

# frögstreet Pre-K



On the road to successful learning!





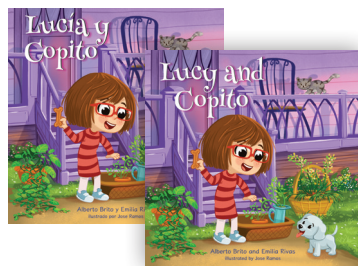
# FROG STREET PRE-K

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 Pre-K** 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



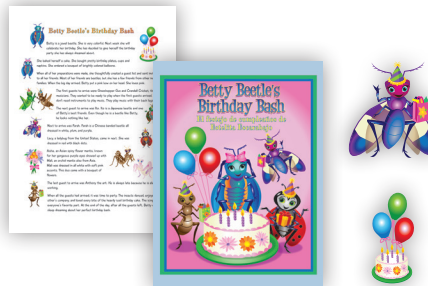
Nonfiction



Trade Titles



Video Books



Story Folders



Poetry



Listening Books



Little Books



Developmental Storybooks



# HANDS-ON EXPLORATION

**STEAM** 1  
Frog-E Programmable Floor Robot

**SCIENCE** 2  
Science Manipulatives

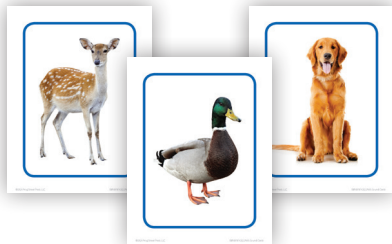
**LITERACY** 3  
Letter Builder Set

**MATH** 4  
Math Manipulatives

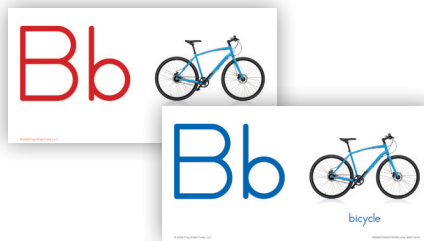
**PROBLEM SOLVING** 5  
Sorting & Sequencing Cards

## Frog Street Pre-K

pairs intentional instruction with meaningful opportunities for children to engage and interact through hands-on explorations.



Card Sets



Letter Wall Cards

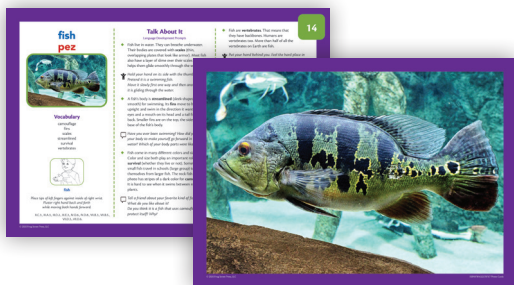
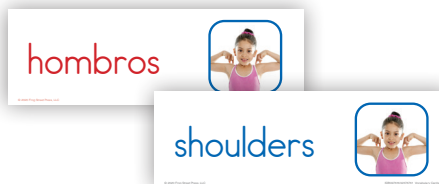


Photo Cards



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

- AIM Assessment
- Teacher resource portal
- Family Connection resources
- Extensive music library
- ABCmouse® for Schools digital activities





# FROG STREET PRE-K



## TEACHER GUIDES

Frog Street Pre-K includes 9 thematic teacher guides that offer 36 weeks of instruction.

**Compare and Contrast** | **WEEK AT A GLANCE** | **Week 1: Living and Nonliving**

**WORD OF THE WEEK**: **alive** (something that breathes, eats, drinks, moves, grows, and changes)

**WEEKLY GREETING CIRCLE**: Henry found a rock.

**MORNING MESSAGE**

**MUSIC & MOVEMENT**

**READ-ALOUD #1**: Introduction to *Henry and Harry*

**LITERACY SMALL GROUPS**: **VOCABULARY** (Review vocabulary *alive*, *living*, and *nonliving*)

**MATH**: **Shapes Are All Around** (Create illustration from construction paper shapes)

**READ-ALOUD #2**: **Is It Alive?** (Introduction to *Is It Alive?*)

**STEAM**: **Present the Problem** (How can we design a robot to make work easier?)

**CLOSING CIRCLE**

**Compare and Contrast** | **WEEK AT A GLANCE** | **Week 1: Living and Nonliving**

**BRAIN SMART START**

**Day 2**: A dog and a dolphin are living things. | A nest will not grow. | Henry named his fun rock Harry. | A fence does not grow.

**Phonological Awareness**: Identify rhyming words. **Concepts of Print**: Spaces between words; first word in sentence begins with uppercase letter. **Alphabet Knowledge**: Associate letters with sounds: /d/, /d/, /f/, /f/, /n/, /n/

Choose from these songs and action rhymes for the week: "Dancing Robots," "The Sun," "Trees," and "A Little Seed"

**Day 3**: **Comparing Henry and Harry** (Note differences between something alive and not alive) | **What's in a Name?** (Name a pet frog counter and note why it is not alive) | **The Great Enormous Rock** (Compare this rock with Harry)

**Day 4**: **PHONOLOGICAL AWARENESS** (Identify rhyming word pairs) | **SHARED WRITING** (Complete sentence stem about pet frog counter) | **GUIDED WRITING** (Write and illustrate sentence stem from Day 3) | **ALPHABET KNOWLEDGE** (Associate sounds with letters: /d/, /d/, /f/, /f/, /n/, /n/) | **Sorting Shapes** (Sort curved shapes, triangles, and quadrilaterals)

**Day 5**: **Is It Alive?** (Living or Nonliving) | **Is It Alive?** (Vote to decide if something is living or nonliving) | **In the Ocean** (Note things that are living and nonliving things in the ocean) | **Is It Alive?** | **In the Air** (Note living and nonliving things that can fly) | **The Great Enormous Rock** (Reenact the story)

**Days 2-4: Exploration** | **Share Discoveries**

**Review and Reflect**: Send home "Living and Nonliving" family letter

### WEEKLY LESSON FORMAT

Lessons are designed around an easy-to-use weekly format for whole groups, small groups, and learning centers.

### SOCIAL EMOTIONAL LEARNING

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

**CONNECT**  
I.A.1. Follow classroom rules. I.A.3. Recognize and respond to feelings. I.A.3. Connect feelings with behaviors. I.A.3. Connect behaviors.

**Absent Child and Welcome Back Ritual**  
All Fairy Frogs to help identify children who are absent and children who are returning from an absence.

Use the Absent Child and Welcome Back Ritual to send absent children well wishes, and welcome back returning School Family members.

Invite volunteers to describe how these rituals are used and why they are important.

**CONSIDER DISCIPLINE IN ACTION**  
Connect classroom rules with classroom expectations. Use the Absent Child and Welcome Back Ritual to send absent children well wishes, and welcome back returning School Family members. Invite volunteers to describe how these rituals are used and why they are important.

**COMMIT**  
I.A.1. Follow classroom rules. I.A.3. Recognize and respond to feelings. I.A.3. Connect feelings with behaviors. I.A.3. Connect behaviors with behaviors.

Perform the Absent Child Ritual and Welcome Back Ritual.

Invite children to connect with a partner or small group of 3-4 children for this action chart.

**George Porgie and Margie Pargie**  
George Porgie paddling and poe. (shape right hand and then left hand) | George had bread that had yeast. (shape and hold hand) | With his hand he held the yeast. (shape right hand) | Margie Pargie paddling and poe. (shape right hand and then left hand) | Margie had bread that had yeast. (shape and hold hand) | With her hand she held the yeast. (shape right hand)

**Activity to Commit**  
Display the "School Family Agreements" poster with all four agreements posted. Remind children that we each do our job to keep the Classroom safe when we choose one agreement to focus on. Invite children to commit to one agreement each day. Remind them that this is a commitment to our School Family.

**Note:** The image of the "School Family Agreements" poster represents the four core agreements and serves as a reminder to limit the choices to only 1 at one time. Be sure to customize this poster with choices that meet the needs of your classroom.

### DIVERSE CLASSROOMS

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

**Compare and Contrast** | **PRACTICE CENTERS** | **Week 1: Living and Nonliving**

**SCIENCE**  
I.A.1. Follow classroom rules. I.A.3. Recognize and respond to feelings. I.B.3. Explain and compare living things. I.B.3. Compare and compare.

Encourage children to sort the cards into two groups: living and nonliving.

Use these children to stack the cards and place the dots on the color facelocks. Have children turn the cards over one at a time and identify the picture as living or nonliving.

**Reflect:** How do you know if something is alive?

**MIDWEEK OPTION**  
Challenge children to sort the living things into three groups: animals, plants, and people. Invite children to sort the nonliving things into three groups: shelters, tools, and transportation.

**SPECIAL NEEDS ADAPTATION**  
Use three large pieces of paper on the floor to help children to sort the cards. Turn about the category each paper represents a year class children in sorting the cards.

**SENSORY**  
I.B.1. Use imagination to play. I.B.3. Recognize phenomena and how they change. I.C.2. Engage in dramatic play.

Invite children to care for pet rocks. Suggest they wash and dry their rocks, do a face on them, and draw them in a "shell" (with washable markers).

**Reflect:** In your pet rock alive? How do you know?

**MIDWEEK OPTION**  
Invite children to bubble, feed, and pet rubber baby dolls. Print out that the baby dolls are not alive.

**Reflect:** Are real babies alive? How do you know?

**Cultural Responsiveness**  
Culturalized baby dolls. Acknowledge that all babies are born in different places and ways. Offer photos of babies in hammocks, cribs, papooses, and other baby beds to share stories.

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

**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.

**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** **Week 1: Living and Nonliving**

**IS IT ALIVE?**

**DAY 1: INTRODUCTION**

**BEFORE**

Read it & think! Read the title. Explain that this book provides information that is real and true. It is an informational (nonfiction) book. Remind children that literature books may include things that are real and things that are not real.

Display the Vocabulary Card (alive). Ask a volunteer to read the definition (something that breathes, eats, drinks, moves, grows, and changes). Display the Vocabulary Cards (nonliving, frog). Point out that there are two cards both with pictures of frogs. Invite children to explain why one frog is living and the other frog is nonliving.

**DURING**

Read it & think! Read the title. Explain that this book provides information that is real and true. It is an informational (nonfiction) book. Remind children that literature books may include things that are real and things that are not real.

Read it & think! Read the title. Explain that this book provides information that is real and true. It is an informational (nonfiction) book. Remind children that literature books may include things that are real and things that are not real.

**AFTER**

Ask children to answer questions from read-aloud. V.1.A.1. Understand text by reading. V.1.B.1. Distinguish between fiction and nonfiction. V.1.C.1. Recognize persuasive language and techniques.

Read it & think! Read the title. Explain that this book provides information that is real and true. It is an informational (nonfiction) book. Remind children that literature books may include things that are real and things that are not real.

**REMEMBERING** **UNDERSTANDING** **ANALYZING**

**DAY 2: LIVING OR NONLIVING?**

Read it & think! Read the title. Explain that this book provides information that is real and true. It is an informational (nonfiction) book. Remind children that literature books may include things that are real and things that are not real.

After visiting, ask volunteers to explain their votes. Finish the book by reading pages 18-19. Invite children to look around the classroom to find examples of living and nonliving things.

Instead of preparing Voting Paddles, invite children to use sign language to cast their vote.

**VOCABULARY**

alive  
canine  
carnivore  
invertebrate  
living  
nonliving  
invertebrate  
reptile  
vertebrate

**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**

ABCmouse® for Schools literacy and math activities support weekly learning goals.

**Compare and Contrast** **PRACTICE CENTERS** **Week 1: Living and Nonliving**

**LISTENING CENTER**

1.A.1.1. Tell about a classroom activity. 1.A.1.2. Understand text by reading. 1.A.1.3. Recognize persuasive language and techniques.

**TECHNOLOGY CENTER**

1.A.1.1. Tell about a classroom activity. 1.A.1.2. Understand text by reading. 1.A.1.3. Recognize persuasive language and techniques.

**LETTER CENTER**

1.A.1.1. Tell about a classroom activity. 1.A.1.2. Understand text by reading. 1.A.1.3. Recognize persuasive language and techniques.

**MATERIALS**

- 1. Alphabet A-Z poster
- 1. Letter Builder Set
- 1. Play dough
- 1. Writing tools (optional)

**DIFFERENTIATE INSTRUCTION**

**Support**

Invite children to say the name of each letter as they touch the letters from A to Z on the "Alphabet A-Z" poster. Encourage children to match plastic letters to the letter shapes on the poster.

**Challenge**

Encourage children to write the letters from A to Z on the "Alphabet A-Z" poster.

**Dual/English Language Learners**

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.

**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.



LL.B.9.

**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**

1.A.1.1. Tell about a classroom activity. 1.A.1.2. Understand text by reading. 1.A.1.3. Recognize persuasive language and techniques.

Invite children to read and share the name they gave their frog on each of the "What Is a Name?" Read-Aloud Sheets. Invite children to recall some of the activities they did with his pet frog. Picture walk through Henry and Harry to prompt answers.

Ask children to share an activity they would like to do with their pet frog. Encourage children to use a sentence stem: I would like to \_\_\_\_\_ with my frog.

For example, I would play with Huggy. Take their dictation on chart paper as they share. Add the child's name after their response. Remind children that names of people and pets begin with an uppercase letter.

After taking the small groups' dictation, invite children to "read" the sentences with you. Track the words with your hand or a pointer.

**DIFFERENTIATE INSTRUCTION**

**Support**

Invite children to read the dictation with you. Ask them to read the dictation after the sentence.

**Challenge**

Invite children to write their own dictation. Ask them to write the dictation with their pet frog.

**Dual/English Language Learners**

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.

**DAY 4: GUIDED WRITING**

1.A.1.1. Tell about a classroom activity. 1.A.1.2. Understand text by reading. 1.A.1.3. Recognize persuasive language and techniques.

Review the chart created on the Shared Writing activity on Day 3. Track the game and ask children to "read" their words with you.

Encourage children to find the first blank page in their journals. Ask children to illustrate their response from the chart on Day 3.

Suggest they write their frog counter's name at the top of the page, reminding them that the name begins with an uppercase letter. Encourage children to copy their sentences from the chart or write by taking their dictation.

Invite children to share their writing with the small group. Remind them to say the frog's name and what they like to do with their pet frog.

**DIFFERENTIATE INSTRUCTION**

**Support**

Invite children to read their dictation with you. Ask them to read the dictation after the sentence.

**Challenge**

Invite children to write their own dictation. Ask them to write the dictation with their pet frog.

**Dual/English Language Learners**

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.

**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** **STEAM** **Week 2: Stories**

**SCIENCE • TECHNOLOGY • ENGINEERING • ARTS • MATH**

**TIPS AND STRATEGIES**

Invite children to always begin by pushing the "C" button to clear Frog E's memory.

Remind children that the "Forward" and "Backward" buttons change Frog E's location on the grid. The "C" button does not move Frog E to a new square. The "C" button does not change the direction he is facing. The "C" button does not move Frog E from one square to another.

**Forward Means Follow Your Nose**

The command "Forward" does not always push Frog E in the same direction. Frog E moves in the direction he is facing. Frog E follows his nose. For example, if the command sequence is "3 steps forward, turn right, 3 steps forward" Frog E will move "forward" in two different directions.

**Frog E Must Stay on the Grid Mat**

Frog E will travel off of the grid mat if he is asked to move farther in a direction than he has space to move. Practice starting Frog E from different locations to challenge children to offer two-step and three-step commands that keep Frog E on the grid mat.

**Watch Frog E Move to Identify His Program Code**

Children can figure out what a programmer coded Frog E to do by watching his movements. Program Frog E with a two-step or three-step sequence. Ask "COC" and invite children to watch Frog E's path. Invite children to identify the sequence. Repeat Frog E in the same start position and push "COC" again. Remember to support children with left and right directionality. Also remind them that Frog E follows his nose.

**3 steps forward, turn right, 3 steps forward**

**3 steps forward**

**3 steps forward**

**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.

**Compare and Contrast** **MATH SMALL GROUPS** **Week 1: Living and Nonliving**

**FOCUS**

**Sorting and Describing Two-Dimensional Shapes**

This week, children apply what they have learned about shape attributes and sorting by their ability about how two-dimensional shapes can be classified into categories by the shape's edge (straight or curved) and number of sides.

**DAY 1: SHAPES ARE ALL AROUND**

1.A.1.1. Tell about a classroom activity. 1.A.1.2. Understand text by reading. 1.A.1.3. Recognize persuasive language and techniques.

Display a smooth round rock, and ask children how its shape is the same or different from Henry in the story Henry and Harry.

Invite a volunteer 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.

Invite each child to select a Paper Shape Cut-Out. Ask children to think of an object that looks like the shape they chose. For example, an ice cream cone looks like a triangle and a sun looks like a circle.

Invite children to glue their shape on a piece of paper and draw details to complete their picture.

Engage children in a discussion about their drawing. Ask: What shape did you choose? What are you drawing?

**DIFFERENTIATE INSTRUCTION**

**Support**

Invite children to describe their shape to you. Ask them to describe their shape to you.

**Challenge**

Invite children to describe their shape to you. Ask them to describe their shape to you.

**Dual/English Language Learners**

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.

**DAY 2: CIRCLES ARE EVERYWHERE**

1.A.1.1. Tell about a classroom activity. 1.A.1.2. Understand text by reading. 1.A.1.3. Recognize persuasive language and techniques.

Invite volunteers to share the shape pictures they created on Day 1.

Display the "2-D Shapes" cards (oval, circle, oval). Ask: How are they alike? How are they different? Identify or name the names of each shape. Discuss how the shapes are curved.

Invite a volunteer to place a pom-pom through one hole in a four-link chain on their paper. Poke a marker through the opposite end of the four-link chain and pull the chain taut. Rotate the chain around the pencil as the marker draws a circle line on the chain paper. Explain that a circle is a curved shape where every point around the outside are the same distance from its center.

Invite children to describe, name, and make different sizes and types of curved shapes. Encourage children to describe, compare, and contrast their oval and circle.



# FROG STREET PRE-K

En inglés  
y  
español

## GUÍAS PARA LOS MAESTROS

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

Comparar y contrastar		LA SEMANA EN UN VISTAZO	Semana 1: Vivos y no vivos				
<b>PALABRA SEMANA</b> <b>vivo</b> ser que respira, come, bebe, se mueve, crece y cambia	<b>CÍRCULO DEL SALUDO SEMANAL</b> Respuesta cultural Entra la familia de la semana en múltiples idiomas. Usa los idiomas indicados por las familias de su programa. Usa la familia como un recurso para ayudar con las traducciones.	<b>INICIO DEL CEREBRO INTELIGENTE®</b> Páginas 12-13	<b>Día 1</b>	<b>Día 2</b>	<b>Día 3</b>	<b>Día 4</b>	<b>Día 5</b>
			<b>CÍRCULO DEL SALUDO</b> Los bebés beben agua.	<b>INICIO DEL CEREBRO INTELIGENTE®</b> Enrique fue al parque y a una fuente de agua. El búfalo y la ballena tienen bebés. Las sandalias y las sillas no están vivas. Las serpientes y los sapos respiran.			
<b>CENTROS DE PRÁCTICA SEMANAL</b> (páginas 8-11) <b>ABECEDARIO</b> Emparejar letras y crear letras con manipulativos. <b>CIENCIAS</b> Clasificar dibujos por vivos o no vivos. <b>SENSORIAL</b> Cuidar mascotas hechas con piedras. <b>LENGUAJE Y LECTOESCRITURA</b> Disfrutar de libros sobre seres vivos y cosas no vivas. <b>MOTOR GRSO</b> Avanzar por el sendero para pisar y pasar. <b>MATEMÁTICAS</b> Construir figuras con palitos de felpa y plastilina.	<b>LECTURAS EN VOZ ALTA #1</b> Introducción Presentar el libro <i>Enrique y Javier</i>	<b>VOCABULARIO</b> Repasar el vocabulario vivo, no vivo	<b>LECTURAS EN VOZ ALTA #2</b> Introducción Presentar <i>¿Está vivo?</i>	<b>CONOCIMIENTO FONOLÓGICO</b> Identificar la alteración.	<b>ESCRITURA COMPARTIDA</b> Completar la oración sobre la ranita para contar	<b>CONOCIMIENTO DEL ALFABETO</b> Identificar los nombres y las características de las letras: Bb, Ff, Ss	<b>CONOCIMIENTO DEL ALFABETO</b> Identificar los nombres y las características de las letras: Bb, Ff, Ss
<b>LECTURAS EN VOZ ALTA #1</b> Repasar el vocabulario vivo, no vivo	<b>MATEMÁTICAS</b> Figuras planas (de dos dimensiones)	<b>LECTURAS EN VOZ ALTA #2</b> Introducción Presentar <i>¿Está vivo?</i>	<b>CÍRCULOS Y ÓVALOS</b> Crear y comparar figuras curvas	<b>TRIÁNGULOS</b> Crear y comparar figuras de 3 lados	<b>CUADRILÁTEROS</b> Crear y comparar figuras de 4 lados	<b>CLASIFICAR FIGURAS</b> Clasificar figuras curvas, triángulos y cuadriláteros	<b>UNA PIEDRA ENORME</b> Representar el cuento
<b>STEAM</b> Soluciones robóticas	<b>PRESENTAR EL PROBLEMA</b> ¿Cómo podemos diseñar un robot que haga más fácil un trabajo?	<b>REPASO Y REFLEXIÓN</b> Envíe a las casas la carta para la familia "Vivos y no vivos"	<b>DÍAS 2-4: EXPLORACIÓN</b>	<b>COMPARTIR LOS DESCUBRIMIENTOS</b>			

### ▲ FORMATO SEMANAL DE LECCIONES

Lecciones diseñadas siguiendo un formato semanal fácil de usar para grupos completos, grupos pequeños y centros de aprendizaje.

### ◀ APRENDIZAJE SOCIO-EMOCIONAL

Las lecciones diarias del programa Disciplina Consciente-Inicio del cerebro inteligente® ofrecen apoyo para crear un entorno seguro y desarrollar destrezas de autorregulación.

Comparar y contrastar	CÍRCULO DEL SALUDO INICIO DEL CEREBRO INTELIGENTE	Semana 1: Vivos y no vivos
<b>DISCIPLINA CONSCIENTE EN ACCIÓN</b> ¿Cómo podemos resolver un problema? ¿Cómo podemos resolver un problema? ¿Cómo podemos resolver un problema?	<b>CONECTE</b> Haga el Ritual del niño asustado y el Ritual de Hermandad al salón.	<b>JUAN LUJÁN Y JUANA LUJANA</b> Juan Luján, salido y brinco. Juana Lujana, salido y brinco.
<b>ACTIVIDAD PARA COMPROMETERSE</b> Crea un juego de cartas de "¿Está vivo?"	<b>COMPROMISO</b> Crea un juego de cartas de "¿Está vivo?"	<b>CIENCIAS</b> Clasifica los dibujos en vivos y no vivos.

Comparar y contrastar	CENTROS DE PRÁCTICA SEMANAL	Semana 1: Vivos y no vivos
<b>CIENCIAS</b> Clasifica los dibujos en vivos y no vivos.	<b>MATERIALES</b> • tarjetas de imágenes • cinta adhesiva • tijeras	<b>RESPUESTA CULTURAL</b> 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, cunas o rebocos indígenas.

Comparar y contrastar	CENTROS DE PRÁCTICA SEMANAL	Semana 1: Vivos y no vivos
<b>SENSORIAL</b> Clasifica los dibujos en vivos y no vivos.	<b>MATERIALES</b> • piedras • tizas de colores • cinta adhesiva • agua • esponjas • esponjas de baño • esponjas de cocina	<b>ADAPTACIÓN PARA NECESIDADES ESPECIALES</b> Entregue a los niños toallitas húmedas para que limpien sus piedras y sus muñecos si no están muy dispuestos a mojarse las manos.

### SALONES DE CLASE DIVERSOS

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



**LECTURAS EN VOZ ALTA**  
LIBRO #2

**Semana 1: Vivos y no vivos**

**DÍA 1: INTRODUCCIÓN**

**ANTES**

1.1.1. Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?". Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?". Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?".

**MATERIALES**

- Libro "¿Está vivo?"
- Libro "Es it alive?"
- Tarjetas de vocabulario (vivo, no vivo)
- Cálculos de arena (p. 7)
- Palmas para votar (p. 7)
- Papel cuadriculado (p. 7)
- Alfileres para hacer arena (p. 7)

**VOCABULARIO**

vivo  
animado  
activo  
con vida  
no vivo  
muerto  
inactivo

**¿ESTÁ VIVO?**

¿Es it alive?

**RECORDAR**      **ENTENDER**      **ANALIZAR**

Pregunte: ¿Son los perros seres vivos? ¿Son los gatos seres vivos? ¿Es un nido algo vivo?

Pregunte: ¿Qué cosas hacen ustedes que demuestran que están vivos?

Diga: Digan el nombre de algo del libro que está vivo. ¿Cómo lo saben?

**Centros de Práctica Semanal**

**Semana 1: Vivos y no vivos**

**CENTRO DE TECNOLOGÍA**

1.1.1. Crea un programa de sonido digital. 1.1.2. Identifica y se manifiesta digitalmente. 1.1.3. Crea un programa de sonido digital.

**CENTRO DE NARRACIONES**

1.1.1. Crea un programa de sonido digital. 1.1.2. Identifica y se manifiesta digitalmente. 1.1.3. Crea un programa de sonido digital.

**ABECEDARIO**

1.1.1. Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?". Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?".

**TECNOLOGÍA**

Actividades de Lectoescritura y Matemáticas de ABCmouse® que apoyan a los objetivos semanales de aprendizaje.

**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.

**Grupos pequeños de Lectoescritura**

**Semana 1: Vivos y no vivos**

**DÍA 3: CONCIENCIA COMPARTIDA**

1.1.1. Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?". Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?".

**DÍA 4: ESCRITURA GUIADA**

1.1.1. Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?". Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?".

**DÍA 5: CONOCIMIENTO DEL ALFABETO**

1.1.1. Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?". Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?".

**INSTRUCCIÓN DIFERENCIADA**

**Apoye**

1.1.1. Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?". Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?".

**Desafíe**

1.1.1. Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?". Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?".

**INSTRUCCIÓN DIFERENCIADA**

**Apoye**

1.1.1. Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?". Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?".

**Desafíe**

1.1.1. Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?". Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?".

**EVALUACIÓN AIM**

Pautas para la evaluación incluidas en los puntos de uso.

**STEAM**

**Semana 2: Cuentos**

**INTEGRACIÓN DE CIENCIAS • TECNOLOGÍA • INGENIERÍA • ARTES • MATEMÁTICAS**

**Frog-E**

1.1.1. Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?". Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?".

**Hacia adelante significa "Signa a tu mar"**

1.1.1. Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?". Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?".

**Frog-E se debe cuadrar sobre el tapete cuadrado**

1.1.1. Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?". Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?".

**Observen moverse a Frog-E para identificar el código programado**

1.1.1. Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?". Escucha y lee el libro "¿Está vivo?" y el libro "¿Es it alive?".

**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 PRE-K

- 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)
- Bilingual Literature Library (156 books, 14 bilingual 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

### • 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

- AIM Assessment
- Teacher resource portal
- Family Connections letters & books
- Patterns
- Extensive music library
- ABCmouse® for Schools digital activities

frogstreet



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