Welcome to
Frog Street Threes
EXPANDING WONDER AND NEW HORIZONS
WELCOME: A Little About Me
Today’s Agenda

- Brain Smart Start
- Lesson Planning and Modifications
- Family Engagement
- Modeling a Lesson
Celebrating THREES with:

**THEME-BASED ACTIVITIES**
- Child-centered and intentional
- Covering all domains each day, incorporating social-emotional development featuring Dr. Becky Bailey’s Conscious Discipline®

**DIFFERENTIATED INSTRUCTION**
- Adaptations for special needs
- Adaptations for dual language learners

**JOYFUL LEARNING**
- High-interest topics and materials
- Songs, stories, rhymes, finger plays and games
FROG STREET THREES

What makes 3-year-olds unique?
“Self regulation is the key to school readiness and more powerful than IQ as a predictor of academic achievement.”

Becky Bailey, Ph.D.
WHY SING?

- Increases alertness
- Enhances memory
- Improves brain processing
- Syncs the brain to patterns
Unite: Open, Shut Them

Open, shut them, open, shut them.
Give a little clap, clap, clap.
Open, shut them, open, shut them.
Place them in your lap.

Creep them, creep them,
Creep them, creep them,
Right up to your chin.
Open wide your little mouth,
But do not let them in.

Open, shut them, open, shut them.
Give a little clap, clap, clap.
Open, shut them, open, shut them.
Place them in your lap.
Calm

• Unite
• Calm
• Connect
• Commit
Calm

Smell the flower... Blow out a candle
Connect

- Unite
- Calm
- Connect
- Commit

✓ Eye contact
✓ Fully present
✓ Touch
✓ Playful
Hold, hold, hold, my hands,
Gently, just like this.

Merrily, merrily, merrily, merrily
I’ll leave you with a kiss.
• Unite
• Calm
• Connect
🌟 • Commit
Commit

I commit to:

- Be Fully Present
- Be Child Centered
What you teach me birth to three, will be what matters most to me.

What you teach me when I’m three, will open doors when I’m four.

~ Pam Schiller, PhD
How does Frog Street Threes meet the specific needs of 3-year-olds?

- **Literacy Development**
- **Social Bridge**
- **Math Foundation**
Social and Emotional Domain

**COOPERATIVE PLAY**

- The social bridge between playing beside another child to actually fully interacting with another child.

- Final stage typically reached between the ages of 36 and 48 months.
# Theme 1: Awesome Me - Soy fantástico

## Theme and Weekly Overview

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<th>Week 2: Feeling Me</th>
<th>Week 3: Social Me</th>
<th>Week 4: Curious Me</th>
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<td><strong>Word of the Week</strong></td>
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<td>ecstatic</td>
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<td><strong>Greeting Circle: Unique</strong></td>
<td>“Head, Shoulders, Knees and Toes”</td>
<td>“If You’re Happy and You Know It”</td>
<td>“The More We Get Together”</td>
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<td><strong>Connect</strong></td>
<td>“St.A.R. Inspecting morning greetings”</td>
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<td>sentence segmentation</td>
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<td><strong>“Do You Feel?”</strong></td>
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<td><strong>“At the Beach”</strong></td>
<td>“song”</td>
<td>“song”</td>
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| **LITERACY** | Awesome Me | My Body Talks | How Do You Really Little Rockers | I Wonder
| **Read-Alouds** | Creative States: Self Portraits | Library and Listening: Jumping Jumps | Library and Listening: Listening CD | Library and Listening: Listening CD |
| Practice Centers | Library and Listening: Listening CD | Literacy: Matching | Literacy: Listening CD | Literacy: Listening CD |
| **Action** | RunRide Walk | RunRide Walk | RunRide Walk | RunRide Walk |
| **MATH** | Attributes: Introductions | Attributes: Shape | Attributes: Position/Directions | Attributes: Position/Directions |
| **Focus Lesson** | ABC Letter Attributes | Creativity Station: Make Clay | Creativity Station: Drawing | Creativity Station: Drawing |
| Practice Centers | Writing and Language: Draw and Write | Shape | Gross Motor: Tell a Story | Gross Motor: Tell a Story |
| **Outdoor** | Outdoors: Leaf Description | Body Shapes | Outdoors: Teddy Bears | Outdoors: Teddy Bears |
| **Science** | Examine Fingers | Math Shape Sort | Outdoors: Teddy Bears | Outdoors: Teddy Bears |
| **STEAM** | Building Structures | My Turn, Your Turn | Science Tool Discovery | Science Tool Discovery |
| **Home Connection** | Family Connections Card #1 | Family Connections Card #2 | Family Connections Card #3 | Family Connections Card #4-5 |
| Theme 1: I Can Talk | Conscious Discipline Letter | Making Math Meaningful Letter | Family Connections Card #4-5 |
Language Domain

Phonological Awareness

- Syllable Segmentation
- Sentence Segmentation
- Listening

- Rhyme Awareness
- Alliteration
- Onomatopoeia

The ability to hear sounds that make up words
Morning Message

• Phonological Awareness
  - Say the sentence.

• Print Concepts
  - Write the sentence saying each word.

• Letter Knowledge
  - Underline the letters.
Literacy

Read - Aloud Time
1. Introduce
2. Prepare
3. Read
4. Ask

First Reading
Additional Readings
awesome
fantástico
# Math Scope and Sequence

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Modifications and Differentiation

**Math**

**Attributes:** Introduction

**Materials:**
- crayons (red and one other color)
- markers
- tape
- PI: paper (PI: paper)
- Stack toys (PI: paper)
- Senga (PI: paper)
- Senga (PI: paper)

**Vocabulary:**
- attributes: attributes
- physical characteristics: identification
- objects: objects

**Day 1**
- Day: This is Tpity - Senga for Thmas (PI: paper)
- Senga: Tpity - Senga for Thmas (PI: paper)

**Day 2**
- Ask: What are the attributes of objects? (red: Senga)
- Senga: What are the attributes of objects? (red: Senga)

**Day 3**
- Ask: What are the attributes of objects? (red: Senga)

**Day 4**
- Ask: What are the attributes of objects? (red: Senga)

**Day 5**
- Discuss large and small. Display objects that are large and small.
- Invite children to create a finger point handprint and place it next to your finger point handprint. Ask: Which hand is larger? (Senga is larger)

**Math & Science**

**STEAM discipline:** science, math, engineering, art

- Encourage children to stack toys to create tall and short towers. Ask: Which did you use to build your tower? What happened? What might you do differently when you try again? (Senga) How many toys have you taken? (Senga) What did you notice about them?

- Ask children to describe their towers. Encourage them to use attributes tall, short, big, little, soft, hard.
- Cut paper towel tubes into different widths. Encourage children to glue the rings together to create a sculpture (horizontal, vertical or both). Encourage them to describe their building materials. As children begin to create, ask: What is your plan? (Senga)

- Change materials and repeat this activity throughout the week.

**Learning Outcomes**

- Children can identify and describe objects using various attributes.
- Children can manipulate materials to create different structures.

**Materials**

- stackable materials (sensa, toys, paper, super,

**Special Needs Adaptations**

Be sensitive to the level of stimulation that children need. Some children may require additional support such as visual aids or using different tools to manipulate materials. It is important to be aware of each child's needs and provide the necessary support. For example, a child may benefit from having extra time to complete tasks or an adult may need to assist in the manipulation of materials. The use of visual aids or ground rules can help support the needs of each child.
**DUAL LANGUAGE LEARNERS**

Children who are in the preproduction stage of English acquisition can participate in describing activities if they have access to a symbol or picture chart on which the words you are referencing are organized by category (color, shape, size). Instead of responding orally, these children can point to the corresponding symbol or picture on the chart.

**SPECIAL NEEDS ADAPTATIONS**

Be sensitive to the level of cognitive output children with attentional challenges have to harness to engage in tasks that require them to differentiate among objects by multiple attributes. Simplify the task by limiting the number of attributes. For example, have a child describe an item among a collection of like items (crayons) that vary only by size and color.
38 Family Connections Cards
in English and Spanish

- Theme Letters
- PATT Mats
- Daily Reports
- Family Letters
Practical Application – It’s Your Turn!

Model your part of the day ~

- Greeting Circle
- Morning Message
- Read Aloud
- Literacy
- Math/Science
- STEAM
- Moving and Learning
- Closing Circle

Use the teacher guide pages previously downloaded.
REFL ECT I O NS

What will you take away with you today?
We Wish You Well

My heart to your heart - I wish 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 help everyone we know?  
How can we help each other grow?

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