Frog Street Pre-K

Instructional Strategies Research

Frog Street Pre-K
A comprehensive, bilingual curriculum for three and four year olds
2015
Lesson Structure: Focus, Develop, Practice, Reflect
Finding: Information (data) forms a predictable path as it makes it way through the brain and into long-term learning (Sousa, 2005).

Bilingual Instruction
Finding: Promote development of second language so child is biliterate and bicultural through a focus on linguistic, academic, cognitive, emotional, social and physical needs in separate instructional contexts. (Thomas & Collier, 2002)

ELL Instruction
Finding: Promote academic proficiency in spoken and written English (Tabors, 2004)
Finding: A child develops conversational English in about two years, but it takes five to seven years for a child to develop academic language (Cummins, 2001)

Strategies for phonological awareness, introduction of alphabet, written expression, oral language

**Phonological Awareness**
Finding: Phonological awareness skills have predictive relationship with later measures of literacy development (National Early Literacy Panel, 2008)

**Alphabet Knowledge**
Finding: Optimize memory for learning sets of information and overcoming obstacles to forgetting (Pashler, 2006)
Finding: Effectiveness of letter learning is increased when children distinguish letter shapes from a set of 2 to 4 letters (McGee, 2007)

**Vocabulary/Oral Language**
Finding: There is a strong positive relationship between reading comprehension and vocabulary (Coyne, Simmons & Kameenui, 2004)
Finding: Size of vocabulary in Kindergarten is a predictor of reading success (Scarborough, 2001)
Finding: Gaps in vocabulary are most successfully addressed during the preschool years (Biemiller, 2006) (Cunningham, 1997)
Finding: Direct vocabulary instruction includes teaching individual words and word learning strategies. (National Early Literacy Panel, 2008)

**Written Expression**
Finding: A substantial connection for automaticity in name writing to literacy skill development (Bloodgood, 1999) (National Early Literacy Panel, 2008)
Use of Small Group Instruction  
Finding: Large, positive effects were usually achieved in small-group, intentional instructional activities (National Early Literacy Panel, 2008).

Peer teaching  
Finding: The highest rate of retention occurs when children teach their peers (Sousa, 2005).

Hands-on practice  
Finding: Hands-on explorations contribute not only to the understanding of abstract concepts but also to four critical thinking skills essential to learning: making distinctions, recognizing relationships, organizing systems, and taking multiple perspectives. Higher level thinking starts with touch (Cabrera & Cotosi, 2010).

Inclusion of daily music and movement  

Repetition  
Findings: Repetition strengthens neurological connections. Six repetitions in 30 days create master (Sousa, 2005).

Use of multiple learning styles in activities  

Singing daily  
Finding: Singing increases the flow of oxygen which stimulates thinking (Deutsch, 2010, Jensen 2005).  
Finding: Singing increases endorphins which in turn lowers stress (Jensen 2005).  

Inclusion of problem solving activities  
Finding: The window of opportunity (developmental timetables) for wiring problem-solving skills occurs during preschool years (Ramey & Ramey, 1999, Jensen, 2005).

Read-Aloud Time  
Finding: Interactive read-aloud times (dialogic) result in gains in vocabulary (Hargrave & Sénéchal, 2000), comprehension strategies, story schema and concept development (Wasik & Bond, 2001)  
Finding: Taking words to definitional level increases comprehension and language development (Collins, 2004)

Use of books that are also songs  
Finding: Brain areas governing music and language overlap (Deutsch, 2010).
Conscious Discipline strategies
Finding: The window of opportunity for wiring social and emotional intelligence is between birth and four (Ramey & Ramey, 1999).
Finding: Reducing stress allows the brain to function in a more logical state (Jensen, 2005)
Finding: Appropriate social strategies are learned by modeling and by providing examples (Sousa, 2005, Goleman, 2006).

References

Armstrong, Thomas. (1994) Multiple Intelligences in the Classroom. ASTD.


Jensen, Eric (2005) Teaching with the Brain in Mind, revised 2nd. edition. ASCD, Alexandria, VA.


Web Pages:
