

Pre-K Accelerate

Beliefs

From birth to age five, a young child’s brain develops more than at any other time in their life and builds a strong foundation for future learning, health, and life success.¹ Communities, sites, programs, and families have worked tirelessly to respond to the pandemic in a way that ensures all children, regardless of their educational environment, have access to resources that support their ongoing growth and development.

Now more than ever, programs are assessing both progress and unfinished learning endured to understand the implications of the pandemic. As educators plan for summer learning opportunities and the start of the 2021-2022 school year, **it’s crucial that programs are designing instructional opportunities that accelerate learning and relieve the interruptions in routines and social emotional support.**

Purpose

Acceleration is accomplished when teachers build rich learning environments that embed high quality supports and represent individual children’s needs. A [developmentally appropriate](#) classroom environment that prioritizes quality interactions will provide a safe learning opportunity where children can build [autonomy](#) and deepen their inquiry and knowledge, regardless of the content.

Pre-K Accelerate IS	Pre-K Accelerate IS NOT
<ul style="list-style-type: none"> ✓ Intentional integration of high quality supports paired with strategic activities within the context of the child’s natural learning environment. ✓ Developmentally appropriate ✓ Responsive to individual children’s needs. ✓ Integrated throughout instruction. ✓ Ongoing and data-driven. ✓ A way to build rich learning experiences throughout the school day. 	<ul style="list-style-type: none"> X A pull out service. X Teaching skills in isolation from current, developmental learning. X Utilization of resources or programs that are disconnected from the high-quality curriculum. X A tool that does not promote high-quality interactions or hands-on learning. X Computer programs and worksheets. X Rote learning structures. X Grouping students by perceived ability.

Pre-K Accelerate Implementation

Step 1: Use a diagnostic screening and/or current formative assessment data to determine the needs of individual children and where targeted supports may be needed.

Step 2: Reference [Louisiana’s Birth to Five Early Learning and Development Standards](#) as a framework to plan for individual children, based on a continuum of development within each learning domain.

Step 3: Use PK Accelerate’s “Sample Daily Lesson Plan to Maximize Instruction During the School Day” to identify where targeted supports could be embedded within the regular learning environment.

Step 4: Based on screening and assessment data, provide targeted support through aligned high-quality curriculum activities. For example, if a child needs additional support in regulating their emotions and behaviors, provide an activity that reinforces that objective, like Teaching Strategies Mighty Minute, [The Answer Is No!](#)

Step 5: Monitor progress to assist in adapting instruction appropriately based on child learning and outcomes.

¹ <https://www.cdc.gov/ncbddd/childdevelopment/early-brain-development.html>

Sample Daily Lesson Plan

The following sample daily lesson plan is an example of opportunities and considerations throughout the day where learning can be accelerated. High-quality early childhood programs should consider specific activities throughout the school day where additional and intentional instruction can be embedded to respond to individual needs of children as a way to accelerate their learning and ensure they are prepared for kindergarten and beyond.

Sample Daily Lesson Plan to Maximize Instruction During the School Day		
Time of Day	Activity	Considerations to Accelerate Learning
7:30 - 8 a.m.	Before School/ Small Group Activity	Invite a select group of children to engage in a <i>focused</i> small group activity before all of the children arrive. Build out a rotation where any children who are able to attend, get added to one or two rotations per week. Consider: <i>How can you track growth during this time and how will you analyze data to plan for these activities?</i>
8 - 8:30 a.m.	Breakfast	Use this time intentionally. Example enhancements include: <ul style="list-style-type: none"> ● Listen to a book on tape; ● Open a select group of centers for children to explore before coming together for morning meeting; or ● Provide intentional table activities and <i>invite</i> specific children to explore based on individual needs.
8:30 - 8:45 a.m.	Morning Meeting	Maximize child engagement at every level and provide necessary supports: <ul style="list-style-type: none"> ● Utilize sensory materials and visual boards for children who may need additional support to engage in a large group setting. ● Ensure morning meeting activities embed multi-sensory approaches, overall. This may include utilizing visuals, songs, movement activities, peer discussion, tangible props, and shared writing experiences.
8:45 - 9:45 a.m.	Center Play and Small Groups	Spend the first 15 minutes rotating through centers and engaging with children through quality interactions and thought provoking questions. Plan for small group opportunities during centers by facilitating two 10-minute small groups either in a quiet area or within a learning center.
9:45 - 9:55 a.m.	Clean Up	Consider ways to make cleaning up an engaging learning opportunity. <ul style="list-style-type: none"> ● How can the classroom organization support autonomy and provide learning opportunities during clean up (eg., sorting and matching)? ● What will children do when they are done cleaning up?
9:55 - 10:15 a.m.	Read Aloud	Consider ways to connect books to children's lives. <ul style="list-style-type: none"> ● Use a variety of modalities to engage with the story including physical movements and actions, songs, additional visuals, opportunities for peer discussion. ● Embed props from stories into centers and other activities during the day to provide children an opportunity to retell the story and re-engage with familiar stories they love.

10:15 - 10:30 a.m.	Small Groups	<p>Meet children where they are during small group instruction.</p> <ul style="list-style-type: none"> ● Differentiate learning and provide child-led activities. ● Provide opportunities for open-ended conversations.
10:30 - 11:30 a.m.	Outdoor Play	<p>Consider indoor materials that you can bring outside based on specific skills where children need additional support (build out pre-filled baskets).</p> <ul style="list-style-type: none"> ● Facilitate a 10-minute small group outdoor learning activity. ● Facilitate a 2nd 10-minute small group outdoor learning activity; consider indoor materials that you can bring outside based on specific skills that children need additional support (build out pre-filled baskets). ● Facilitate a 10-minute small group outdoor learning activity. ● Facilitate a 2nd 10-minute small group outdoor learning activity.
11:30 - 12 p.m.	Lunch	<p>Examples of lunch activities include:</p> <ul style="list-style-type: none"> ● Matching letters to food names; ● Writing a menu as a group using shared writing strategies; ● Rhyming round robin (<i>Can you rhyme a word with this food word?</i>).
12 - 1:30 p.m.	Nap	Provide individual quiet activity bags for children who may rest but not sleep.
1:30 - 2 p.m.	Read Aloud/Snack	Consider connecting a math read aloud to snack and small group activities to increase a deeper connection across activities and target individual needs through intentional planning.
2 - 2:15 p.m.	Small Groups	<p>Meet children where they are during small group instruction.</p> <ul style="list-style-type: none"> ● Differentiate learning and provide child-led activities. ● Provide opportunities for open-ended conversations.
2:15-3 p.m.	Outdoor Play	<p>Consider indoor materials that you can bring outside based on specific skills where children need additional support (build out pre-filled baskets).</p> <ul style="list-style-type: none"> ● Facilitate a 10-minute small group outdoor learning activity. ● Facilitate a 2nd 10-minute small group outdoor learning activity; consider indoor materials that you can bring outside based on specific skills that children need additional support (build out pre-filled baskets). ● Facilitate a 10-minute small group outdoor learning activity. ● Facilitate a second 10-minute small group outdoor learning activity.
3-3:15 p.m.	Closing Meeting and Dismissal	<p>Maximize child engagement at every level and provide necessary support.</p> <ul style="list-style-type: none"> ● Utilize sensory materials and visual boards for children who may need additional support to engage in a large group setting. ● Ensure closing meeting activities embed multi-sensory approaches, overall. This may include utilizing visuals, songs, movement activities, peer discussion, tangible props, and shared writing experiences. ● Provide a way for children to reflect on their day and prepare for the next. <i>How can this support building community among the class?</i>

TeachingStrategies GOLD® Curriculum Connection

The purpose of this table is to provide direct alignment between high-quality curricula and TS GOLD® objectives, so that additional activities related to the TS GOLD® Objectives can be used and individualized in areas where specific children need additional support to embed throughout the daily routine.

Teaching Strategies GOLD®	Progression of Objectives and Dimensions	
	GOLD Objectives for Development & Learning with Louisiana’s Birth to Five ELDS	
	Creative Curriculum	Frog Street
CLASS Crosswalk	Crosswalk of the Creative Curriculum for Preschool, Sixth Edition With the Pre-K CLASS	Frog Street Pre-K Correlation to the Pre-K CLASS
Early Learning and Development Standards (ELDS) Crosswalk	The Creative Curriculum for Preschool with Louisiana’s Birth to Five ELDS	Frog Street Pre-K Correlation to the Louisiana DOE ELDS-Four Year Olds

Teaching Strategies

TS GOLD® Area of Development and Learning	TS GOLD® Objective for Development and Learning	MM Card #	Mighty Minutes Title
Social-Emotional	1. Regulates own emotions and behaviors <ul style="list-style-type: none"> a. Manages feelings b. Follows limits and expectations c. Takes care of own needs appropriately 	25 60 59	Freeze On the Spot Can You Do This?
	2. Establishes and sustains positive relationships <ul style="list-style-type: none"> a. Forms relationships with adults b. Responds to emotional cues c. Interacts with peers d. Makes friends 	78 75	Hello Friends Baby Massage

	<p>3. Participates cooperatively and constructively in group situations</p> <ul style="list-style-type: none"> a. Balances needs and rights of self and other. b. Solves social problems 		
Physical	<p>4. Demonstrates traveling skills</p>	05	Silly Willy Walking
		11	A Bouncing We Will Go
		13	This Way or That?
		16	That's How I Roll
	<p>5. Demonstrates balancing skills</p>	35	Pirate's Plank
		58	Sing-Song Sit-Ups
	<p>6. Demonstrates gross-motor manipulative skills</p>		
	<p>7. Demonstrates fine motor strength and coordination</p> <ul style="list-style-type: none"> a. Uses fingers and hands b. Uses writing and drawing tools 		
Language	<p>8. Listens to and understands increasingly complex language</p> <ul style="list-style-type: none"> a. Comprehends language b. Follows directions 	03	Purple Pants
		13	Simon Says
		69	The Little Monster
		73	Are You Ready?
		86	Listening Story
	<p>9. Uses language to express thoughts and needs</p> <ul style="list-style-type: none"> a. Uses an expanding expressive vocabulary b. Speaks clearly c. Uses conventional grammar d. Tells about another time or place 	33	Crawling Mouse
		10	Words in Motion
		76	Describing Things
		49	A Tree My Size
		43	Bouncing Big Brown Balls
		19	I Spy With My Little Eye
	<p>10. Uses appropriate conversation and other communication skills</p> <ul style="list-style-type: none"> a. Engages in conversations 	09	The Answer Is No!
		15	Window Conversations

	b. Uses social rule of language	64	Paper Towel Rap
Cognitive	11. Demonstrates positive approaches to learning a. Attends and engages b. Persists c. Solves problems d. Shows curiosity and motivation e. Shows flexibility and inventiveness in thinking	72 02 31	What's in the Bag Just Like Mine What's Inside the Box?
	12. Remembers and connects experiences a. Recognizes and recalls b. Makes connections	06 18 46 23 61	The Creeping Ladybug I'm Thinking of... Strolling Through the Park Hi-Ho, the Derry-O Riddle, Riddle, What is That?
	13. Uses classification skills	26 68	Thank You I Have a Secret
	14. Uses symbols and images to represent something not present a. Thinks symbolically b. Engages in sociodramatic play	28 16	Animals in the Barn Nothing, Nothing Something
Literacy	15. Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme b. Notices and discriminates alliteration c. Notices and discriminates discrete units of sound d. Applies phonics rules and knowledge of word structures to decode text.	04 08 12 14 17 100 96 95 88 87 85 84	Riddle Dee Dee Clap the Missing Word Tricky Ricky Scat Singing Leaping Sounds La, La, La This Old Man Sorting Syllables Disappearing Rhymes One, Two Buckle My Shoe Listen For Your Name Let's Make Letters

		81 Humpty Dumpty 79 Here is the Beehive 59 Clap the Beat 58 A-Hunting We Will Go 56 I Had a Little Nut Tree 55 Mr. Forgetful 54 The Green Grass Grows 51 High in the Tree 60 The Name Dance 50 1,2,3 What Do I See? 44 Two Plump Armadillos 40 Clap a Friend's Name 37 Little Ball 35 My Name, Too! 33 Thumbs Up 24 Dinky Doo 27 Diddle, Diddle Dumpling 29 Baa, Baa Black Sheep
	16. Demonstrates knowledge of the alphabet a. Identifies and names letters b. Identifies letter-sound correspondence	77 Hello Bingo 09 Writing in the Air 98 I Have One 92 Name Cheer 83 Let's Make a Cake 57 Find the Letter Sound 47 Step Up
	17. Demonstrates knowledge of print and its uses a. Uses and appreciates books and other text b. Uses print concepts	
	18. Comprehends and responds to books and other text a. Interacts during reading experiences, book conversations,	

	<p>and text reflections</p> <ul style="list-style-type: none"> b. Uses emergent reading skills c. Retells stories and recounts details from informational text d. Uses context clues to read and comprehend text e. Reads fluently 	
	<p>19. Demonstrates writing skills</p> <ul style="list-style-type: none"> a. Writes name b. Writes to convey meaning c. Writes using conventions 	
Mathematics	<p>20. Uses number concepts and operations</p> <ul style="list-style-type: none"> a. Counts b. Quantifies c. Connects numerals with their quantities 	<p>30 One for You, One for Me</p> <p>15 Say It, Show It</p> <p>07 Hippity, Hoppity, How Many?</p> <p>21 Hully, Gully, How Many?</p> <p>89 We Like Clapping?</p> <p>82 Let's Clean Up!</p> <p>53 Three Rowdy Children</p> <p>42 Come Play With Me</p> <p>28 Counting Calisthenics</p>
	<p>21. Explores and describes spatial relationships and shapes</p> <ul style="list-style-type: none"> a. Understands spatial relationships b. Understands shapes 	<p>44 Jack and Jill</p> <p>20 I can Make a Circle</p> <p>22 How or Cold 3-D Shapes</p> <p>97 Shape Hunt</p> <p>74 Jack in the Box</p> <p>62 Where Can He Be?</p> <p>52 Walk Around the Shapes</p> <p>38 Spatial Patterns</p> <p>32 Walk the Line</p>
	<p>22. Compare and measure</p>	<p>75 Busy Bees</p>
	<p>23. Demonstrates knowledge of patterns</p>	<p>93 Up, Down</p>

		65 26 36	People Patterns Echo Clapping Body Patterns
Science and Technology	24. Uses scientific inquiry skills		
	25. Demonstrates knowledge of characteristics of living things	45	I'm a Sturdy Oak Tree
	26. Demonstrates knowledge of physical properties of objects and materials.	26 39	Freely Box Let's Pretend
	27. Demonstrate knowledge of Earth's environment		
	28. Uses tools and other technology to perform tasks		
Social Studies	29. Demonstrates knowledge about self	41	The Imaginary Ball
	30. Shows basic understanding of people and how they live	01 11	The People in Your Neighborhood What is My Job?
	31. Explores changes related to familiar people or places		
	32. Demonstrate simple geographic knowledge		
The Arts	33. Explores the visual arts		
	34. Explores musical concepts and expression	67 71 06 94 91 66	Shoo, Fly! Recycle Song This Is the Way Old McDonald Move the Beat Musical Junk
	35. Explores dance and movement concepts	89 30 99	Hop Around Bounce, Bounce, Bounce Let's All Follow

		72 70 67 34	My Body Jumps The Kids Go Marching In Let's Stick Together The Wave
	36. Explores drama through actions and language	93 90 63	Oh, Dear! What Can the Matter Be? Little Miss Muffet Going on a Journey

**This document lists the Mighty Minutes® by their primary objectives for development and learning. Its purpose is to give teachers a resource for determining which Mighty Minutes® activities to use when they want to focus on particular objectives. It is important to note that each Mighty Minutes® activity meets more than one objective for development and learning. The Mighty Minutes® cards also show additional objectives related to the activities. Some objectives are not addressed by Mighty Minutes® activities, but they are addressed directly by other resources of The Creative Curriculum® for Preschool. Detailed information about these objectives can be found in The Creative Curriculum® for Preschool, Sixth Edition, Volume 6: Objectives for Development & Learning.*

Frog Street

TS GOLD® Area of Development and Learning	TS GOLD® Objective for Development and Learning	Frog Street Activities
Social-Emotional	1. Regulates own emotions and behaviors d. Manages feelings e. Follows limits and expectations f. Takes care of own needs appropriately	<i>coming soon</i>
	2. Establishes and sustains positive relationships e. Forms relationships with adults f. Responds to emotional cues g. Interacts with peers h. Makes friends	
	3. Participates cooperatively and constructively in group situations	

	<ul style="list-style-type: none"> a. Balances needs and rights of self and other. b. Solves social problems 	
Physical	4. Demonstrates traveling skills	
	5. Demonstrates balancing skills	
	6. Demonstrates gross-motor manipulative skills	
	7. Demonstrates fine motor strength and coordination <ul style="list-style-type: none"> c. Uses fingers and hands d. Uses writing and drawing tools 	
Language	8. Listens to and understands increasingly complex language <ul style="list-style-type: none"> c. Comprehends language d. Follows directions 	
	9. Uses language to express thoughts and needs <ul style="list-style-type: none"> e. Uses an expanding expressive vocabulary f. Speaks clearly g. Uses conventional grammar h. Tells about another time or place 	
	10. Uses appropriate conversation and other communication skills <ul style="list-style-type: none"> c. Engages in conversations d. Uses social rule of language 	
Cognitive	11. Demonstrates positive approaches to learning <ul style="list-style-type: none"> f. Attends and engages g. Persists h. Solves problems i. Shows curiosity and motivation j. Shows flexibility and inventiveness in thinking 	

	12. Remembers and connects experiences c. Recognizes and recalls d. Makes connections	
	13. Uses classification skills	
	14. Uses symbols and images to represent something not present e. Thinks symbolically f. Engages in sociodramatic play	
Literacy	15. Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme b. Notices and discriminates alliteration g. Notices and discriminates discrete units of sound h. Applies phonics rules and knowledge of word structures to decode text.	
	16. Demonstrates knowledge of the alphabet c. Identifies and names letters d. Identifies letter-sound correspondence	
	17. Demonstrates knowledge of print and its uses c. Uses and appreciates books and other text d. Uses print concepts	
	18. Comprehends and responds to books and other text f. Interacts during reading experiences, book conversations, and text reflections g. Uses emergent reading skills h. Retells stories and recounts details from informational text i. Uses context clues to read and comprehend text j. Reads fluently	

	19. Demonstrates writing skills d. Writes name e. Writes to convey meaning f. Writes using conventions	
Mathematics	20. Uses number concepts and operations d. Counts e. Quantifies f. Connects numerals with their quantities	
	21. Explores and describes spatial relationships and shapes c. Understands spatial relationships d. Understands shapes	
	22. Compare and measure	
	23. Demonstrates knowledge of patterns	
Science and Technology	24. Uses scientific inquiry skills	
	25. Demonstrates knowledge of characteristics of living things	
	26. Demonstrates knowledge of physical properties of objects and materials.	
	27. Demonstrate knowledge of Earth's environment	
	28. Uses tools and other technology to perform tasks	
Social Studies	29. Demonstrates knowledge about self	
	30. Shows basic understanding of people and how they live	
	31. Explores changes related to familiar people or places	

	32. Demonstrate simple geographic knowledge	
The Arts	33. Explores the visual arts	
	34. Explores musical concepts and expression	
	35. Explores dance and movement concepts	
	36. Explores drama through actions and language	