Welcome to the Read to Succeed Webinar series!

Presented by the United Way of Greater Nashville

United Way of Greater Nashville

BLUEPRINT for EARLY CHILDHOOD SUCCESS

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Welcome and Brain Smart Start

Welcome to RTS Webinar Wednesdays!

- Presenter – Ambere Lewis, Manager of Read to Succeed
- Facilitator – Elandriel Lewis, Manager of Early Learning and Training

Brain Smart Start

- Unite and Connect
  - Please use the chat box to share your name, where you work, and a highlight from this past week.
- Disengage the Stress
  - Shoulder Rolls
- Commit
  - What do you give yourself permission to do during today's webinar?
  - Share in the chat box if you are willing

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Frog Street Pre-K
Making it all Connect
Presented by Ambere Lewis, Manager Read To Succeed

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Today's Objectives
Explain/Review Frog Street Program Components
Understand Why Frog Street Is Important For Children's Development
Connect Frog Street Curriculum, Conscious Discipline, And TS GOLD
Discuss Strategies for Planning, Organizing, And Managing With Intentionality

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“ What you teach birth to three will be what matters most to me. What you teach me three to five is what will make me thrive.”

- The first 3 years lay the foundation for lifelong learning.
- A child's brain is busy wiring the foundations for vision, emotional stability, social interactions, language development, motor development, thinking skills, and much more.
- By age three. A child's brain has achieved 80% of its wiring foundation
- By age five, a child's brain has achieved 95% of its wiring

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Early Brain Development Research and Key Findings

New Insights into Early Development published by the Families and Work Institute. This publication examined five major findings and their relevance to the development of young children and to those who work

The brain of a 3-year-old child is two and a half times more active than an adult’s brain.

Brain development is contingent on a complex interplay between genes and the environment.

Experiences wire the brain. Repetition strengthens the wiring.

Brain development is nonlinear (Families and Work Institute 1996).

Early relationships affect wiring.

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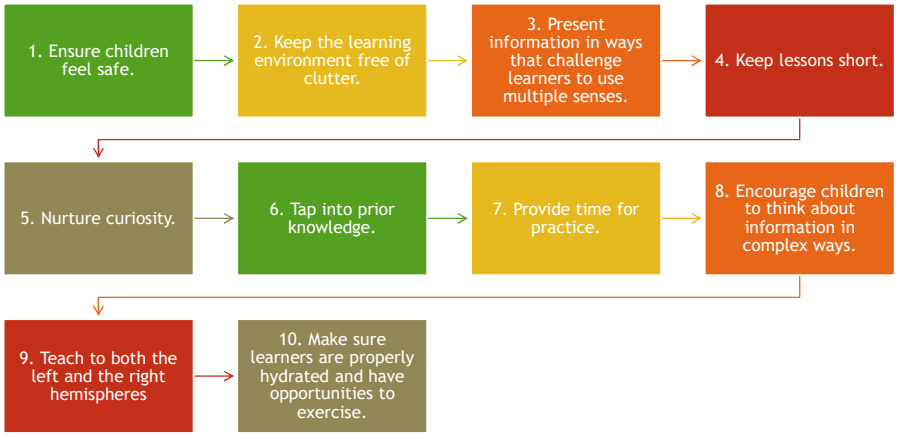
10 Strategies related to environment and instruction that will optimize learning in a brain compatible curriculum



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Intentionality

To be intentional is to act purposefully, with a goal in mind and a plan for accomplishing it

(Epstein, 2007)

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An intentional teacher….

- Focuses on developmental domains
- Understands the sequence of development
- Knows and follows the “window of opportunity”
- Provides a balance of classroom activities
- Selects everything from instructional materials to activities and songs with a purpose

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Frog Street Learning and Developmental Domains

- Language- Phonological awareness, letter knowledge, print concepts, vocabulary and comprehension
- Cognitive- Math scope and sequence, STEAM
- Social Emotional-trust, Impulse control, and social interactions,
- Physical- Fine motor, gross motor (moving and learning, outdoor play), creating a safe environment.

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Frog Street Curriculum Program Features

Theme Based Activities	**Differentiated Instruction**	**Joyful Learning**
Child-centered/High-interest topics and materials	Adaptations for special needs	Songs, stories, rhymes, fingerplays, and games
Intentional/Covering all domains daily with a special emphasis on Conscious Discipline(Becky Baily)	Adaptations for dual language learners	Opportunities to laugh and play

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Program Components

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Program Components

- Thematic Teaching Guides
- Literature Library
- Vocabulary Cards
- Photo Activity Cards
- "Sing and Read" Alphabet eStories
- Hands-on Card Sets
- Letter Cards
- Math Manipulatives
- CD's With Storage Case
- Fannie Frog

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Teacher- and child-friendly lessons simplify your day and help you meet your learning goals with intentional and purposeful instruction.

Theme Overview

- Lesson Planner Walk through a week
- 10-page section of activity choices
- Wonderful Word Of The Week/ Vocabulary
- Week at a glance
- Learning Goals
- Special Adaptations/Dual Language Learners
- A list of materials to gather and things to make(and do) for the week (planning and Assessment CD)

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Frog Street Daily Structure

- Greeting Circle (**Brain Smart Start/ Morning Message**)
- Literacy (**Read Aloud**)
- Math & Science
- Practice Centers
- Closing Circle

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Typical Schedules

Full-Day Programs

8:00–8:20	Greeting Circle
8:20–8:30	Moving and Learning
8:30–8:45	First Read-Aloud Time
8:45–9:15	Outdoor Learning
9:15–10:15	Literacy Lesson and Centers (Practice and Theme) 1/3 class in lesson, 2/3 class in centers. Rotate one group into lesson every 10 to 15 minutes.
10:15–10:30	Second Read-Aloud Time
10:30–11:30	Math and Science Lesson and Centers 1/2 class in lesson, 1/2 class in Practice Centers. Switch groups every 10 to 15 minutes.
11:30–11:40	Restroom; Transition to lunch
11:40–12:10	Lunch
12:10–12:20	Third Read-Aloud Time
12:35–1:05	Rest
1:05–1:15	Transition
1:15–1:45	Outdoor Learning
1:45–2:35	Learning Centers (Content Connection)
2:35–2:50	Closing Circle
2:50–3:00	Prepare for home

Half-Day Programs

8:00–8:20	Greeting Circle
8:20–8:30	Moving and Learning
8:30–8:45	First Read-Aloud Time
8:45–9:05	Outdoor Learning
9:05–9:50	Literacy Lesson and Centers (Practice and Theme) 1/3 class in lesson, 2/3 class in centers. Rotate one group into lesson every 10–15 minutes.
9:50–10:05	Second Read-Aloud Time
10:05–10:15	Restroom
10:15–10:45	Math/Science Lesson and Centers 1/2 class in lesson, 1/2 class in Practice Centers. Switch groups every 10 to 15 minutes.
10:45–11:00	Closing Circle

NOTE:

- Theme centers are also open during literacy practice centers.
- Teach Content Connections along with lessons or during center time.
- Brief transitions occur between all activities. Lesson pages offer transitions that support the targeted skills and concepts.

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Management, Organization, and Planning

- Set up and manage practice centers
- Lesson Planning and GOLD
- Family Connection

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Practice Centers

"I hear and I forget. I see and I remember. I do and I understand."

Confucius

What are practice centers?

ABC
Construction
Creativity Station
Fine Motor
Gross Motor
Language and Literacy
Listening Library
Math
Outdoor
Pretend and Learn
Science
Sensory
Technology
Writers Corner

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Practice Centers
Why use practice centers?

- Accommodate different levels of abilities and experiences so that all children feel safe
- Opportunities for children to make choices and develop decision-making skills
- Supports the social nature of the young child's world by offering interaction and discussion experiences
- Offers practice with cooperation and collaboration to enrich oral language and vocabulary development
- Activities are matched to multiple intelligence, learning styles, and developmental experiences to support differentiated instruction.

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How do I set up practice centers?

- Consider the physical layout of the classroom
- Divide your space into active areas and quiet areas
- Keep active areas and quiet areas separate
- Place materials on low shelves so children can easily access them
- Consider placing bookshelves to form an X or T to create
- Make sure equipment and material are in good repair
- Create walkways(not runways) around centers and be sure all areas are always visible

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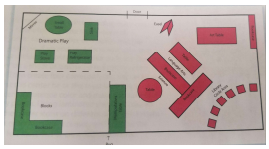

Practice Centers
How do I manage practice centers?

- Zones
- Pocket Chart Graph
- Color Coded Entry Passes

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Lesson Planning And GOLD

- What materials do I need?
- Have I reviewed the Data Collection Plan?
- Have I reviewed the Frog Street Learning Outcomes?
- How do I include GOLD objectives in my lesson plans and daily routine?

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What materials do I need?

LESSON PLANS

FROG STREET THEME GUIDE

TEACHING STRATEGIES GOLD BOOK

DATA COLLECTION PLAN (OPTIONAL BUT HELPFUL)

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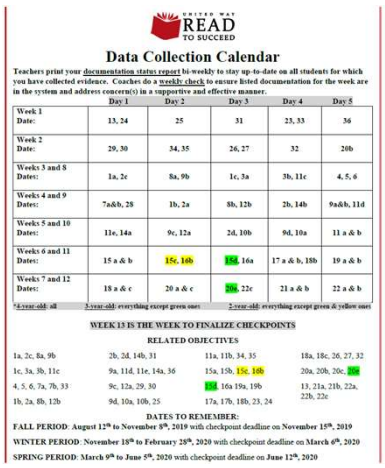

READ TO SUCCEED

Data Collection Calendar

Teachers print your documentation status report bi-weekly to stay up-to-date on all students for which you have collected evidence. Coaches do a weekly check to ensure listed documentation for the week are in the system and address concern(s) in a supportive and effective manner.

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Date:	13, 24	25	31	23, 33	36
Week 2 Date:	29, 30	34, 35	26, 27	32	20b
Weeks 3 and 8 Dates:	1a, 2c	8a, 9b	1c, 3a	3b, 11c	4, 5, 6
Weeks 4 and 9 Dates:	7a&b, 28	1b, 2a	8b, 12b	2b, 14b	9a&b, 11d
Weeks 5 and 10 Dates:	11e, 14a	9c, 12a	2d, 10b	9d, 10a	11 a & b
Weeks 6 and 11 Dates:	15 a & b	15c, 16b	15d, 16a	17 a & b, 18b	19 a & b
Weeks 7 and 12 Dates:	18 a & c	20 a & c	20a, 22c	21 a & b	22 a & b

*4-year-old: all 3-year-old: everything except green ones 2-year-old: everything except green & yellow ones

WEEK 13 IS THE WEEK TO FINALIZE CHECKPOINTS

RELATED OBJECTIVES

1a, 2c, 8a, 9b	2b, 2d, 14b, 31	11a, 11b, 34, 35	18a, 18c, 26, 27, 32
1c, 3a, 3b, 11c	9a, 11d, 11e, 14a, 36	15a, 15b, 15c, 16b	20a, 20b, 20c, 20d
4, 5, 6, 7a, 7b, 33	9c, 12a, 29, 30	15d, 16a 19a, 19b	13, 21a, 21b, 22a, 22b, 22c
1b, 2a, 8b, 12b	9d, 10a, 10b, 25	17a, 17b, 18b, 23, 24	

DATES TO REMEMBER:

FALL PERIOD: August 12th to November 8th, 2019 with checkpoint deadline on November 15th, 2019

WINTER PERIOD: November 18th to February 28th, 2020 with checkpoint deadline on March 6th, 2020

SPRING PERIOD: March 9th to June 5th, 2020 with checkpoint deadline on June 12th, 2020

Have you reviewed your data collection calendar?

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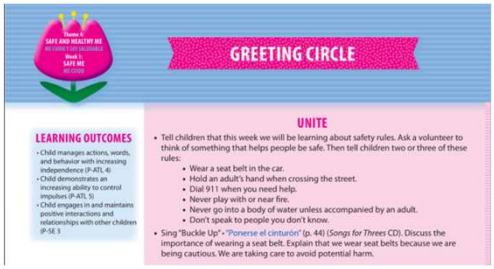

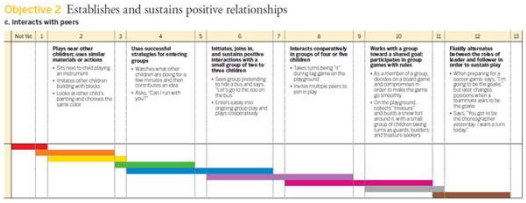

Compare Frog Street Learning Outcomes With TS GOLD Outcomes

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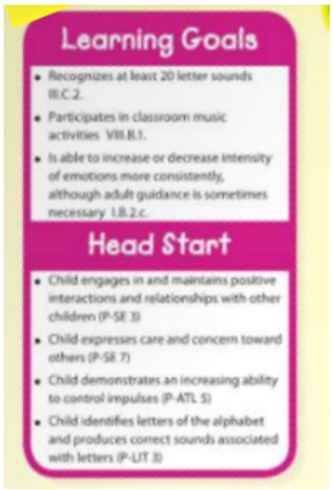

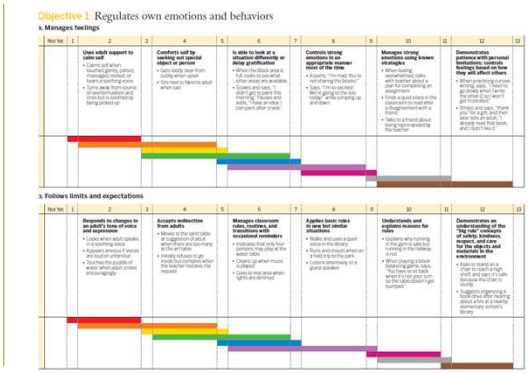

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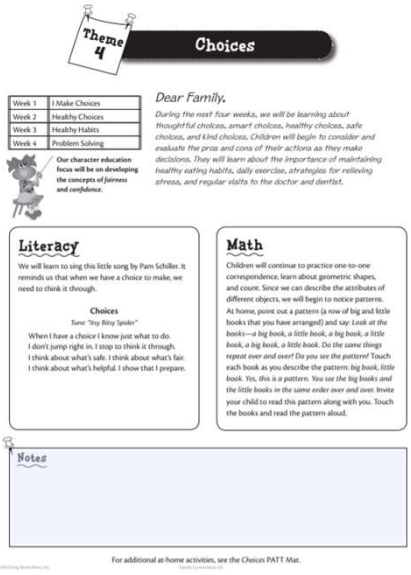
Family Connection



Theme 4 — Choices

Week 1	I Make Choices
Week 2	Healthy Choices
Week 3	Healthy Habits
Week 4	Problem Solving

Our character education focus will be on developing the concepts of *fairness* and *confidence*.

Dear Family,

During the next four weeks, we will be learning about thoughtful choices, smart choices, healthy choices, safe choices, and kind choices. Children will begin to consider and evaluate the pros and cons of their actions as they make decisions. They will learn about the importance of maintaining healthy eating habits, daily exercise, strategies for relieving stress, and regular visits to the doctor and dentist.

Literacy

We will learn to sing this little song by Pam Schiller. It reminds us that when we have a choice to make, we need to think it through.

Choices

Tune: "Itsy Bitsy Spider"

When I have a choice I know just what to do.
I don't jump right in. I stop to think it through.
I think about what's safe. I think about what's fair.
I think about what's helpful. I show that I prepare.

Math

Children will continue to practice one-to-one correspondence, learn about geometric shapes, and count. Since we can describe the attributes of different objects, we will begin to notice patterns. At home, point out a pattern (a row of big and little books that you have arranged) and say: *Look at the books—a big book, a little book, a big book, a little book, a big book, a little book. Do the same things repeat over and over? Do you see the pattern?* Touch each book as you describe the pattern: *big book, little book. Yes, this is a pattern. You see the big books and the little books in the same order over and over.* Invite your child to read this pattern along with you. Touch the books and read the pattern aloud.

Notes

For additional at-home activities, see the *Choices* PATT Mat.

Ready Rosie

tadpoles®

GOLD®

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Questions

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FIND WEBINAR RECORDINGS…

https://bit.ly/2GfW1yb

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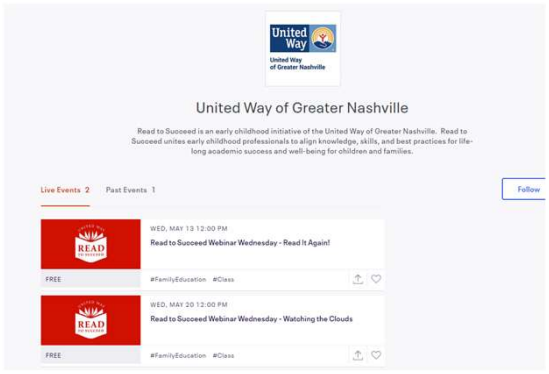
FIND AND REGISTER FOR FUTURE WEBINARS

https://bit.ly/2YqWLqV



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FIND MORE EDUCATIONAL OPPORTUNITIES

- https://www.edutoolbox.org/earlylearning

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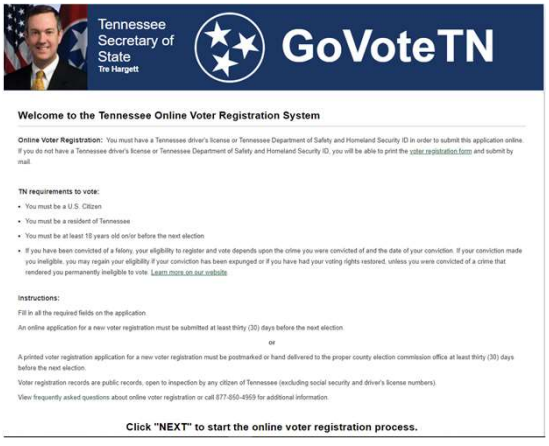
REGISTER TO VOTE!

- General Info on Registering to Vote - https://vote.dosomething.org/?r=source:web,source_details:hellobar
- Register to Vote in TN - https://ovr.govote.tn.gov/



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WE WISH YOU WELL!

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