

# Frog Street Pre-K

## Instructional Strategies Research



### Frog Street Pre-K

*A comprehensive, bilingual curriculum  
for three and four year olds*

2015



# Research for Instructional Strategies in Frog Street Pre-K

## **Lesson Structure: Focus, Develop, Practice, Reflect**

Finding: Information (data) forms a predictable path as it makes its 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 (Coyle, 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**

Finding: Physical movement enhances brain functions (Cabrera & Cotosi, 2010, Hannaford, 2008).

### **Repetition**

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

### **Use of multiple learning styles in activities**

Finding: Learning styles differ greatly across situations (Scott, et al, 2010).

### **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).

Finding: Singing enhances the brains awareness of patterns (Jensen, 2005, Sousa 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).

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### **Web Pages:**

<http://www.iamyourchild.org>  
<http://www.naeyc.org>

<http://www.zerotothree.org>  
<http://www.nccic.org>



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