Frog Street Infant
Building Strong Foundations • 0-18 months
WELCOME: A Little About Me
• Early Brain Development Research

• Learning Domains
  - Language Development
  - Cognitive Development – Thinking Skills
  - Social Development/Emotional Intelligence
  - Physical Development

• Conscious Discipline®

• Intentionality
TODAY’S AGENDA

* Brain Smart Start
* Lesson Planning
* Differentiating and Modifications
* Family Connections
* Modeling Lessons
Brain Smart Way to Start the Day

UNITE

CALM

CONNECT

COMMIT
WHY SING?

- Increases alertness
- Enhances memory
- Improves brain processing
- Syncs the brain to patterns
Skidamarink a dink a dink, Skidamarink a doo,
I love you!

Skidamarink a dink a dink, Skidamarink a doo,
I love you!

I love you in the morning and in the afternoon,
I love you in the evening and underneath the moon;
Oh, Skidamarink a dink a dink, Skidamarink a doo,
I love you!
Brain Smart Way to Start the Day

- UNITE
- CALM
- CONNECT
- COMMIT
Brain Smart Way to Start the Day

Calm

Take deep breaths.
Smell a flower -
Blow out the candle.

Caregivers use calming strategies with young infants and encourage older infants to engage in calming activities, such as stretching, breathing or laughing.
Brain Smart Way to Start the Day

UNITE

CALM

CONNECT

COMMIT
CONNECT

(engage with caregiver)

- Direct eye contact
- Fully present
- Element of touch
- Joyful/Playful
Brain Smart Way to Start the Day

TWINKLE TWINKLE

Twinkle twinkle little star
What a wonderful child you are.
With bright eyes and nice round cheeks,
Talented person from head to feet.
Twinkle twinkle little star
What a wonderful child you are.
TWINKLE TWINKLE

Twinkle twinkle little star
What a wonderful child you are.
With bright eyes and nice round cheeks,
Talented person from head to feet.
Twinkle twinkle little star
What a wonderful child you are.
**Brain Smart Way to Start the Day**

**Connect**

(engage with caregiver)

Hicky picky bumblebee
You have a name sweet as can be: **Lily**
Let’s clap it: Lil-y
*(clap hands twice – once for each syllable)*
Let’s snap it: Lil-y
*(snap twice – once for each syllable)*
Let’s tap it: Lil-y
*(tap baby’s hands twice)*
Brain Smart Way to Start the Day

UNITE

CALM

CONNECT

COMMIT
Today I will open my heart and mind to explore **Frog Street Infant**

You are safe!
Responding to Early Brain Development Research

“What you teach birth to three will be what matters most to me.”

Pam Schiller, Ph.D.
By age three, the brain has achieved 80-85% of its wiring foundation.
Characteristics of an Intentional Caregiver . . .

- Focuses on each developmental domain
- Possesses a wide range of knowledge
- Provides a balance of experiences
- Is mindful of the purpose of materials and activities
“One activity from each domain each day with each child.” - Dr. Pam Schiller
File Storage Box

Activity Pocket Sleeves

- At-a-glance reference
- Personalized one-week plan
The core of the program centers on **264 activity cards** created around four developmental domains.

Blue: Language

Red: Cognitive

Yellow: Social Emotional

Green: Physical
Each domain includes activities appropriate for four age ranges.

- 0-3 months
- 3-6 months
- 6-12 months
- 12-18 months
Professional Development

Best practices, proven strategies, teaching tips

Physical Development

Tracking

0-3 months

The muscles of the eyes are developing just like the muscles of the arms, legs, fingers and toes. Encourage babies to hold your gaze during the first month. Encourage babies to move their eyes to follow an object between 2-3 months.

Objectives:

A.2.a. Turns head from side to side
A.3.a. Looks at and follows faces and objects with eyes

Hold a rattle in front of a baby. Once you can see that he has the rattle in sight, move it slowly across his body from his left shoulder to his right. Hold the rattle steady as you move it. Shaking it will be a distraction. You might want to say this little chant slowly:

Rattle to the right, keep it in sight. Rattle the other way, hip, hip, hooray! Repeat three or four times or until a baby loses interest. On another day repeat this activity with a Peeper Puppet.
Things to Make

Getting things in and out of bags and boxes is a good beginning problem-solving activity for little ones. They love filling a bag with objects, dumping it out, and refilling. Making this activity more challenging prepares children to work with the shape sorter and other materials in which they need to be more precise.

Objectives:

D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen

D.2.b. Shows imagination, creativity, and uses a variety of strategies to solve problems

Things to Gather

Cut a 2 ½” hole in the lid of a shoe box. Put the lid on the box and tape it closed. Drop a small toy or ball through the hole. Show a baby how to shake the box to get the toy out of the box. Once the toy comes out, demonstrate how to put the toy back in the box and shake it out again.

Materials are underlined for easy reference.
Approaches toward Learning

- Woven throughout all domains
- Includes curiosity, persistence, attention and communication
Lesson Planning

Activity Cards + Activity Tracker
Differentiating Experiences

Choose the activity from the age range in the domain that best fits the baby’s developmental stage.
Family Connections

Twenty four parent letters are included to encourage strong family partnerships.

Intentionality

Dear Parents,

Neuroscience research tells us that experience wires the brain. Babies are born with only a minimal amount of neuronal wiring. They have a little wiring from genetic, some prenatal wiring for vision, some wiring in the low functioning part of the brain called the cerebellum. The higher regions of the brain (those used for language, social interactions, self-control, motor control and critical thinking) are not yet wired. The neurons are there and ready to be connected but those connections are dependent on the child’s access to bringing information from the child’s experiences into the brain.

It is experience that wires the brain and repetition that strengthens the wiring. By age three, 80% of the foundation of the brain will be wired. By age five, 95% of the foundation of the brain will be wired.

What You Can Do

• Give your baby time to slowly adjust to the outside world. He will use his senses to explore but he can only absorb a small amount of sensory stimulation at one time. Be careful not to overwhelm your child with too much visual clutter and noise in too many choices.

• Develop trust by seeing your baby’s needs as soon as possible. Knowing that someone is there to come for him, leads your child to feel safe. Trust is the foundation of emotional intelligence. You cannot “play” a baby.

• Talk to your baby even though he doesn’t understand your words yet. Talking to him develops his language and will increase his vocabulary when he begins to speak.

• Teach your baby to calm himself by breathing deeply while holding her nose. You will find increased her breathing to your.

• Protect your baby from viewing television and computer screens. A baby’s brain is busy wiring for a three-dimensional world. Two-dimensional screens baffle this wiring and interfere with the brain’s job of wiring for distant vision.

• Expose your baby to bright primary colors. Like animals seeing only blacks and whites, your brain will be wiring for color all throughout the first year of life and fine tuning that wiring for the next five years.

• Encourage your baby to explore cause and effect. Provide a variety of textures and musical toys, such as busy boxes and jingles in boxes. Show your baby how to shake maracas harder to make louder sounds and how to bang them to make completely different sound.

• Be fully present with your baby. Good quality time with your baby each day. The quality of time spent with little ones is far more important than the quantity of time.
Additional resources to foster a strong home-to-school connection

- Infant Daily Report
- Medication Authorization
- Anecdotal Record Forms
- Sign Language Poster
Practical Application!

- Take a practice pouch to your table.
- Review the folder, activity card and materials.
- Review two pouches, if possible.
- Model an activity for the group!

It’s your time to SHINE!
Frog Street Infant
Building Strong Foundations
0-18 months

Reflection
What will you take away with you today to impact your students?
We Wish You Well!

My heart to your heart – I wish to you well.
My elbow to your elbow – I wish you well.
My back to your back – I wish you well.
My eyes to your eyes – I wish you well.

How can we can help everyone we know?
How can we help each other grow?

Sometimes it is hard to know what to do.
Wishing them well connects me and you.
Wishing them well connects me and you.