Welcome to Frog Street Pre-K
WELCOME: A Little About Me
Building a Community of Learners with. . .

**Comprehensive Curriculum**
- Current Research Findings
- English and Spanish
- Focus on Social-Emotional Development featuring Conscious Discipline®

**Differentiated Instruction**
- ELL Strategies
- Adaptations for Young Learners
- Special Needs Adaptations
- Scaffolding and Challenge Opportunities

**Innovation**
- STEAM Practices
- Vocabulary Development
- Online Assessment
- Multicultural Resources
- CLASS Support
- Kindergarten Readiness

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Innovation
Today’s Agenda

* Brain Smart Start
* Lesson Planning
* Adaptations/Modifications
* Family Engagement
* Modeling a Lesson
Brain Smart Start™

DAILY ROUTINE

A consistent and predictable environment is comforting for children, allowing for optimal development.

Consistent + Predictable = Comfort

Our brain seeks patterns!
Brain Smart Start™

* Unite
* Disengage the Stress Response
* Connect
* Commit

Dr. Becky Bailey
Why Sing?

- Increases alertness
- Enhances memory
- Improves brain processing
- Syncs the brain to patterns
Good Morning, Good Morning
Let’s get ready the brain smart way
Good morning, Good morning
Get ready to start the day

Get your hands ready – shake, shake (Shake your hands)
Get your arms ready – stretch, stretch (Reach your arms up high)
Get your brain ready – cross, cross (Cross midline)
Get your focus ready – breathe, breathe (Inhale/Exhale)  (REPEAT 2X)

Repeat Chorus

Connect with a friend – shake, shake (Shake partner’s hand)
Connect with a friend – clap, clap (Clap both hands with a partner)
Connect with a friend – hip, hip (Tap hips together with a partner)
Connect with a friend – hug, hug, hug (Give your partner a big hug)

Good morning, good morning
Get ready to start the day. Get ready to start the day!
Brain Smart Start™

* Unite
* Disengage the Stress Response
* Connect
* Commit
Brain Smart Start: Calm

S.T.A.R.

Smile
Take a deep breath
And
Relax
Brain Smart Start™

* Unite
* Disengage the Stress Response
* Connect
* Commit

Dr. Becky Bailey
Brain Smart Start: Connect

ALWAYS INVOLVES:
- Direct eye contact
- Being fully present
- An element of touch
- Playful/Joyful
Twinkle, Twinkle, Little Star

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, Little Star

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Dr. Becky Bailey
Are you willing to open your heart and mind to explore Frog Street Pre-K?
My School and Me
Mi escuela y yo

Frog Street Pre-K
Teacher Guide

Daily Lessons

Nursery Rhymes • Cantos infantiles

Learning Goals
- Children are able to categorize shapes.
- Children are able to sequence.
- Children are able to use the options to adapt the story.
- Children are able to read the story.
- Children are able to make a prediction and be able to interpret the story.

Greeting Circle

Visit
- Visit the library to read a story.
- Visit the music room to sing nursery rhymes.
- Visit the art room to make a craft.

Social Competence
- Children are able to interact with others.
- Children are able to listen to others.

Musical Awareness
- Children are able to identify the rhythm of the story.
- Children are able to sing the nursery rhyme.

Moving and Learning
- Children are able to follow directions.
- Children are able to work in a group.

Materials
- Story book: "My School and Me"
- Craft materials: scissors, glue, paper
- Markers: markers
- Crayons: crayons
- Paint: paint

Social Story
- Children are able to understand the story.
- Children are able to follow the instructions.
- Children are able to make a prediction.

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Forest Animal
- Children are able to identify the forest animals.
- Children are able to describe the forest animals.

Math Activity
- Children are able to count the animals.
- Children are able to compare the animals.

Science Project
- Children are able to create a forest.
- Children are able to label the forest.

Guiding Questions
- What is the story about?
- What do the animals do in the story?
- What is the lesson that the story teaches?
Literacy and Math Lessons

Lesson Cycle
• Focus
• Develop
• Transition
• Practice

And...
Lesson Cycle
• Focus
• Develop
• Transition
• Practice

And... Reflect
Focus
- Roll the number cube and instruct the children to do as many jumps, or claps, as there are dots showing face up on the cube.

Develop
- Explain that people use cubes with dots for playing board games. Explore children’s prior knowledge. Ask: What does a player do if there are 3 dots showing face up on the cube?
- Create a human-size game board by arranging 20 sheets of construction paper (10 white and 2 each of the following colors—red, blue, yellow, orange, and purple) on the carpet similar to layout displayed on the Flowers for Fanny game board.
- Play the game. Assign each child a tower of cubes representative of the colors on the game board—red, blue, yellow, orange, or purple. Roll the number cube and move forward that number of spaces. Each time you land on one of the pieces of colored construction paper, ask the child who has the matching cube tower to give you as many cube “flowers” as indicated by the color legend that accompanies the game board—for example, if you land on blue, the child with the blue tower must give you four cubes.
- Once you reach the end of the game board, ask for the children to help you as you count how many cubes you collected for Fanny. Emphasize that the last counting word you say tells how many flowers (cubes) there are altogether.
- Introduce the Flowers for Fanny game board (Patterns CD). Roll a number cube and demonstrate how to move a frog counter forward as many spaces on the board as there are dots showing face up on the cube.

Transition to Practice Activities
- Dismiss children to centers by inviting each child to practice rolling the number cube and moving the frog counter that many spaces forward on the Flowers for Fanny game board.

Vocabulary
- count as many as more than less than forward altogether

Materials
- number cube
- Flowers for Fanny game board and color legend (Patterns CD)
- connecting cubes
- Frog counters

Numeracy

Counting Skills

Recommended for Small Group

Special Needs Adaptations
Make appropriate accommodations for children who have difficulty counting or keeping track of their counts. Allow these children to place one cube on top of each dot on the number cube and then match the selected cubes to a corresponding square on the game board to determine and keep track of how many spaces to go forward.

English Language Learners
Use flower cutouts instead of cubes to help English Language Learners associate the appropriate vocabulary to the pretend context referenced in the Flowers for Fanny game. You do not want English Language Learners to associate the word flower with the visual cube prompt.
Games Kids Play

Practice Activities

Gross Motor Area

Materials: connecting cubes, number cubes, color legend for Flowers for Fanny (Patterns CD)
Allow the children to use the pocket cube and the human-size version of the Flowers for Fanny game board used in the lesson. Make the individual color legend available to the children so that they know how many cubes to collect when they land on a corresponding color square.
Reflect: Ask children which color they prefer to land on and why.

Math Center

Materials: Flowers for Fanny game, one frog counter of each color, number cube, connecting cubes
Have the children work in pairs playing the Flowers for Fanny counting game. Assign each player a different colored frog counter. Remind the children to roll the number cube, count the dots, and move their assigned frogs forward that many spaces on the board. Once both players reach the end of the game board, have them count and compare the number of “flowers” they each collected.
Reflect: Who collected the most flowers? Who collected the most flowers of one color? Will the answer to both questions always be the same?

Closing Circle

- Ask children to describe their favorite activity today.
- Invite a volunteer to define good sportsmanship.
- Perform the Daily Commitment Check. Ask for examples of ways children followed through on their commitment(s).
- If you have a Kindness Recorder, have two or three hearts from the tree. Read or show the kindess recorded on the hearts. Use this as an opportunity to expand on expected behaviors.

Social Connection: Invite family members to visit the classroom and teach some of their favorite games during the week.

Learning Goals

- Demonstrates empathy and caring for others I.C.6.
- Regulates his own behavior with occasional reminders or assistance from teacher I.B.1.C.
- Expresses empathy and sympathy to peers
- Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns

Content Connection

Social Studies

Materials: chart paper, vocabulary card—sportsmanship
- Display the vocabulary card. Discuss good sportsmanship. Convey these thoughts to children. Sportsmanship means not gloating when you win and not complaining when you lose. It means that you treat all players with respect. Sportsmanship is based on the golden rule—Treat others as you wish to be treated.
- Questions to ask:
  What does it mean to be a good sport?
  What is good sportsmanship when you lose?
  What do you say to the person who won the game?
  What do you say to the person who lost the game?
- Make a list of class rules for maintaining sportsmanship. Something simple like play fair, follow the rules, and respect other players.
Reflect: When will we use good sportsmanship in our classroom?
Adaptations and Modifications

Frog Street Pre-K Teacher Guide

Strategies for English Language Learners

Multiple Intelligences in the Early Childhood Classroom

Guidelines & Strategies for Children With Special Needs

Spanish Literacy Strategies for Young Learners

Continuum of Physical Development

Adaptations for Young Learners

Adaptaciones para alumnos de educación inicial
Differentiated Instruction

I
One fine spring day three little pigs walked down the road. Each pig wanted a house of his own.

II
Once upon a time there were three little pigs. They lived with their mother on the farm. One fine spring day, Mother Pig said, "Little Pigs, it is time for you to go out into the big world." So the three little pigs started off happily down the road—jiggity jig, jiggity jig, three little pigs. Each pig decided to build a house of his own.

III
One fine spring day Mother Pig gathered her three little pigs around her. "Little Pigs, you must go out into the world and seek your own fortunes." So the three little pigs packed their belongings into three leather backpacks, kissed their mother good-by, and ambled down the road thinking about what they would do first—jiggity, jiggity, jiggity, jig—three Little Pigs. The oldest pig, a very serious fellow, stopped the others and warned, "We are all alone out in the big world. First, we must each build a house and then we can play."

I
Una hermosa mañana de primavera tres cerditos hermanos caminaban alegres. Cada cerdito quería tener su propia casa.

II

III
Era una hermosa mañana de primavera. Los tres cerditos oyeron que los llamaba su madre. Ella les dijo: —Cerditos míos, es hora de que vayan a recorrer el mundo y a buscar fortuna. Cada cochinito puso su ropa en un saco de cuero y le dio un beso de despedida a su madre. Luego se fueron, pasito a pasito, los tres cochinitos. Iban pensando en qué debían hacer. El cerdito mayor, que era muy responsable, les dijo a sus hermanos: —Ahora estaremos solos en el ancho mundo. Lo primero que cada uno debe hacer es fabricarse una casa. Luego podremos jugar.
A child’s positive relationship with trusting and caring adults is the key to successful emotional and social development. Syracuse University ECC, 2009

Family involvement in early education is connected to the concept of learning. Harvard Family Research Project, 2006
Where is family support in Frog Street Pre-K?

- Family Connections at the end of each day
- Monthly Theme Letters
- PATT Mats
- Take-home books, notes
YOUR TURN TO MODEL!

Let’s get ready for WEEK 2 DAY 2

Use the teacher guide pages previously downloaded.
1. Greeting Circle – Brain Smart Start
2. Morning Message/Moving & Learning
3. Read Aloud
4. Literacy Small Group
5. Literacy Practice Centers - Writer’s Corner/Science
6. Literacy Practice Center – Creativity Station
7. Math and Science Small Group
8. Math Practice Center – Creativity Station
9. Content Connection and Closing Circle
YOUR TURN!

• What is in your bag?
  (Explore your components and instruction.)

• Make a Plan!

• Model the Lesson!
What will you take away with you today?
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.
EMBRACE THE JOY OF LEARNING EACH DAY!

frogstreet PRE-K