

frOgstreet for TK



On the road to successful learning!



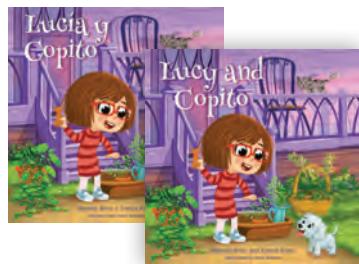
FROG STREET TRANSITIONAL KINDERGARTEN

is a comprehensive, dual language program designed to meet the needs of diverse learners while supporting 10 learning domains. Features include:

- **RESEARCH-BASED SCOPE & SEQUENCE** for literacy, math and content domains.
- **CONSCIOUS DISCIPLINE®** strategies to build a strong social-emotional foundation from which children can learn to solve conflicts and manage their emotions.
- **STRATEGIES** for differentiated instruction, special needs adaptations, cultural responsiveness, and English Language Learner support.
- **FLEXIBLE & EASY-TO-USE WEEKLY INSTRUCTION FORMAT** to ensure implementation fidelity.

Frog Street TK is organized around 9 thematic units integrating literacy, math, science, social studies, social-emotional connections, STEAM, technology, assessment, and family engagement.

RICH, DIVERSE LITERATURE LIBRARY



Fiction



Nonfiction



English
and
Spanish



Trade Titles



Video Books



Story Folders



Poetry



Listening Books



Little Books



Developmental Storybooks

HANDS-ON EXPLORATION

STEAM

Frog-E Programmable Floor Robot

SCIENCE

Science Manipulatives

LITERACY

Letter Builder Set

MATH

Math Manipulatives

PROBLEM SOLVING

Sorting & Sequencing Cards



1



2



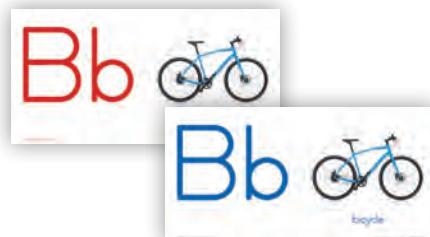
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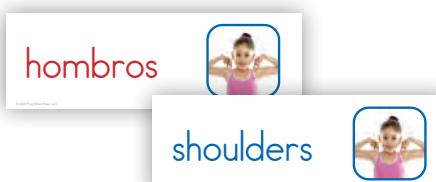
Card Sets



Letter Wall Cards



Photo Cards



Vocabulary Cards



Compound Word Cards

PROFESSIONAL DEVELOPMENT

Teacher training & support

resides in and throughout the program to build fidelity of instruction and to provide opportunities to monitor children's progress.

DIGITAL RESOURCES INCLUDE

- Teacher resource portal
- Family Connection resources
- Extensive music library



FROG STREET TK

TEACHER GUIDES

Frog Street TK includes 9 thematic teacher guides that offer 36 weeks of instruction.

English
and
Spanish

SOCIAL EMOTIONAL LEARNING

Daily Conscious Discipline Brain Smart® Start lessons offer support for creating safe environments and developing self-regulation skills.

Cultural Responsiveness
Use multicultural baby dolls. Acknowledge that all babies sleep in different places and ways. Offer photos of babies in hammocks, cribs, papooses. Read *Global Baby Bedtimes* by Maya Ajmera.

DIVERSE CLASSROOMS ▶

Special Needs Adaptations and Cultural Responsiveness strategies meet the needs of diverse learners.

SPECIAL NEEDS ADAPTATION
Provide cleaning wipes for children to wash their rocks and babies if they are hesitant to put their hands in water.

Compare and Contrast

READ-ALOUDS BOOK #2

Week 1: Living and Nonliving

DAY 1: INTRODUCTION

BEFORE

Display a *Living or Nonliving?* book and read. Explain that this book provides information that is a “wif and true” in a different book. Remind children that literature books may include things that are real and things that are not real.

Display the Vocabulary Card (page 1). Ask a volunteer to recall the definitions (Something that breathes, eats, drinks, moves, and changes). Display the Vocabulary Cards (postcard, living, breathing, eat, drink, move, change).

DURING

Read *It’s Alive!* and briefly define new vocabulary: oxygen, reproduce, energy. Stop reading when you reach page 18. Ask children to explain what they learned.

AFTER

CODING: *Can a pet live even if it’s not breathing?*

DISCUSSION: *Are there dogs that don’t bark? Are there cats that don’t purr?*

ANALYZING: *What does it mean when we say “it’s alive?”*

DAY 2: LIVING OR NONLIVING?

BEFORE

Display a *Living or Nonliving?* book and read. Explain that this book provides information that is a “wif and true” in a different book. Remind children that literature books may include things that are real and things that are not real.

Display the Vocabulary Card (page 1). Ask a volunteer to recall the definitions (Something that breathes, eats, drinks, moves, and changes). Display the Vocabulary Cards (postcard, living, breathing, eat, drink, move, change).

DURING

Read *It’s Alive!* and briefly define new vocabulary: oxygen, reproduce, energy. Stop reading when you reach page 18. Ask children to explain what they learned.

AFTER

CODING: *Can a pet live even if it’s not breathing?*

DISCUSSION: *Are there dogs that don’t bark? Are there cats that don’t purr?*

ANALYZING: *What does it mean when we say “it’s alive?”*

MATERIALS

- *It’s Alive!* book
- *Living or Nonliving?* book
- Vocabulary Cards (page 1)
- *Character Analysis* (page 7)
- chart paper
- writing bag
- markers
- tape
- glue sticks
- other supplies (optional)

VOCABULARY

- alive
- breath
- energy
- reproduce
- move
- change
- oxygen
- postcard
- breath

REMEMBERING

Ask: Are dogs alive? Are cats alive? Is a nest alive?

UNDERSTANDING

Ask: What things do you do that show you are alive?

ANALYZING

Say: Name something in the book that is alive. How do you know?

TECHNOLOGY ▶

TK components are available in digital format on the Frog Street Teacher Portal to support weekly learning goals.



▲ READ ALOUDS

Informational text and literature selections offer vocabulary development, higher-order thinking questioning strategies, and interactive instruction.

LITERACY & MATH SMALL GROUPS ▶

Small-group instruction includes intentional modifications for differentiating instruction and supporting Dual/English Language Learners.



AIM ASSESSMENT ▶

Assessment prompts are embedded at point of use.

Compare and Contrast

LITERACY SMALL GROUPS

Week 1: Living and Nonliving

DAY 3: SHARED WRITING

ELL Differentiation

Invite children to recall and share the name of a pet they have. Encourage them to think about some of the activities Henry did with his pet. Remind them to use complete sentences when they speak.

DIFFERENTIATE INSTRUCTION

Support: *Help children to recall and share the name of a pet they have. Encourage them to think about some of the activities Henry did with his pet. Remind them to use complete sentences when they speak.*

Challenge: *Encourage children to think about the names of their pets and the activities they like to do with them. Ask them to draw a picture of their pet and write its name next to it.*

DAY 4: GUIDED WRITING

ELL Differentiation

Review the chart created in the Shared Writing activity on Day 3. Tell the girls and ask them to think of one word that would describe their response from the chart (Day 3).

DIFFERENTIATE INSTRUCTION

Support: *Review the chart created in the Shared Writing activity on Day 3. Tell the girls and ask them to think of one word that would describe their response from the chart (Day 3).*

Challenge: *Encourage children to think about the names of their pets and the activities they like to do with them. Ask them to draw a picture of their pet and write its name next to it.*

DAY 5: ALPHABET KNOWLEDGE

Focus: Hh, Oo, Pp, Ff, Nn, Rr

ELL Differentiation

Play each letter game, and model introduced in the Morning Message. Invite children to repeat.

DIFFERENTIATE INSTRUCTION

Support: *Play each letter game, and model introduced in the Morning Message. Invite children to repeat.*

Challenge: *Encourage children to think about the names of their pets and the activities they like to do with them. Ask them to draw a picture of their pet and write its name next to it.*

DIFFERENTIATE INSTRUCTION

Support

Assist children by taking their dictation. Use a hand-over-hand strategy to help them track the print as you read.

Challenge

Encourage children to write more sentences about what they would do with their pet frog.

Dual/English Language Learners TPR (Total Physical Response)

Invite children to act out what they would like to do with their pet frog. Use language to describe what children are doing as they dramatize.

Compare and Contrast

MATH SMALL GROUPS

Week 1: Living and Nonliving

MATERIALS

- 2D Shape Cut Out
- chart paper
- Paper Shape Cut Outs
- chenille stems
- paper
- smooth rocks
- smooth, round rock

FOCUS

Sorting and Describing Two-Dimensional Shapes

This week, children will apply what they have learned about shape attributes and sorting as they think about how two-dimensional shapes can be classified by categories based on their edge (straight or curved) and number of sides.

DAY 1: SHAPES ARE ALL AROUND

ELL Differentiation

Display a smooth round rock, and ask children how its shape is the same as or different from the shapes in the book.

DIFFERENTIATE INSTRUCTION

Support: *Display a smooth round rock, and ask children how its shape is the same as or different from the shapes in the book.*

Challenge: *Invite children to choose a Paper Shape Cut Out that looks most like the rock. Ask children if they think the rock looks more like a circle or an oval.*

DAY 2: CIRCLES AND OVALS

ELL Differentiation

Invite children to sort shapes into categories based on their edge (straight or curved) and number of sides.

DIFFERENTIATE INSTRUCTION

Support: *Invite children to sort shapes into categories based on their edge (straight or curved) and number of sides.*

Challenge: *Invite children to make their own shapes to make one. For example, if they chose a square, they could draw a rectangle on a piece of paper and cut it out to make a square.*

Compare and Contrast

STEAM

Week 2: Stories

SCIENCE • TECHNOLOGY • ENGINEERING • ARTS • MATH

TOP AIM STRATEGY 1

Throughout the week, as you work with small groups of children, give them opportunities to learn three important concepts:

Forward Means Follow Your Nose

The command “forward” does not always make Frog-E go in the same direction. Frog-E moves in the direction he is facing. Frog-E follows forward for distance, or in the command sequence “2 steps forward, turn right, 3 steps forward, turn left, 2 steps forward, turn right”. If he is facing left, he will move right. If he is facing right, he will move left.

Frog-E Must Stay on the Grid-Mat

Frog-E will travel off of the grid if he is asked to move further in a direction than he has space to move. Practice starting Frog-E from different locations within the grid-mat after turn-left and turn-right commands that keep Frog-E on the grid mat.

Watch Frog-E Move to Identify His Program Code

Children can figure out what a programme used Frog-E to do by watching his movement. Children can also identify the sequence of commands used by Frog-E and invite children to watch Frog-E’s path. Invite children to identify the sequence of “If” needed: place Frog-E in the same start position and press “Go!” again. Remind them to support children with left and right directional movement when they follow Frog-E’s moves.



STEAM

Weekly STEAM projects offer observation, investigation, and problem-solving opportunities along with the development of beginning coding skills using Frog-E, the programmable floor robot.

En inglés
y español

GUÍAS PARA LOS MAESTROS

El programa de TK de Frog Street incluye 9 guías temáticas para los maestros que contienen un total de 36 semanas de enseñanza.

SALONES DE CLASE DIVERSOS ▶

Estrategias de adaptación para necesidades especiales y respuestas culturales que satisfacen las necesidades de estudiantes diversos.

ADAPTACIÓN PARA NECESSIDADES ESPECIALES

Entregue a los niños toallitas húmedas para que limpien sus piedras y sus muñecos si no están muy dispuestos a mojarse las manos.

Respuesta cultural
Use muñecos bebés multiculturales. Explique que los bebés de todo el mundo duermen en lugares y de maneras diferentes. Muestre fotos de bebés durmiendo en hamacas, curas o rebozos indígenas.

TECNOLOGÍA ►

Los componentes de TK apoyan las metas semanales y están disponibles en formato digital en la plataforma de Frog Street para maestros.

LECTURAS EN VOZ ALTA

Textos informativos y literarios que ofrecen desarrollo del vocabulario, estrategias para promover el razonamiento de alto nivel y la instrucción interactiva.

GRUPOS PEQUEÑOS PARA LECTOESCRITURA Y MATEMÁTICAS

Enseñanza en grupos pequeños que incluye modificaciones intencionales para la instrucción diferenciada.



EVALUACIÓN AIM

Pautas para la evaluación incluidas en los puntos de uso.

A collage of various pages from the 'Materias Primaria' app, showing different subjects like reading, writing, and science lessons.

INSTRUCCIÓN DIFERENCIADA

Apoye
Ayude a los niños escribiendo lo que le dicen. Use la técnica de "mano sobre mano" para ayudarlos a seguir lo escrito con la mano mientras usted lo lee.

Desafío

◀ STEAM

Proyectos STEAM semanales que ofrecen oportunidades para la observación, la investigación y la resolución de problemas, junto con el desarrollo de destrezas iniciales de codificación usando a Frog-E, el robot programable.

English
and
Spanish



INCLUDES

FROG STREET TK

- Thematic Teacher Guides (9 English, 9 Spanish)
- Welcome Guide for program implementation (English and Spanish)
- Conscious Discipline manual
- Songs and Stories (178 English songs, 176 Spanish songs)
- Dual Literature Library (156 books, 14 Dual Language Story Folders, 3 Developmental Storybooks, 3 video e-books)
- Little Books (10 titles, 6 copies each, English and Spanish)
- Listening Library (12 titles, 2 copies each, English and Spanish)
- Posters (14 English, 15 Spanish)
- Fanny Frog with clothing changes & house
- Math & Science Manipulatives
- Balance Scale
- Letter Builder Set
- Tabletop pocket chart
- Programmable Frog-E robot & mat

SEE WHAT CALIFORNIA TEACHERS ARE SAYING ABOUT FROG STREET:



• Cards

- Letter Cards (52 English, 58 Spanish)
- Card Sets (32 sets, over 300 cards)
- Cut-Apart Cards (37 cards)
- Sound Cards (78 English, 185 Spanish)
- Syllables (109 cards, Spanish only)
- Compound Word Cards (11 English, 4 Spanish)
- Letter Wall Cards (26 English, 27 Spanish)
- Vocabulary Cards (136 English, 135 Spanish)
- Photo Cards (191 English, 191 Spanish)
- Strategy Cards (24 English, 24 Spanish)

• Digital Resources

- Teacher resource portal
- Family Connections letters & books
- Patterns
- Extensive music library

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