Frog puppet</i> [provided by <i>Frog Street Pre-K</i>] to other children and objects in the room. Arrange 3 children in order from tallest to shortest. Sing a song about the attributes of tall and short.)</p> <p>TG1: page 159 Content Connection—(Use one-minute timer for running in place.)</p> <p>TG3: page 62 Math and Science Lesson—(Learn how to use a balance scale. Compare weights with a balance scale.)</p> <p>TG3: page 86 Math and Science Lesson—(Discuss times of the day when different events occur. Sort daily activities by time of day they occur.)</p>
<p>Goal 8 Identify and describe common attributes, patterns, and relationships in objects.</p> <p>8.A Explore objects and patterns.</p> <p>8.B Describe and document patterns using symbols.</p>	<p>V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.</p> <p>V.E.3. Child recognizes and creates patterns.</p>	<p>Children enjoy exploring collections of materials and making groups with manipulatives (attribute buttons, frog counters, connecting cubes and links) based on noticeable similarities. This informal activity is a foundation to classification—a form of logic and reasoning that mathematicians and scientists use to represent and explain relationships and establish categories. Children learn to identify attributes and sort objects, before beginning their exploration of patterns in TG3.</p> <p>Examples:</p> <p>TG1: page 98 Math and Science—(Introduction to attributes)</p> <p>TG3: page 158 Math Lesson—(Recognize and duplicate patterns using objects.)</p> <p>TG7: page 45 Sensory Table—(Describe pattern made by tire tracks.)</p> <p>TG3: page 50 Math Lesson—(Copy and extend a with rhythm sticks.)</p>

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		<p>TG2: page 135 Math Center—(Sort <i>Attribute Buttons</i> into bowls, focusing on one attribute [size, color or shapes]. Ask children to explain their sorting rules.)</p> <p>TG2: page 146 Math Lesson—Transition—(Sort <i>Attribute Buttons</i> in Venn diagram.)</p> <p>TG2: page 152 Math and Science Lesson—(Sort objects and partner guesses the sorting rule.)</p> <p>TG1: page 122 Math Lesson—(Listen to a clapping pattern, then listen and watch a clapping pattern. Copy the pattern.)</p> <p>TG3: page 134 Math and Science Lesson—(Participate in a movement pattern. Compare two movement patterns.)</p> <p>TG3: page 140 Math Lesson—(Create a pattern with <i>Connecting Cubes</i>.)</p>
<p>Goal 9 Explore concepts of geometry and spatial relations.</p> <p>9.A Recognize, name, and match common shapes.</p> <p>9.B Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.</p>	<p>V.C.1. Child names common shapes.</p> <p>V.C.2. Child creates shapes.</p> <p>V.C.3. Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.).</p> <p>V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.</p>	<p>Understanding geometry and spatial sense comes from creating shapes, not coloring a shape; children learn to recognize and describe the attributes of two- and three-dimensional shapes and understand how shapes are alike and different. They also learn to describe an object’s location in relation to other objects and how a shape’s orientation changes when it moves by <i>sliding, flipping, or turning</i> in space. Children use concrete materials to compare, build, and take apart shapes as well as move objects.</p> <p>Examples:</p> <p>TG2: page 68 Math Lesson—(Identify shapes in the environment during a shape hunt.)</p> <p>TG2: page 86 Math Lesson—(Recognize and name common two- and three-dimensional shapes.)</p> <p>TG6: page 50 Math Lesson—(Create a mystery shape by responding to location and ordinal directions.)</p> <p>TG7: Creativity Station—(Use geometric shapes to assemble a train.)</p> <p>TG2: page 80 Math Lesson—(Count the number of sides to determine if shape is a quadrilateral. Name</p>

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		<p>quadrilaterals that have four sides: rectangle, square, parallelogram, rhombus. Check by counting each side.)</p> <p>TG6: page 32 Math Lesson—(Construct triangles with <i>AngLegs —Frog Street Pre-K</i> math manipulative provided in program. They construct a right angle and then construct rectangles. Use their own bodies to learn the vocabulary word for angle before using the manipulative.)</p> <p>TG6: page 104 Math Lesson—(Identify squares and rectangles on the faces of cubes and rectangular prisms. Note: Solid geometric figures are included here because children recognize and name the faces of those figures—a square is on each face of cube).</p> <p>TG9: page 26 Math Lesson—(Transform the green <i>Pattern Blocks</i> by sliding, flipping and turning to create a new shape.)</p>
<p>Goal 10 Begin to make predictions and collect data information.</p> <p>10.A Generate questions and processes for answering them.</p> <p>10.B Organize and describe data and information.</p> <p>10.C Determine, describe, and apply the probabilities of events.</p>	<p>V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.</p> <p>V.E.2. Child collects data and organizes it in a graphic representation.</p> <p>VI.A.1. Child describes, observes, and investigates properties and characteristics of common objects.</p>	<p>A <u>Math Lesson</u> follows a distinct lesson cycle of <i>Focus</i> to connect to prior knowledge and relate to the next section, <i>Develop</i>. In <i>Develop</i>, new skills and concepts are introduced and children are engaged with dialogue and hands-on learning; <i>Transition</i> questions encourage children to reflect on their learning. <u>Practice Centers</u> (e.g., <u>Math Center</u>) allow children to express their learning in a variety of choice activities; the <i>Reflect</i> question guides the conversation with the child about what he is learning.</p> <p>Examples:</p> <p>TG4: page 68 Math Lesson—(Collect data and organize in a graphic representation.)</p> <p>TG5: page 80 Math Lesson—(Make predictions, use survey to collect and sort data; organizes in graphic representation.)</p> <p>TG9: page 74 Math and Science—(Collect, organize and describe data.)</p>

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		<p>TG2: page 66 Literacy Lesson—(Create a sibling graph. <i>How many classmates have a brother? How many classmates have a brother and sister? How many classmates have no siblings?</i>)</p> <p>TG6: page 116 Math Lesson—(Create a graph focusing on the number of letters in each person’s name. On page 117 children continue their investigation in the <u>Math Center</u>.)</p> <p>TG2: 108 Literacy Lesson —(Create a human graph. Children can see the graph they have made from a symbolic perspective.)</p>
<p>SCIENCE <i>Frog Street Pre-K</i> provides opportunities to explore science concepts through a variety of venues. Included in the curriculum is a diverse collection of science books, tools, and manipulatives. All nine themes address key science process skills, such as asking questions, observing, describing, predicting, comparing, classifying, and evaluating. Science is also included within math lessons when appropriate—and is often the focus of Content Connections.</p> <p>Steve Spangler, well known for his work in helping children become “turned on” to science, wrote Science Content Connections and lessons, and reviewed all science content for accuracy.</p>		
<p>Goal 11 Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.</p> <p>11.A Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.</p>	<p>Physical Science:</p> <p>VI.A.1. Child describes, observes, and investigates properties and characteristics of common objects.</p> <p>VI.A.2. Child investigates and describes position and motion of objects.</p> <p>VI.A.3. Child uses simple measuring devices to learn about objects.</p> <p>VI.A.4. Child investigates and describes sources of energy including light, heat, and electricity.</p> <p>Life Science:</p> <p>VI.B.1. Child identifies and describes the characteristics of organisms.</p> <p>VI.B.2. Child describes life cycles of organisms.</p> <p>VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environments.</p> <p>Earth and Space Science</p> <p>VI.C.1. Child identifies, compares, discusses earth materials, and their properties and uses.</p>	<p>Steve Spangler’s excitement about science flows through <i>Frog Street Pre-K</i>, guiding teachers to engage children’s curiosity and joy in science all year long. For example, children use the <i>Insect Checklist</i> to confirm if an animal is an insect or they build various heights and lengths of inclined ramps and compare the speed of toy cars as they roll down the ramps. These types of interactions with partners and in small groups are key environments for children to discuss and process their science investigations.</p> <p>Examples:</p> <p>TG2: page 99 Science Center—(Ask questions, solve problems.)</p> <p>TG3: page 109 Science Center—(Draw conclusions, use beginning engineering skills – build a bridge)</p> <p>TG5: page 69 Content Connection—(Observe, test, predict)</p>

Crosswalk to Demonstrate Alignment with IELDS

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	<p>VI.C.2. Child identifies, observes, and discusses objects in the sky.</p> <p>VI.C.3. Child observes and describes what happens during changes in the earth and sky.</p> <p>VI.C.4. Child demonstrates the importance of caring for our environment and our planet.</p>	<p>TG6: page 75 Content Connection—(Observe, investigate properties of objects – simple machines)</p> <p>TG1: pages 88-133 Week 3 My Senses—(The entire week focuses on exploring and investigating the world around them using their five senses, honing their observation skills early in the year.)</p> <p>TG7: page 144 Literacy Lesson—(Introduce gravity as a steady, invisible force that keeps pulling all the time. Discuss and test gravity.)</p> <p>TG7: page 147 Content Connection—(Sort items by those attracted to a magnet and those that are not.)</p>
<p>Goal 12 Explore concepts and information about the physical, earth, and life sciences.</p> <p>12.A Understand that living things grow and change.</p> <p>12.B Understand that living things rely on the environment and/or others to live and grow.</p> <p>12.C Explore the physical properties of objects.</p> <p>12.D Explore concepts of force and motion.</p> <p>12.E Explore concepts and information related to the Earth, including ways to take care of our planet</p> <p>12.F Explore changes related to the weather and seasons.</p>	<p>Physical Science:</p> <p>VI.A.1. Child describes, observes, and investigates properties and characteristics of common objects.</p> <p>VI.A.2. Child investigates and describes position and motion of objects.</p> <p>VI.A.3. Child uses simple measuring devices to learn about objects.</p> <p>VI.A.4. Child investigates and describes sources of energy including light, heat, and electricity.</p> <p>Life Science:</p> <p>VI.B.1. Child identifies and describes the characteristics of organisms.</p> <p>VI.B.2. Child describes life cycles of organisms.</p> <p>VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environments.</p> <p>Earth and Space Science</p> <p>VI.C.1. Child identifies, compares, discusses earth materials, and their properties and uses.</p> <p>VI.C.2. Child identifies, observes, and discusses objects in the sky.</p> <p>VI.C.3. Child observes and describes what happens during changes in the earth and sky.</p> <p>VI.C.4. Child demonstrates the importance of caring for our environment and our planet.</p>	<p>While science is embedded throughout each week of <i>Frog Street Pre-K</i>, there are weeks dedicated to focusing on key science concepts: Earth Science is embraced with instruction like TG3, Week 2 Nature’s Giants, rich with robust vocabulary for describing major features of Earth and the sky. Physical Science is targeted in TG 6—I Build! I Create!, focusing heavily on making things with simple tools and a variety of materials. Life Science comes alive in TG8 when children focus four weeks on Animals— farm and zoo animals, insects and spiders.</p> <p>Examples:</p> <p>TG8: page 135 Content Connection and Closing Circle; Sequence Cards: Metamorphosis, Baby to Adult; Photo Activity Card #45—(Understand, describe and sequence life cycles of organisms.)</p> <p>TG4: page 87 Content Connection—(Understand the relationship of living things to their environment to live and grow.)</p> <p>TG7: page 147 Content Connection—(Explore, observe and investigate physical properties of objects.)</p> <p>TG2: page 75 Science Center—(Investigate and describe motion of objects)</p> <p>TG3: page 122 Math and Science—(Investigate energy and motion.)</p>

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		<p>TG7: page 138 Literacy Lesson—(Demonstrate the importance of caring for our planet.)</p> <p>TG9: page 84 Literacy Lesson—(Explore weather and season changes.)</p> <p>TG9: page 86 Math and Science—(Explore weather and season changes.)</p>
<p>Goal 13 Understand important connections and understandings in science and engineering.</p> <p>13.A Understand rules to follow when investigating and exploring.</p> <p>13.B Use tools and technology to assist with science and engineering investigations.</p>	<p>VI.A.1. Child describes, observes, and investigates properties and characteristics of common objects.</p> <p>VI.A.2. Child investigates and describes position and motion of objects.</p> <p>VI.A.3. Child uses simple measuring devices to learn about objects.</p> <p>VI.A.4. Child investigates and describes sources of energy including light, heat, and electricity.</p> <p>VI.C.1. Child identifies, compares, discusses earth materials, and their properties and uses.</p> <p>X.A.5. Child recognizes that information is accessible through the use of technology.</p>	<p><i>Frog Street Pre-K</i> also incorporates STEM education, an approach to teaching and learning that integrates the content and skills of science, technology, engineering, and mathematics.</p> <p>http://www.frogstreet.com/research/</p> <p><i>Frog Street Pre-K</i> provides hands-on science integrated into <u>Content Connection</u>, <u>Math & Science Lessons</u>, and the <u>Science Center</u>. Children observe, compare, experiment, explore and participate in science experiences and discuss science content throughout each theme in the program.</p> <p>Examples:</p> <p>TG3: page 62 Math and Science—(Use tools to gather information and investigate materials.)</p> <p>TG3: page 84 Literacy Lesson—(Discuss sun safety. Write a list of sun safety rules.)</p> <p>TG9: page 63 Content Connection—(Conduct several sun-safety experiments using <i>Energy Beads</i>, which are part of the special Steve Spangler Science Equipment provided in <i>Frog Street Pre-K</i>.)</p> <p>TG3: page 93 Science Center—(Experiment to see which of the three bridge surfaces will hold the most pennies.)</p> <p>TG3: page 108 Literacy Lesson—(Discuss different types of bridges.)</p> <p>TG3: page 109 Science Center—(Construct bridges and experiment with the strength of the materials.)</p> <p>TG6: page 107 Read-Aloud Time—(Display the photograph of the construction site. Read <i>Reagan’s Journal</i> listening for the different kind of workers at the</p>

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		<p>site and how they solved their problems.)</p> <p>TG1: page 99 Science Center—(Demonstrate how to properly handle and use a magnifying glass. Use the lens to explore a collection of items from nature.)</p>
<p>SOCIAL STUDIES Children are curious about their world. They thrive on learning experiences that are meaningful and that connect to prior knowledge. A child’s family is central to his understanding himself and provides a foundational reference for their roles and relationships at school and within the larger community. As their perception grows, children further expand this scope to understand how systems work together.</p> <p><i>Frog Street Pre-K</i> supports children’s evolving understanding of People, Past, and Present (characteristic similarities and differences among people, different families, and life organization around events, time, and routines); Economic Skills (human needs, the meaning of “consumer,” and roles and responsibilities of community workers); Geography Skills (features of the immediate environment); and Citizenship Skills (similarities and differences among people like him/herself and classmates—and among him/herself and people from other cultures).</p>		
<p>Goal 14 Understand some concepts related to citizenship.</p> <p>14.A Understand what it means to be a member of a group and community.</p> <p>14.B Understand the structures and functions of the political systems of Illinois, the United States, and other nations.</p> <p>14.C Understand ways groups make choices and decisions.</p> <p>14.D Understand the role that individuals can play in a group or community.</p> <p>14.E Understand United States foreign policy as it relates to other nations and international issues.</p> <p>14.F Understand the development of United States’ political ideas and traditions.</p>	<p>VII.D.3. Child engages in voting as a method for group decision-making.</p> <p>I.C.2. Child assumes various roles and responsibilities as part of a classroom community.</p> <p>I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.</p> <p>I.B.1.b. Child takes care of and manages classroom materials.</p>	<p>Children not only learn routines of the classroom (using helping hands, kind words), but they also discuss the purpose and how every child is an important part of keeping the classroom safe. In TG2 <i>Frog Street Pre-K</i> focuses instruction on being part of a family, a school community (<i>School Family</i>), and the broader community. Laws within the community (crossing the street, use of traffic signs, sitting in car seat or booster seat with seat buckle secured) are explored. Children engage in voting as a method of group decision-making.</p> <p>Examples:</p> <p>TG4: page 138 Literacy Lesson—(Focus on solving a problem, listing the options on chart paper. Each member of the class votes for his favorite option. Engaging in voting shows understanding of group decision-making.)</p> <p>TG4: page 34 Greeting Circle—Commit—(Make helpful choices that keeps the classroom safe. Some people think of these as classroom rules. If you choose not to follow the rules, there are consequences that may be hurtful and may make our classroom unsafe.)</p> <p>TG4: page 34 Moving and Learning—(Discuss safe choices [rules] when playing one of the parachute games</p>

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		<p>with the <i>Frog Street Pre-K Parachute</i>.)</p> <p>TG4: page 49 Creativity Station—(Draw a picture depicting a classroom rule, dictating a sentence stating the rule. <i>What does this rule mean?</i>)</p> <p>TG1: page 48 Literacy Lesson—(Practice meeting and greeting school workers to show respect.)</p> <p>TG4: page 49 Construction Center—(Build a highway with street signs and then use toy cars on the highway, following the highway laws.)</p>
<p>Goal 15 Explore economic systems and human interdependence.</p> <p>15.A Explore roles in the economic system and workforce.</p> <p>15.B Explore issues of limited resources in the early childhood environment and world.</p> <p>15.C Understand that scarcity necessitates choices by producers.</p> <p>15.D Explore concepts about trade as an exchange of goods or services.</p> <p>15.E Understand the impact of government policies and decisions on production and consumption in the economy.</p>	<p>VII.B.1. Child demonstrates that all people need food, clothing, and shelter.</p> <p>VII.B.2. Child participates in activities to help them become aware of what it means to be a consumer.</p> <p>VII.B.3. Child discusses the roles and responsibilities of community workers.</p>	<p><i>Frog Street Pre-K</i> focuses on community helpers, their responsibilities, and ways they help us in our daily lives. Discussions focus on one’s needs and wants and how our family members work to earn the paycheck to pay for our basic needs of shelter, clothing, and food. Children learn from where our food sources are provided.</p> <p>Examples:</p> <p>TG6: page 65 Read-Aloud Time— (“<i>My Father is a Shoemaker</i>” in <i>Fanny Frog’s Fantastic Poems and Rhymes Book</i> helps children identify that family members work and the money they earn provides for the family’s needs and wants.)</p> <p>TG4: page 75 Content Connection—(Discuss foods that come from farms. Discuss how the various foods travel from the farm to the grocery store and the people responsible for this process.)</p> <p>TG6: page 123 Content Connection—(Point out there are many ways to earn an income to pay for the things we need such as housing, food, clothing.)</p> <p>TG8: page 33 Content Connection—(Using photographs children focus on how animals and humans depend on plants for their food source. Farmers plow fields and harvest crops. Some farmers raise livestock. The farmer runs a business.)</p> <p>TG2: page 156 Literacy Lesson—(Sort photographs of community workers by those who keep us safe, those</p>

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		<p>who keep us well, and those who perform a service. List the jobs their family members have on chart paper.)</p> <p>TG2: page 131 Read-Aloud Time—(Read the book <i>Neighborhood Helpers</i>. Display the photographs of firefighters and police officers and identify the jobs they have.)</p> <p>TG2: page 155 Read-Aloud Time—(Examine photographs of workers that provide us with our food. Read “<i>My Mother Plants Strawberries</i>” <i>Story Folders</i> and discuss the way she does her job and what she wears to keep her safe and protect her from sun and from dust.)</p>
<p>Goal 16 Develop an awareness of the self and his or her uniqueness and individuality.</p> <p>16.A Explore his or her self and personal history.</p> <p>16.B Understand the development of significant political events.</p> <p>16.C Understand the development of economic systems.</p> <p>16.D Understand Illinois, United States, and world social history.</p> <p>16.E Understand Illinois, United States, and world environmental history.</p>	<p>I.A.2. Child shows awareness of areas of competence and describes self positively in what he is able to do.</p> <p>I.D.1. Child demonstrates an understanding that others have specific characteristics.</p> <p>I.D.2. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.</p> <p>VII.A.1. Child identifies similarities and differences in characteristics of people.</p> <p>VII.A.2. Child identifies similarities and differences in characteristics of families.</p> <p>VII.A.3. Child organizes their life around events, time, and routines.</p> <p>V.D.4. Child uses language to describe concepts associated with the passing of time.</p>	<p>Each day in the <u>Closing Circle</u>, children celebrate their accomplishments of their Commitments made in the <u>Greeting Circle</u>. Two characters traits are highlighted throughout each TG, revisiting what the character trait means, but more importantly how it looks within our classroom. For example, TG 1 focuses on <i>respect and responsibility</i>.</p> <p>Examples:</p> <p>TG1: page 13 Cultural Sensitivity: Ourselves—(Adopt the notions of diversity and uniqueness.)</p> <p>TG1: page 12 Theme Bulletin Board—(<i>How am I unique?</i>)</p> <p>TG4: page 27 Content Connection—(Remind children that personal choices are unique; they do not have to be the same as a friend’s choice. Having different choices is what makes people interesting.)</p> <p>TG9: page 24 Literacy Lesson—(Show their baby pictures. Discuss the obvious changes.)</p> <p>TG9: page 136 Morning Message—(Complete the sentence: Before I _____, but now I _____.)</p> <p>TG9: page 137 Read-Aloud Time—(Read the book <i>Before and Now</i>. Children talk about the accomplishments they have made this year.)</p>

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<p>Goal 17 Explore geography, the child’s environment, and where people live, work, and play.</p> <p>17.A Explore environments and where people live.</p> <p>17.B Analyze and explain characteristics and interactions of the Earth’s physical systems.</p> <p>17.C Understand relationships between geographic factors and society.</p> <p>17.D Understand the historical significance of geography.</p>	<p>VII.C.1. Child identifies and creates common features in her immediate environment.</p>	<p>TG2: page 118 Greeting Circle—Connect—(Introduce the <u>Celebration Center</u> where each child can share her successes and accomplishments.)</p> <p>Geography is developed by first learning positional and directional vocabulary. Children explore their surroundings and describe where centers are located within the classroom or where playground equipment is located outside the school. Children begin identifying key landmarks and types of homes within the school neighborhood.</p> <p>Examples:</p> <p>TG1: page 32 Math and Science Lesson—(Take a listening walk outdoors and record what they hear. Discuss the change in sounds when walking in rocks, grass, and leaves.)</p> <p>TG1: page 45 Content Connection—(Name playground equipment and identify its location.)</p> <p>TG2: page 68 Math Lesson—(Select a page from the book “<i>Homes for Everyone</i>” which shows houses that are similar to those around the school or in a nearby neighborhood.)</p> <p>TG7: page 66 Literacy Lesson—(Draw a simple map that shows the classroom in relationship to the playground.)</p>
<p>Goal 18 Explore people and families.</p> <p>18.A Explore people, their similarities, and their differences.</p> <p>18.B Develop an awareness of self within the context of family.</p> <p>18.C Understand how social systems form and develop over time.</p>	<p>VII.A.1. Child identifies similarities and differences in characteristics of people.</p> <p>VII.A.2. Child identifies similarities and differences in characteristics of families.</p> <p>I.D.1. Child demonstrates an understanding that others have specific characteristics.</p> <p>I.D.2. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.</p> <p>VII.D.4. Child identifies similarities among people like himself and classmates as well as among himself and people from other cultures.</p>	<p><i>Frog Street Pre-K</i> focuses four weeks of instruction on family, friends, and community in TG2. Children discuss the diversity of families, how families take care of each other, as well as family dwellings. Instruction focuses on developing an understanding of diversity, love, support, comfort, helpfulness, and cooperation; the character traits for this theme are <i>tolerance</i> and <i>helpfulness</i>.</p> <p>Examples:</p> <p>TG1: page 142 Greeting Circle—Connect—(Celebrate that everyone in their School Family is here today.)</p> <p>TG1: page 29 Read-Aloud Time—(Point out that it is everyone’s responsibility to be respectful to classmates</p>

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		<p>and school workers in our school family.)</p> <p>TG1: page 24 Literacy Lesson—(Develop a word web for families. Discuss who is in our families and where do families live. <i>How are families the same? What might be different about families?</i>)</p> <p>TG1: page 25 Creativity Station—(Draw family portraits. Label each family member.)</p> <p>TG1: page 38 Math and Science Lesson—(Describe their classmates, using descriptive words/attributes. Children play a game called <i>Spotlight</i>.)</p> <p>TG1: page 44 Math and Science Lesson—(Sing “This is Tiffany” (<i>Songs of You and Me CD</i>). Use descriptive language to sing about classmates: <i>Is he tall? Is his hair dark or light?</i>)</p> <p>TG1 page 141 Closing Circle—(Teachers send home note to families requesting family photos and reminding families to prepare Family Posters for children to share.)</p> <p>TG2: Closing Circle—pages 27, 33, 39, 45, 57, 63, 69, 75, 81, 87, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159 (Theme 2 focuses on families. Each day two children share their <i>Family Posters</i>.)</p>
<p><u>PHYSICAL DEVELOPMENT AND HEALTH</u> <i>Frog Street Pre-K Outdoor Learning</i> (at the beginning of each week’s plan) provides opportunities for children to practice basic and more complex movements as they explore outdoors and participate in group games. Moving and Learning, the transition activity that follows Greeting Circle, often invites children to create their own dance steps and follow movement prompts in a song. The Gross Motor Centers provide opportunities for children to participate in extended or integrated physical activities. In Fine Motor Centers children manipulate items that help develop their small muscles and hand-eye coordination. The Continuum of Physical Development Resource Guide provides teachers with the developmental sequence of gross and fine motor skills in young children. Each skill is supported with a variety of activities for children to develop it in a meaningful, yet playful setting.</p> <p>Children begin at a young age to learn routines and develop habits that will help them make thoughtful, appropriate (and healthy) choices. During various <i>Frog Street Pre-K</i> activities, they learn that proper nutrition, exercise and rest are necessary for a healthy body. Health and safety-themed experiences are provided during math and science lessons—as well as during Practice Activities and Content Connections.</p>		
<p>Goal 19 Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.</p>		<p><u>Moving and Learning</u> activities, aligned to the topic of the day, provides students with daily opportunities to develop large motor skills and coordinating movements. Children participate in active learning centers (<u>Fine</u></p>

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<p>19.A Demonstrate physical competency and control of large and small muscles.</p> <p>19.B Demonstrate awareness and coordination of body movements.</p> <p>19.C Demonstrate knowledge of rules and safety during activity.</p>	<p>I.A.1. Child is aware of where own body is in space, respects personal boundaries.</p> <p>VI.D.1. Child practices good habits of personal safety.</p> <p>IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).</p> <p>IX.A.2. Child coordinates sequence of movements to perform tasks.</p> <p>IX.B.1. Child shows control of tasks that require small-muscle strength and control.</p> <p>IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.</p>	<p><u>Motor Center</u> and <u>Gross Motor Area</u>) to develop balance, strength and control. Weekly <u>Outdoor Learning</u> activities provided in the teacher guide at the beginning of each week, support physical development skills.</p> <p>Examples:</p> <p>TG1: page 57 Gross Motor Area—(Walk, hop, and crawl along a tapeline. Stand on a starting line and jump as far as they can.)</p> <p>TG1: page 87 Content Connection—(Play follow-the-leader game as they walk to the playground. Use a variety of leg movements —giant steps, hop, jump, skip, tiptoe.)</p> <p>TG2: page 150 Literacy Lesson—(Toss the ball to a friend in their group/circle.)</p> <p>TG3: page 159 Fine Motor Center—(String wooden beads in a three-color pattern.)</p> <p>TG1: page 58 Moving and Learning—(Dance the “Hokey Pokey”.)</p> <p>TG1: page 76 Moving and Learning—(Move their hands to “Hands and Fingers”. Practice staying in their personal space as they move.)</p> <p>TG4: page 128 Fine Motor Center—#3 (Assemble puzzles.)</p>
<p>Goal 20 Develop habits for lifelong fitness.</p> <p>20.A Achieve and maintain a health-enhancing level of physical fitness.</p> <p>20.B Assess individual fitness levels.</p> <p>20.C Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.</p>	<p>VI.D.2. Child practices good habits of personal health and hygiene.</p> <p>VI.D.3. Child identifies good habits of nutrition and exercise.</p>	<p>TG4—<i>Choices</i>—focuses four weeks of instruction on making healthy and safe choices in nutrition and exercise as a means to enhance a child’s health and fitness. Children engage in activities to enhance overall fitness in the daily <u>Moving and Learning</u> activity, as well as in the <u>Greeting Circle</u> each morning.</p> <p>The <i>Continuum of Physical Development Resource Guide</i> guides teachers in providing activities to increase the levels of fitness and physical development skills of children in the class.</p>

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		<p>Examples: TG4: page 120 Literacy Lesson—(Discuss bedtime routines and importance of a good night sleep.) TG4: page 96 Literacy Lesson—(Make a list of the benefits of exercise. Focus on the three elements of fitness: endurance, strength and flexibility. Teach the children exercises to match each of the three benefits.) TG2: page 136 Moving and Learning—(Discuss doctor visits and healthy hearts.) TG4: page 129 Outdoor Learning - #1 —(Provide a large box and a ball. Children experiment with the holding the ball in different positions and tossing it into the box. #2 See how long children can keep a <i>Beach Ball</i> bouncing in the middle of a <i>Parachute</i> [both provided]. #4 Toss a Frisbee through a hula-hoop hung from a tree.)</p>
<p>Goal 21 Develop team-building skills by working with others through physical activity.</p> <p>21.A Demonstrate individual responsibility during group physical activities.</p> <p>21.B Demonstrate cooperative skills during structured group physical activity.</p>	<p>I.C.2. Child assumes various roles and responsibilities as part of a classroom community.</p> <p>I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.</p> <p>I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.</p> <p>I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.</p> <p>II.A.1. Child shows understanding by responding appropriately.</p> <p>I.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.</p>	<p><i>Connect</i> in the <i>Greeting Circle</i> is designed to have each child work with a partner to accomplish something together. Early in the year they learn to shake hands and practice other greetings. During <i>Moving and Learning</i> children participate in gross motor activities; the <i>Gross Motor Area</i> learning centers can be found in <i>Weekly Learning Centers</i> (at the beginning of each week), as well as in <i>Practice Activities</i>.</p> <p>Examples: TG2: page 117 Content Connection—(Each child dances with a partner. Demonstrate mirror dancing. Encourage one partner to dance and the other to copy the moves. Then partners switch roles.) TG1: page 58 Moving and Learning—(Review names of body parts and directional vocabulary. Children dance “The Hokey Pokey”.) TG4: page 100 Moving and Learning—(Work with a partner and patty-cake to music. Point out patty-cake patterns are a cross-lateral movement when moving one hand across to the opposite hand of a partner.)</p>

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<p>Goal 22 Understand principles of health promotion and the prevention and treatment of illness and injury.</p> <p>22.A Explain the basic principles of health promotion, illness prevention, treatment, and safety.</p> <p>22.B Describe and explain the factors that influence health among individuals, groups, and communities.</p> <p>22.C Explain how the environment can affect health.</p>	<p>VI.D.1. Child practices good habits of personal safety.</p> <p>VI.D.2. Child practices good habits of personal health and hygiene.</p> <p>VI.D.3. Child identifies good habits of nutrition and exercise.</p>	<p><i>Frog Street Pre-K</i> promotes healthy living beginning the first week of school when children learn to wash hands to prevent the spread of germs. The theme of promoting healthy and safe living continues through discussion of community helpers (police officers, doctors, dentists, fire fighters). <i>Frog Street Pre-K</i> has children not just <i>discussing</i> healthy living but <i>practicing</i> healthy and safety choices throughout the year.</p> <p>Examples:</p> <p>TG2: page 131 Read-Aloud Time—(Discuss the neighborhood helpers who keep us safe, including firefighters, police officers, ambulance drivers, 911 operators, animal control officers, mechanics.)</p> <p>TG2: page 135 Content Connection—(Display the <i>Stop, Drop, and Roll Rebus Poster</i>. Children demonstrate safety practices. They discuss ways to prevent fires. They practice making emergency phone calls.)</p> <p>TG1: page 45 Content Connection—(Discuss rules of safety for playing outdoors. Demonstrate safe techniques for using playground equipment.)</p> <p>TG4: page 120 Literacy Lesson—(Discuss bedtime routines and importance of a good night sleep.)</p> <p>TG1: page 27 Pretend and Learn Center—(Follow the <i>Hand Washing Rebus Poster</i> directions for washing hands.)</p> <p>TG1: page 27 Content Connection—(Practice washing germs [flour simulates germs] off their hands. Notice how the germs [flour] transfer to the toys.)</p> <p>TG2: page 136 Moving and Learning—(Discuss doctor visits and healthy hearts.)</p>

Crosswalk to Demonstrate Alignment with IELDS

Illinois Early Learning and Development Goals & Standards	Learning and Development Objectives, Standards and/or Guidelines from Proposed Curriculum	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)
<p>Goal 23 Understand human body systems and factors that influence growth and development.</p> <p>23.A Describe and explain the structure and functions of the human body systems and how they interrelate.</p> <p>23.B Identify ways to keep the body healthy.</p> <p>23.C Describe factors that affect growth and development.</p>	<p>VI.D.2. Child practices good habits of personal health and hygiene.</p> <p>VI.D.3. Child identifies good habits of nutrition and exercise.</p>	<p><i>Frog Street Pre-K</i> focuses children learning about their body parts and the functions of those body parts in TG1, Week 2 <i>Physical Me</i>. In TG 4, Week 2, <i>Healthy Choices</i>, children learn about the importance of maintaining healthy eating habits (food groups, healthy and unhealthy food choices). They discuss the importance of sleep.</p> <p>Examples:</p> <p>TG1: page 56 Gross Motor Area—(Talk with children about the role their legs and feet play in these activities. <i>Which parts of your legs do most of the work when you are jumping?</i>)</p> <p>TG4: page 119 Read-Aloud Time—(Recognize the importance of a good night’s sleep as a healthy habit. Invite children to discuss bedtime routines at their home.)</p> <p>TG4: page 120 Literacy Lesson—(Discuss bedtime routines and importance of a good night sleep.)</p> <p>TG4: page 81 Content Connection—(Play the “Nutrition Song” [<i>Frog Street Friends CD</i>]. Show a thumbs-up when they hear a healthy food and thumbs-down when they hear a healthy food and thumbs-down for unhealthy foods. Make a list of the foods in two columns on chart paper.)</p>
<p>Goal 24 Promote and enhance health and well-being using effective communication and decision-making skills.</p> <p>24.A Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.</p> <p>24.B Apply decision-making skills related to the protection and promotion of individual health.</p> <p>24.C Demonstrate skills essential to enhancing health and avoiding dangerous situations.</p>	<p>VI.D.1. Child practices good habits of personal safety.</p> <p>I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.</p> <p>VI.D.2. Child practices good habits of personal health and hygiene.</p>	<p><i>Frog Street Pre-K</i> uses <i>Photo Activity Cards</i>, literature, and music to begin discussions on avoiding dangerous situations and <i>practicing</i> safe choices from insect safety (avoiding stings) in TG8 to pedestrian safety in TG7; fire safety in TG2 to health and safety choices in TG4. Health and safety of children is paramount in any curriculum and <i>practicing</i> safe choices is embedded throughout the year in <i>Frog Street Pre-K</i>.</p> <p>TG4: page 48 Literacy Lesson—(Learn “Buckle Up.” Discuss pedestrian safety, adhering to traffic signs and obeying safety rules.)</p>

Crosswalk to Demonstrate Alignment with IELDS

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		<p>Examples:</p> <p>TG2: page 135 Content Connection—(Display the “Stop! Drop! Roll!” Rebus Poster. Children demonstrate safety practices. Discuss ways to prevent fires. Practice making emergency phone calls.)</p> <p>TG1: page 27 Pretend and Learn Center—(Follow the “How to Wash Your Hands” Rebus Poster directions for washing hands.)</p> <p>TG2: page 133 Creativity Station—(Provide safety slogans. Invite children to make fire and general safety posters.)</p> <p>TG4: page 141 Content Connection—(Practice safe ways to cross the street.)</p> <p>TG2: page 131 Read-Aloud Time—(Discuss the neighborhood helpers who keep us safe including firefighters, police officers, ambulance drivers, 911 operators, animal control officers, mechanics.)</p> <p>TG6: page 100 Greeting Circle—Disengage the Stress Response—(Teach children calming affirmations they can use when they are upset: <i>I am safe. I am calm. I can handle this.</i> Remind them they always have a choice. Choosing to calm down before acting when they are upset is a smart, safe, and helpful choice.)</p> <p>TG6: page 112 Greeting Circle—Commit—(When children commit to use their Big Voice to tell their friends they don’t like their hurtful actions or words, they also tell them how they prefer to be treated: <i>I don’t like it when you _____. Please _____.</i>)</p>

Crosswalk to Demonstrate Alignment with IELDS

Illinois Early Learning and Development Goals & Standards	Learning and Development Objectives, Standards and/or Guidelines from Proposed Curriculum	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)
<p>THE ARTS <i>Frog Street Pre-K</i> encourages children to express themselves through creative arts. Moving and Learning offers joyful activities including games, music, and/or creative drama to support themes. There are opportunities to sing, move, dance and play simple instruments. Creativity Station provides frequent opportunities for children to explore creativity through visual arts using a variety of materials. Pretend and Learn centers provide opportunities to develop imagination and creativity—and encourage children to practice social skills through storytelling, puppetry, dance, and dramatic play.</p>		
<p>Goal 25 Gain exposure to and explore the arts.</p> <p>25.A Investigate, begin to appreciate, and participate in the arts.</p> <p>25.B Display an awareness of some distinct characteristics of the arts.</p>	<p>VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.</p> <p>VIII.A.2. Child uses art as a form of creative self-expression and representation.</p> <p>VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.</p> <p>VIII.B.1. Child participates in classroom music activities.</p> <p>VIII.B.2. Child responds to different musical styles through movement and play.</p> <p>VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.</p>	<p><i>Frog Street Pre-K</i> provides children with a multitude of engaging lessons and rich resources to express themselves through the visual arts, music and movement, and dramatic play (see above for specific components of the day). Sometimes the art experiences are for art sake – free expression and representation. Other times the arts are integrated with the other disciplines and domains to enrich the learning experience.</p> <p>Examples:</p> <p>TG6: page 141 Content Connection—(Children are exposed to works from the masters: Picasso, Mondrian, Van Gogh, and/or Seurat. Point out characteristics that make each artist unique. Encourage children to experiment with the styles of the masters. They can draw like Picasso by drawing while looking through a magnifying glass. They can cut geometric shapes from red, yellow, black and white construction paper to make Mondrian collages. They can color in their drawing with dots to imitate Seurat.)</p> <p>TG1: page 40 Greeting Circle—(Participate in the song by singing lyrics, following melody and moving with music.)</p> <p>TG1: page 61 Creativity Station—(Draw self-portraits.)</p> <p>TG4: page 82 Moving and Learning— (Dance like raindrops.)</p> <p>TG5: page 39 Content Connection—(Learn what happens when different color paints are mixed.)</p> <p>TG5: page 84 Literacy Lesson—(Produce a play; make character necklaces and gather props. Select actors and stagehands. Each small group practices and then performs the play <i>The Little Red Hen</i>.)</p>

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<p>Goal 26 Understand that the arts can be used to communicate ideas and emotions.</p> <p>26.A Understand processes, traditional tools, and modern technologies used in the arts.</p> <p>26.B Understand ways to express meaning through the arts.</p>	<p>VIII.A.2. Child uses art as a form of creative self-expression and representation.</p> <p>VIII.B.2. Child responds to different musical styles through movement and play.</p> <p>VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.</p>	<p>Children dance with streamers to instrumental music and march to the “Stars and Stripes Forever” (Feelin’ Froggy CD). Children explore rhythm band instruments to distinguish the different sounds each makes and uses those instruments when moving creatively to music. Children paint to music and explore different mediums of visual arts, creating collages, murals, and sculptures.</p> <p>Examples:</p> <p>TG5: page 60 Literacy Lesson—(Reenact the story of The Three Bears.)</p> <p>TG4: page 30 Literacy Lesson—(Pantomime helpful actions.)</p> <p>TG5: page 62 Math and Science—(Use a xylophone to match tones to character voices.)</p> <p>TG7: page 25 Writer’s Corner—(Express what they learned in a story by Illustrating and describing their own movements.)</p> <p>TG1: page 85 Creativity Station—(Finger paint freely.)</p> <p>TG6: page 37 Creativity Station—(Create <i>collages</i> using tissue paper.)</p> <p>TG6: page 92 Weekly Learning Center: Creativity Station #5—(Paint a group <i>mural</i>.)</p> <p>TG6: page 103 Creativity Station—(Create a <i>sculpture</i> using boxes, paint, buttons, ribbon, fabric, rope, and wallpaper. Children tell about their <i>sculpture</i>.)</p> <p>TG6: page 106 Moving and Learning—(Dance with streamers to instrumental music.)</p> <p>TG5: page 135 Content Connection—(March to the music of “The Stars and Stripes Forever”, keeping beat with their instruments.)</p>

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<p>Goal 27 Understand the role of the arts in civilizations, past and present.</p> <p>27.A Analyze how the arts function in history, society, and everyday life.</p> <p>27.B Understand how the arts shape and reflect history, society, and everyday life.</p>	<p>VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.</p> <p>VII.D.4. Child identifies similarities among people like himself and classmates as well as among himself and people from other cultures.</p>	<p>A rich variety of music support from different places in the world and different cultures is provided to <i>Frog Street Pre-K</i> teachers through the Music CDs and the cultural-rich libraries of big and little books. Children use story props to retell stories from various cultures in the past, and visit great works of art by the masters.</p> <p>Examples:</p> <p>TG4: page 75 Content Connection—(Relate photos to words in song and discuss how foods get to grocery.)</p> <p>TG5: page 42 Literacy Lesson—(Recognize the artistic Japanese ideograms on the book page and how different it is from our written language.)</p> <p>TG7: page 67 Creativity Station—(Create a map from the classroom to playground.)</p> <p>TG5: page 114 Literacy Lesson—(Compare a fairytale character with a modern person.) other cultures in the past and examine the illustration in the <i>Cultural Rhymes</i> flipbook.)</p> <p>TG9: page 50 Read-Aloud Time—(Discuss the legend of “The Sun and the Moon”. Read several poems from other cultures in the past and examine the illustration in the <i>Cultural Rhymes</i> flipbook.)</p>

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<p>ENGLISH LANGUAGE LEARNER HOME LANGUAGE DEVELOPMENT English Language Learner instruction in <i>Frog Street Pre-K</i> incorporates research in second language acquisition with classroom strategies for the Natural Approach, Total Physical Approach and Cooperative Learning. Yellow boxes share ELL adaptations in daily lessons and <u>Learning Centers</u> at point of use, providing teachers with guidance about how to adapt activities, materials, and the learning environment. <i>Frog Street Pre-K</i> includes a resource guide such as <i>Strategies for English Language Learners</i> that provides important research on second language acquisition, as well as specific classroom strategies to assist teachers in meeting individual needs.</p> <p>All materials are available in Spanish as an option for dual language programs utilizing that language. Many components, such as the <i>Developmental Storybook</i>, are Spanish bilingual, which can allow a teacher to support vocabulary or concepts in the child’s first language. <i>Spanish Literacy Strategies for Young Learners</i> resource guide provides teachers with background information and activities to support the development of Spanish literacy so they will be better prepared to master the same skills in English. This guide includes ways to lay a foundation for literacy development in any language, an overview of the syllabic structure of Spanish, and activities for developing literacy in Spanish.</p>		
<p>Goal 28 Use the home language to communicate within and beyond the classroom.</p> <p>28.A Use the home language at age- appropriate levels for a variety of social and academic purposes.</p>	<p>II.A.3. Child shows understanding of the new language being spoken by English- speaking teachers and peers (ELL).</p> <p>II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).</p> <p>II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)</p> <p>II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her home language (ELL).</p> <p>II.E.7. Child uses single words and simple phrases to communicate meaning in social situations (ELL).</p> <p>II.E.8. Child attempts to use new vocabulary and grammar in speech (ELL).</p>	<p><i>Frog Street Pre-K</i> eBooks in English and Spanish are available for projection in the classroom. A parent portal is provided for families to share a story at home on a web compatible device. Other examples of resources in English and Spanish are the <i>Photo Activity Cards</i>, the <i>Cultural Rhymes Flip Chart</i>, <i>Magnetic Story Folders</i>, and Music CDs</p> <p>Examples:</p> <p>TG2: page 25 <u>Language and Literacy Center-English Language Learners</u>—(Pair a non-English speaker with a limited-English speaker and encourage them to engage in dialogue. Encourage each partner to tell his partner about his puppets. Extend their dialogue when applicable.)</p> <p>TG2: page 26 <u>Math Lesson-English Language Learners</u> (Encourage children to use their home language to count the number of people in their family. Then, recount the total in English to emphasize the similarity of the one-to-one matching method used in both languages.)</p> <p>TG3: page 62 <u>Math and Science Lesson - English Language Learners</u>—(Develop expressive vocabulary by having child say the word as they act out its meaning.)</p>

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		<p>TG4: page 152 Math Lesson - English Language Learners—(Count in their home language, pointing to each numeral. Use the number line to model counting in English.)</p> <p>Resource Guides: <i>Strategies for English Language Learners and Spanish Literacy—Strategies for Young Learners</i> (Description provided in domain heading above.)</p> <p>Sing songs on <i>Frog Street Pre-K Music</i> CDs in both English and Spanish.</p> <p>Rebus Posters: Visually support children’s ability to follow multi-step directions.</p> <p>Equity of English and Spanish: Rebus posters are in English on one side and Spanish on the other.</p>
<p>Goal 29 Use the home language to make connections and reinforce knowledge and skills across academic and social areas.</p> <p>29.A Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.</p>	<p>II.A.3. Child shows understanding of the new language being spoken by English- speaking teachers and peers (ELL).</p> <p>II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).</p> <p>II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)</p> <p>II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her home language (ELL).</p> <p>II.E.7. Child uses single words and simple phrases to communicate meaning in social situations (ELL).</p> <p>II.E.8. Child attempts to use new vocabulary and grammar in speech (ELL).</p>	<p>The multicultural authorship team (includes Dr. Alma Flor Ada and Dr. F. Isabel Campoy) reviewed materials and instruction for appropriateness and equality to represent diverse communities and languages. One example of resources that meet this goal is the <i>English Vocabulary Cards</i> (include a picture and word and are available in English and in Spanish; the back of the English cards include the word and pronunciation in Arabic, Mandarin Chinese, French, Vietnamese and Urdu.).</p> <p>Examples:</p> <p>TG4: page 63 Closing Circle—Family Connection—(Take-Home book for each child is printed in English or Spanish.)</p> <p>TG5: page 65 Read-Aloud Time—For Spanish Speakers—(Read the story first in Spanish at either Level 2 or Level 3. Then read the story in English at Level one. Read Spanish text to Spanish speakers before reading the book or story in English during <u>Read-Aloud Time</u>.)</p> <p>For Spanish Speakers:</p> <p>TG2: page 48 Literacy Lesson—(Read <i>Abeceloco</i>, the</p>

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		<p><i>Frog Street Pre-K</i> Spanish alphabet book. Point out that letters are part of the alphabet family.)</p> <p>TG5: page 22 Morning Message—(Focus on the syllables in the Spanish words written in blue text.)</p> <p>TG8: page 29 Read-Aloud Time—(Display vocabulary card for <i>rooster</i> and <i>hen</i>. Use Spanish Vocabulary Cards for Spanish Speakers. Vocabulary cards are listed in <i>Welcome to Frog Street Pre-K</i>, page 71.)</p> <p>TG6: page 57 Technology - Sounds and Rhyme and Writer’s Corner—(Recognize alliteration in Spanish.)</p> <p><i>Frog Street Pre-K Interactive Software</i> has activities in both English and Spanish to build skills in Alphabet Knowledge, Phonological Awareness, Comprehension, Writing, Mathematics and Vocabulary. (<i>Welcome to Frog Street Pre-K</i>, page 67)</p>
<p><u>SOCIAL/EMOTIONAL DEVELOPMENT</u> One of the unique cornerstones of <i>Frog Street Pre-K</i> is <i>Conscious Discipline</i>®--a comprehensive classroom management and social-emotional program that creates learning environments where children feel safe and loved. The daily <i>Conscious Discipline</i>® routine consists of four parts: Unite, Disengage the Stress Response, Connect and Commit. The brain functions best in a safe environment. <i>Frog Street Pre-K Greeting Circle</i> starts each day the brain smart way. Children unite as one group, connect with each other through various activities, disengage the stress response as children and teachers transition from home to school, and commit to a wonderful day of learning and caring for each other. From this foundation of safety and caring, children begin to learn how to solve conflicts, manage their emotions, take responsibility for their actions, and focus on positive social skills. <i>Welcome to Frog Street Pre-K</i> provides more information on pages 32 and 43-45.</p> <p><i>Frog Street Pre-K’s</i> commitment to the social-emotional development of children is the inclusion of Character Education. Each month, <i>Frog Street Pre-K</i> emphasizes two character traits, providing children with opportunities to understand the meaning and then, most importantly, practice that trait. Character traits by theme: Theme 1: responsibility, respect Theme 2: tolerance, helpfulness Theme 3: courage, humor Theme 4: fairness, confidence Theme 5: commitment, loyalty Theme 6: cooperation, intentionality Theme 7: self-reliance, independence Theme 8: compassion, curiosity Theme 9: patience, pride</p>		
<p>Goal 30 Develop self-management skills to achieve school and life success and develop positive relationships with others.</p> <p>30.A Identify and manage one’s emotions and behavior.</p> <p>30.B Recognize own uniqueness and personal qualities.</p>	<p>I.A.1. Child is aware of where own body is in space, respects personal boundaries.</p> <p>I.A.2. Child shows awareness of areas of competence and describes self positively in what he is able to do.</p> <p>I.A.3. Child shows reasonable opinion of his own abilities and limitations.</p> <p>I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.</p>	<p><i>Frog Street Pre-K</i> is based on constructivist theories in which children learn by interacting with people and objects in their natural environment and environments created for them. <i>Conscious Discipline</i>® strategies for self-management are introduced in every <u>Greeting Circle</u>; specifically, <u>Disengage the Stress</u> and <u>Commit</u> provide opportunities for children to practice self-management strategies. Each day children make a</p>

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<p>30.C Demonstrate skills related to successful personal and school outcomes.</p>	<p>I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher. I.B.1.b. Child takes care of and manages classroom materials. I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher. I.B.2.a. Child begins to understand difference and connection between feelings and behaviors. I.B.2.b. Child is aware of own feelings most of the time. I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary. I.B.3.a. Child sustains attention to personally chosen or routine tasks until they are completed. I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time. I.C.1. Child uses positive relationships as modeled by his teacher for her own pro- social behaviors. I.C.2. Child assumes various roles and responsibilities as part of a classroom community. I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal. I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary. I.C.6. Child demonstrates empathy and caring for others.</p>	<p>Commitment—an individual goal they wish to achieve. In the <u>Closing Circle</u>, children celebrate their successes in achieving their goals. Examples: TG1: page 100 Greeting Circle—(Use the Commitment Box for cooperation skills.) TG2: page 61 Creativity Station—(Draw a self-portrait and describe self to partner or teacher.) TG9: page 130 Greeting Circle—(Practice S.T.A.R. calming strategy [Smile... Take a deep breath...And...Relax] along with 10 other calming strategies described on pages 170-171 in each TG Appendix.) TG1: page 138 Literacy Lesson—(Show awareness of what they are able to do.) TG3: page 28 Greeting Circle—(Learn there are big ways and little ways to greet friends.) TG2: page 111 Math Center, Science Center—(Develop independence in practice activities when playing a game with a partner or when sorting photographs by number of legs on the animal.) TG7: Greeting Circle-Connect—(Discuss <i>independence</i> and <i>cooperation</i>.) Character Education Traits—(List provided in domain heading above.)</p>
<p>Goal 31 Use social-awareness and interpersonal skills to establish and maintain positive relationships. 31.A Develop positive relationships with peers and adults. 31.B Use communication and social skills to interact effectively with others. 31.C Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>I.A.1. Child is aware of where own body is in space, respects personal boundaries. I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems. I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher. I.B.1.b. Child takes care of and manages classroom materials.</p>	<p>Interactive learning activities introduce specific materials and provide reflective, higher order questions for adult-child exchanges appropriate to expand knowledge and skills. Suggested activities encourage children to be active problem solvers and engaged through play-based practice of skills. Social and interpersonal skills are enhanced through <u>Greeting Circle</u> activities and cooperative learning activities using Conscious Discipline® strategies.</p>

Crosswalk to Demonstrate Alignment with IELDS

Illinois Early Learning and Development Goals & Standards	Learning and Development Objectives, Standards and/or Guidelines from Proposed Curriculum	Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)
<p>31.D Use communication and social skills to interact effectively with others.</p> <p>31. E Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time.</p> <p>I.C.1. Child uses positive relationships as modeled by his teacher for her own pro- social behaviors.</p> <p>I.C.2. Child assumes various roles and responsibilities as part of a classroom community.</p> <p>I.C.3. Child shows competence in initiating social interactions.</p> <p>I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.</p> <p>I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.</p> <p>I.C.6. Child demonstrates empathy and caring for others.</p> <p>I.C.7. Child begins to have meaningful friends.</p> <p>I.D.1. Child demonstrates an understanding that others have specific characteristics.</p> <p>I.D.2. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.</p>	<p>Examples:</p> <p>TG1: page 148 Greeting Circle-Commit—(Children commit to using kind words, helping hands, big voices and listening to others’ big voices.)</p> <p>TG5: page 82 Greeting Circle-Connect—(Connect through socially appropriate behavior.)</p> <p>TG7: page 136 Greeting Circle—(Plan to be a caring friend.)</p> <p>TG5: page 22 Greeting Circle—(Work cooperatively to solve a problem.)</p> <p>TG9: page 45 Content Connection—(Use calming strategies to transform one’s feelings from <i>upset</i> to <i>calm</i>.)</p> <p>TG6: page 31 Language and Literacy Center—(Take turns playing the game.)</p> <p>Character Education Traits—(List provided in domain heading above.)</p>
<p>Goal 32 Demonstrate decision-making skills and behaviors in personal, school, and community contexts.</p> <p>32.A Begin to consider ethical, safety, and societal factors in making decisions.</p> <p>32.B Apply decision-making skills to deal responsibly with daily academic and social situations.</p> <p>32.C Contribute to the well-being of one’s school and community.</p>	<p>I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.</p> <p>I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.</p> <p>I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.</p> <p>I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.</p>	<p>Each day begins with a Brain Smart Start™ as teachers and children transition from home to school. From this foundation of safety and caring, children begin learning how to solve conflicts, manage their emotions, and take responsibility for their actions. Instruction moves through the day with dedicated content focused on developmentally appropriate periods of a child’s attention span.</p> <p>Examples:</p> <p>TG1: page 130 Greeting Circle—Connect—(Sing “I Wish You Well” (<i>It Starts in the Heart CD</i>). This song is used to introduce children to the practice of supporting someone having a difficult day and as a way to send positive thoughts to children who are absent.)</p>

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		<p>TG1: page 45 <u>Content Connection</u>—(Practice safety.)TG3: page 142 <u>Greeting Circle</u>—(Help one another.)</p> <p>TG1: page 22 <u>Greeting Circle</u>—(Take responsibility to keep classroom safe.)</p> <p>TG4: page 41 <u>Read-Aloud Time</u>—(Understand kind choices and promises.)</p> <p>TG9: page 144 <u>Literacy Lesson</u>—(Review strategies for successful School Family.)</p> <p>TG9: page 123 <u>Content Connection</u>—(Identify and practice earth-friendly habits.)</p> <p>TG1: page 158 <u>Transition to Practice Activities</u>—(Use decision-making skills when choosing a center. Teacher names the Practice Activity [“center”] options and children consider their choice and decide on a center.)</p> <p>Character Education Traits—(List provided in domain heading above.)</p>

