

# WELCOME TO OUR WORLD

2

## 3, 4, 5 – Go! Preparing Very Young Learners for School

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# **Today's Agenda**

- **Why is school readiness important?**
- **What is 'school readiness'?**
- **Examples and activities**
- **Q&A**



# **What is 'school readiness'?**

- **What does this mean to you?**



# Industry descriptors

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2018 AEDC  
National Report  
now available

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<https://www.aedc.gov.au/>



**Figure 1** — Descriptions of the AEDC developmental domains.

Physical health and wellbeing	
	Children's physical readiness for the school day, physical independence and gross and fine motor skills.
Social competence	
	Children's overall social competence, responsibility and respect, approach to learning and readiness to explore new things.
Emotional maturity	
	Children's pro-social and helping behaviours and absence of anxious and fearful behaviour, aggressive behaviour and hyperactivity and inattention.
Language and cognitive skills (school-based)	
	Children's basic literacy, advanced literacy, basic numeracy, and interest in literacy, numeracy and memory.
Communication skills and general knowledge	
	Children's communication skills and general knowledge based on broad developmental competencies and skills.



# School readiness is the appropriate development of:

- Physical skills
  - Gross motor skills & fine motor skills
  - Coordination and balance



Children dancing together, China

## VALUE



Be active.

LESSON 4

SONG AND VALUE: Be active.

1 Look and see. 2 TR: 5.8 Listen and do. 3 TR: 5.9 Listen and sing. 4 Stick.

32



A playground, USA



LESSON 7

PROJECT

1 Make.

LESSON 6

VIDEO Content Words: climb, hopscotch, playground

1 Look and see. 2 SC: 10 Watch. 3 SC: 10 Watch and do.

34



Boys reading together, UAE

## VALUE



Take care of your things.

LESSON 4

SONG AND VALUE: Take care of your things.

1 TR: 2.8 Listen and point. 2 TR: 2.9 Listen and sing. 3 TR: 2.10 Sing and do. 4 Stick.

14



# School readiness is the appropriate development of:

- **Socio-emotional skills**
  - Self-care and emotional management
  - Working with others



STRUCTURE: What's your name? My name's Jian.

1 Look and see. 2 TR: 0.1 Listen and say. 3 TR: 0.2 Listen and sing. 4 TR: 0.3 Sing and do.



VALUE



Share your toys.

LESSON  
4

SONG AND VALUE: Share your toys.

1 TR: 4.8 Listen and point. 2 TR: 4.9 Listen and sing. 3 TR: 4.10 Sing and do. 4 Stick.



# School readiness is the appropriate development of:

- Cognitive skills
  - Spatial awareness, reasoning, etc.
  - Language and numeracy skills



LESSON 5

PHONICS: mix and six

1 TR: 6.11 Listen and point. 2 TR: 6.12 Listen and say. 3 TR: 6.13 Listen and chant. 4 Stick and say Match.



Children helping in the kitchen, France



LESSON 4

SONG AND VALUE: Help in the kitchen.

1 TR: 9.8 Listen and point. 2 TR: 9.9 Listen and sing. 3 TR: 9.10 Sing and do. 4 Stick.

VALUE



Help in the kitchen.

# What is 'appropriate development' ?

## ■ US CDC Developmental Milestones

<https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

## What Most Children Do by this Age:

### Cognitive (learning, thinking, problem-solving)

- ☐ Names some colors and some numbers
- ☐ Understands the idea of counting
- ☐ Starts to understand time
- ☐ Remembers parts of a story
- ☐ Understands the idea of "same" and "different"
- ☐ Draws a person with 2 to 4 body parts
- ☐ Uses scissors

## Your Child at 4 Years



Child's Name \_\_\_\_\_

Child's Age \_\_\_\_\_

Today's Date \_\_\_\_\_

Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by age 4. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

### What Most Children Do by this Age:

#### Social/Emotional

- ☐ Enjoys doing new things
- ☐ Plays "Mom" and "Dad"
- ☐ Is more and more creative with make-believe play
- ☐ Would rather play with other children than by himself
- ☐ Cooperates with other children
- ☐ Often can't tell what's real and what's make-believe
- ☐ Talks about what she likes and what she is interested in

#### Language/Communication

- ☐ Knows some basic rules of grammar, such as correctly using "he" and "she"
- ☐ Sings a song or says a poem from memory such as the "Itsy Bitsy Spider" or the "Wheels on the Bus"
- ☐ Tells stories
- ☐ Can say first and last name

#### Cognitive (learning, thinking, problem-solving)

- ☐ Names some colors and some numbers
- ☐ Understands the idea of counting
- ☐ Starts to understand time
- ☐ Remembers parts of a story
- ☐ Understands the idea of "same" and "different"
- ☐ Draws a person with 2 to 4 body parts
- ☐ Uses scissors
- ☐ Starts to copy some capital letters
- ☐ Plays board or card games
- ☐ Tells you what he thinks is going to happen next in a book

#### Movement/Physical Development

- ☐ Hops and stands on one foot up to 2 seconds

- ☐ Catches a bounced ball most of the time
- ☐ Pours, cuts with supervision, and mashes own food

### You Know Your Child Best.

Act early if you have concerns about the way your child plays, learns, speaks, acts, or moves, or if your child:

- ☐ Is missing milestones
- ☐ Can't jump in place
- ☐ Has trouble scribbling
- ☐ Shows no interest in interactive games or make-believe
- ☐ Ignores other children or doesn't respond to people outside the family
- ☐ Resists dressing, sleeping, and using the toilet
- ☐ Can't retell a favorite story
- ☐ Doesn't follow 3-part commands
- ☐ Doesn't understand "same" and "different"
- ☐ Doesn't use "me" and "you" correctly
- ☐ Speaks unclearly
- ☐ Loses skills he once had

**Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay and ask for a developmental screening.**

If you or the doctor is still concerned

1. Ask for a referral to a specialist and,
2. Call any local public elementary school for a free evaluation to find out if your child can get services to help.

For more information, go to [cdc.gov/Concerned](https://www.cdc.gov/Concerned).

**DON'T WAIT.**  
Acting early can make a real difference!



# Bigger picture

- “School readiness includes the readiness of the individual child, the school’s readiness for children, and the ability of the family and community to support optimal early child development.”

**American Academy of Pediatrics, “School Readiness”, Williams & Lerner, 2019**

<https://pediatrics.aappublications.org/content/144/2/e20191766>





# What impact does this have?

- “Investing in early childhood education is a solution that creates upward mobility by ensuring all children have the opportunity to build foundations for long-term success in life. ... The benefits of high-quality programs from birth through age five do not end with one child, but instead extend to their entire family, now and in the years to come.”

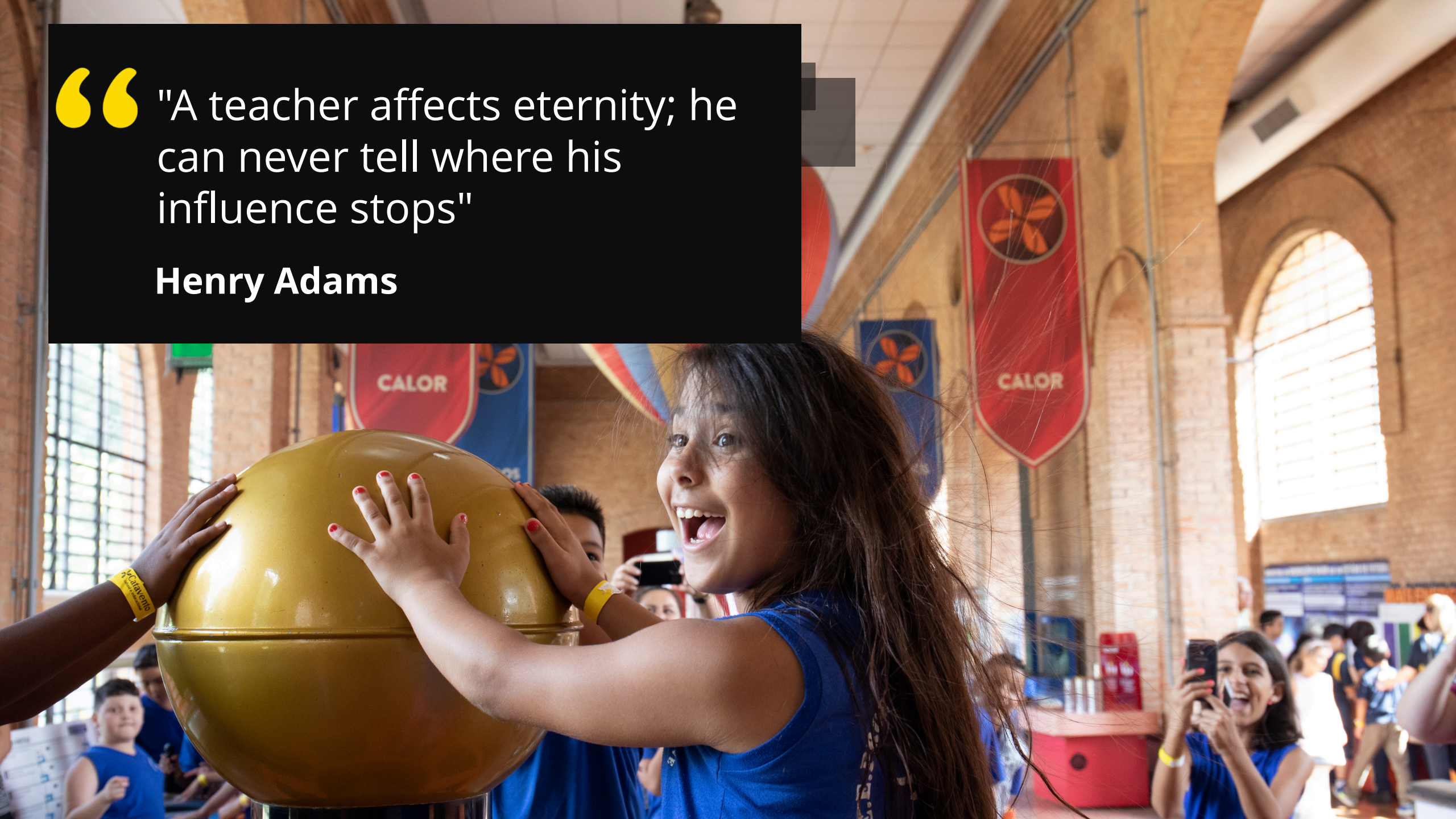
**First Five Years Fund,** <https://www.ffyf.org/why-it-matters/lifelong-gains/>





“ "A teacher affects eternity; he  
can never tell where his  
influence stops"

**Henry Adams**





# **Let's play...**

## **guess the school readiness skill!**

- **Take a look at a page from a Student Book**
- **What school readiness skill does this develop?**
- **REMEMBER: Welcome to Our World 2<sup>nd</sup> edition:**  
**level 1 = 3-4 y.o.    level 2 = 4-5 y.o.    level 3 = 5-6 y.o.**



Look and listen. Say. TR: 0.3

My name  
is Freddy.

My name  
is Eddie.

Look and listen. Say. TR: 0.4

Listen and sing. TR: 0.5

Nice to  
meet you.

Nice to meet  
you, too.

## **School Readiness: Social-Emotional Learning**

Greetings and introductions are important skills for children to learn as they start school. Have children practice using the new greetings from the language models to meet children they don't know in the class. Remind them that greeting people and introducing themselves is an important first step in making friends.

## **Teacher Tip**

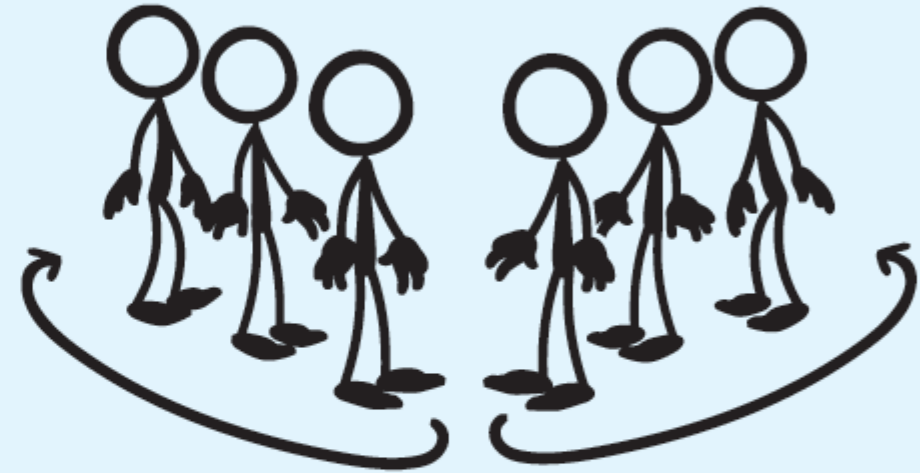
If possible, take a picture of each child within the first few lessons. Hang these pictures in the classroom so children will see themselves the next time they come to class. This will help children feel that they belong in the class.

# Additional Activities

- Have children stand in a line. Ask the first child *What's your name?* Have the child answer *My name is [Taro]*. Then have that child go to the back of the line. Repeat the activity with the next child. Continue for all the other children in the line.

- **Challenge** When the first child gets to the front of the line again, have him or her turn around and ask the classmate behind *What's your name?* After the classmate responds, he or she turns around and asks the next child in line. Repeat until all children have a turn.

- Put children in two lines facing each other, like this:



Let children know which line speaks first. Have the child in the front of the first line say to the child opposite him or her *Nice to meet you*. Have the child at the front of the second line say *Nice to meet you, too*. Have these two children move to the back of the line and then repeat with the next pair. Continue this way until each pair has a turn.



## Teacher Tip

Using puppets can be very helpful in the preschool classroom. Puppets can get children's attention and keep them focused on the lesson. Puppets also give you a partner for modeling dialogues. Remember to give each puppet a special voice that's different from your own.

- Making name tags or labels

Andrew

WordArt





# 4 My Dress Is Yellow

Listen, point, and say. TR: 4.1  
Listen and say. TR: 4.2a

VOCABULARY Listen, point, and say. TR: 4.3



a dress



a shirt



pants



socks



shoes

The Madeira Flower Festival in Portugal



## **School Readiness: Self-Care**

In this lesson, children are asked to take their shoes off. When it is time for children to put their shoes back on, have them do it themselves. Any time children are asked to put on a jacket/coat, hat, or gloves, allow them time to try doing it without help. Learning to dress themselves is an important step in development, and it comes through practice. Only help when you see a child struggling with a clothing item.

**CONCEPTS** Listen, point, and say. TR: 4.5

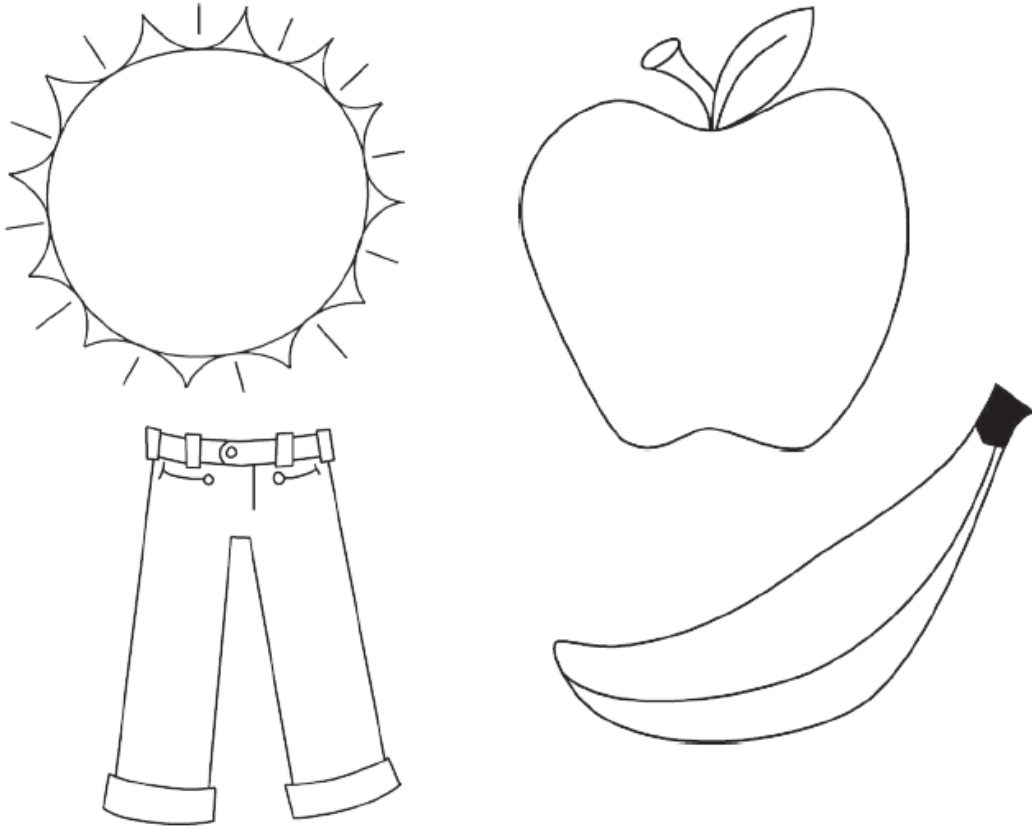


**PRACTICE** Stick and say.





**CONCEPTS** Color red, yellow, or blue. Say.



**LANGUAGE IN USE** Listen. Trace and color. Say. TR: AB.4.3



## Additional Activities

- Put a pile of mixed blue, red, and yellow sheets of construction paper on a table. Work as a class to sort the paper into separate piles for each color. Have each child choose one of the papers, call out its color, and put it in the correct pile.
- Scatter blue, red, and yellow objects around the classroom. Put children in three groups: the blue group, the red group, and the yellow group. Give each group a bag. Have the groups go around the classroom, collecting the objects for their group's color. You may want to challenge groups to see who finishes first.



# Learning how to learn

- Help students pick up a good learning process
- Clarity and consistency of instruction helps learners know what to do and how to learn
  - fewer surprises, more 'ready' to learn
- Three-step teaching routines



# THREE-STEP CONCEPTS ROUTINE

## Step 1: Warm Up

- Connect to children's background knowledge by reviewing language taught earlier in the unit. Use **flashcards**, other visuals, gestures, and/or real objects to review.
- Play the **Unit Song audio track** or **video scene** and have children listen.
- Have children listen and watch as you sing the song and do the gestures.
- Then say *Now let's all sing the song*. Play the song two more times.
- Encourage children to sing along and do the gestures with you.

## Step 2: Present

- Help children open their **Student's Books** to the **Concepts page**.
- Connect the concepts to children's background knowledge. For example, if you are teaching the numbers 3–5, hold up 1 and 2 items and have children count them. (Student's Book I, Unit 3)
- Have children look at the photo(s) on the **Concepts page** as they listen, point, and say. Play the **Concepts audio track** or **video scene** or say each concept word yourself.
- Model applying the concepts to vocabulary taught earlier in the unit and in prior units. Use **flashcards**, other visuals, gestures and/or real objects to review.
- Help children demonstrate and act out the concepts. Encourage children to participate by saying the words out loud or by acting them out.

## Step 3: Practice

- Have students open their **Student's Books** to the **Concepts Practice page**.
- Have children do the **Concepts Practice activity**. Model it first by saying each word in the instructions and doing the action while children watch.
- Help children complete the activity. Encourage them to use the concepts and vocabulary words as they talk about the stickers they have placed on the page; for example, *Three apples*. (Student's Book I, Unit 3).

Welcome to Our World 2<sup>nd</sup> edition  
Lesson Planner front matter

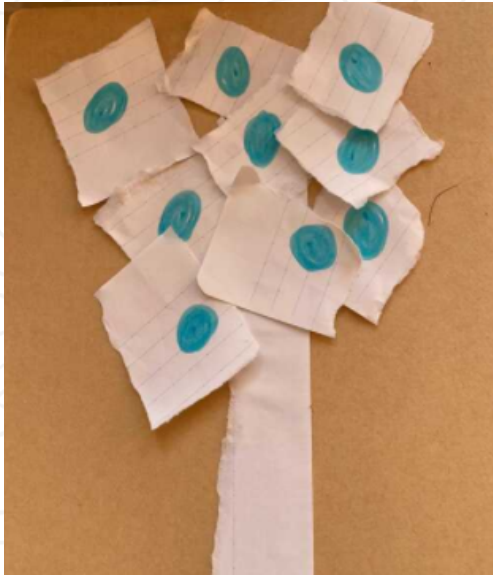


## Activity Worksheet 1.2



## School Readiness: Motor Skills

Using scissors develops hand-eye coordination and fine motor skills. While children are learning to use scissors, have them do other activities that will also strengthen hand and finger muscles and develop hand-eye coordination. Such activities include tearing up paper into small pieces, spinning a top, and squeezing water out of a squirt-toy. Continue doing them even after children start using scissors.

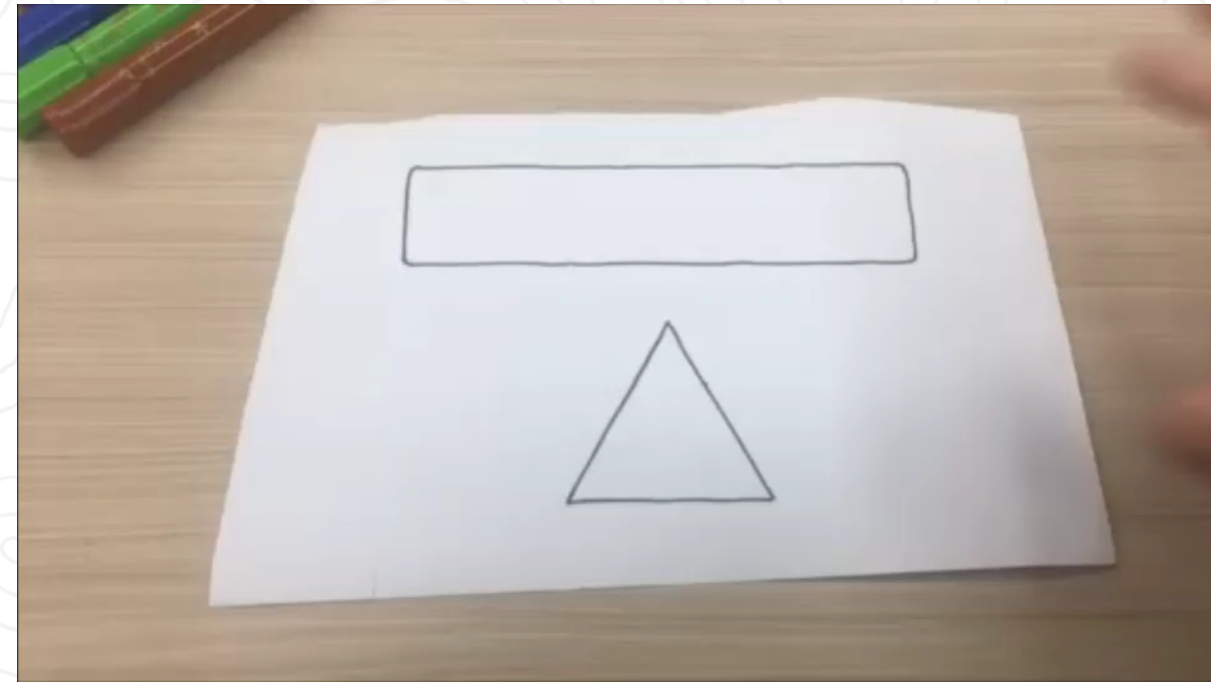




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PROJECT Make a seesaw.



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### PROJECT Make a penguin.





# Additional Activity

- Have a child close his or her eyes. Then guide the child to a chair, a table, or a computer. Help the child place his or her hands on and around the object to get a sense of the shape and feel of the object. Have the child guess the object. Repeat with other children, one at a time.

## VOCABULARY Listen, point, and say. TR: 1.3



a crayon



scissors



a pencil



a box



a table



a chair

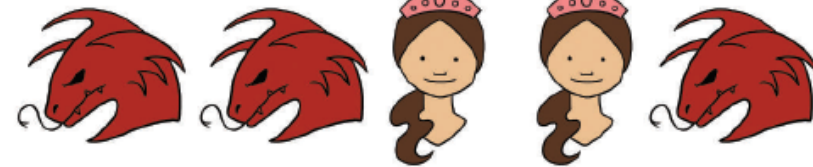
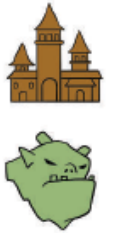


a computer

**PRACTICE** Draw a line and say the word.



**PRACTICE** Choose and say the words.





## School Readiness: Academic Skills

Pretending helps young children learn about the world around them. Always look for opportunities to have children act out the thing they are learning about. Encourage children to use their imagination. By pretending to be a certain thing, as they do in some of the Teach the Vocabulary activities in this lesson, children learn about the way that thing looks, sounds, and behaves.

## School Readiness: Academic Skills

The wild animals theme in this unit introduces the value of being curious about animals. Ask children what they know about penguins and what they are curious about. Tell them that penguins spend about half of their time in the water and half of their time on land and that penguins can drink sea water. Explain that they can find more information about different kinds of animals at museums or nature reserves, or in books and videos. Encourage children to ask questions and learn more about penguins or other animals that interest them.

PRACTICE Draw a line and say the word.



26 Unit 3



## School Readiness: Academic Skills

Read to children as often as possible. Research shows that reading aloud to children helps them develop language skills, especially increasing their vocabulary and structural patterns. Hearing stories also helps children become familiar with elements of text and lays the foundations for literacy. While reading to children, remember the following:

- Read clearly and slowly enough for children to follow. Make eye contact with children as you read.
- Read with expression, using different voices for different characters.
- Use gestures to help make meaning clearer.
- Stop often to ask questions about the story and the illustrations.



PRACTICE Stick and say.





# Kahoot!



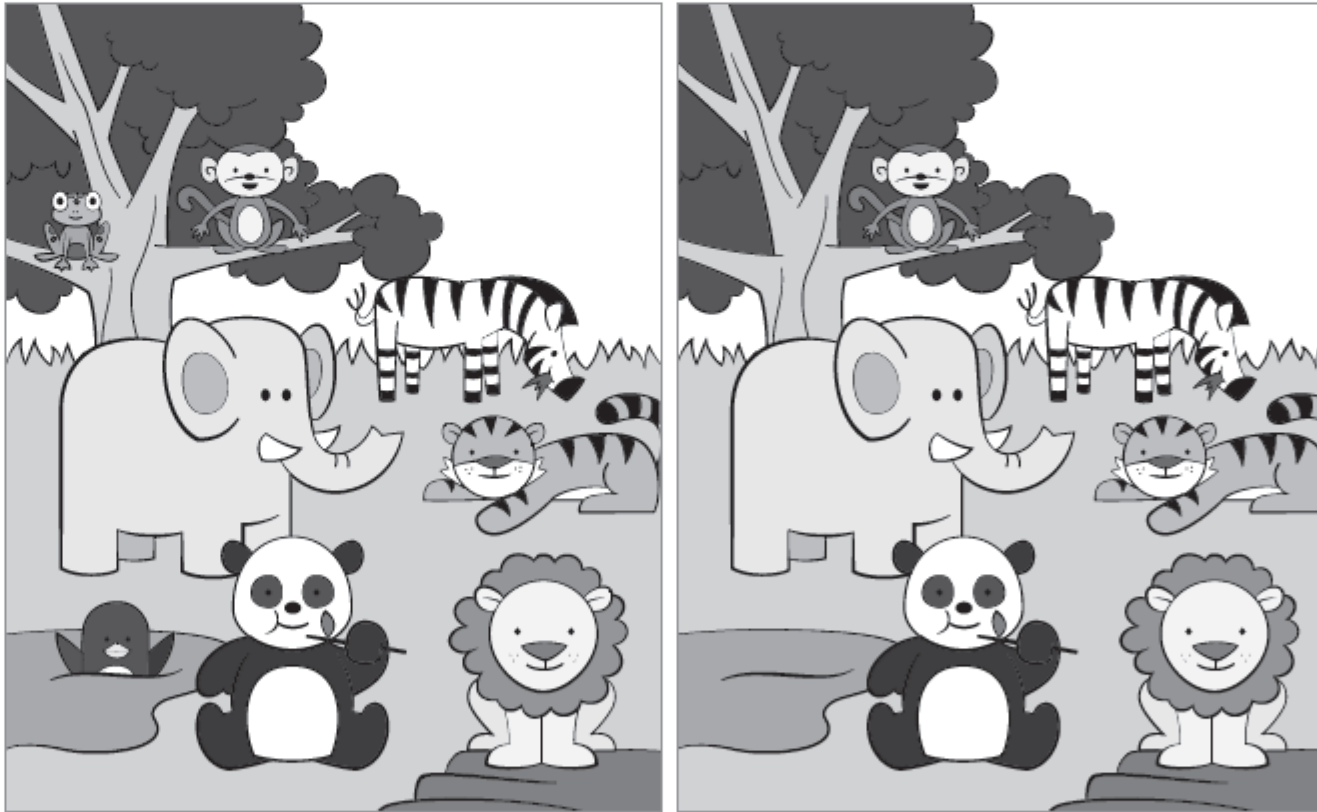
**CONCEPTS** Count and say. Draw.



**CONCEPTS** Count and say. Draw.



**VOCABULARY** Find and say.





**CONCEPTS** Count and say. Draw.



**VOCABULARY** Find and say.



**LANGUAGE IN USE** Listen. Trace and say. TR: AB.3.5

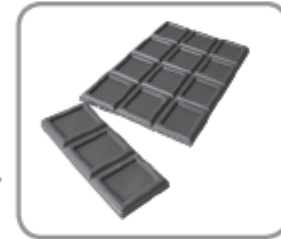
Do you like  
yogurt?



Yes, I do!



No, I don't.



**CONCEPTS** Count and say. Draw.



**VOCABULARY** Find and say.

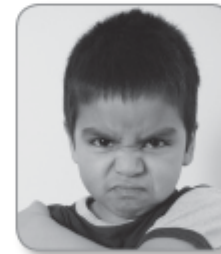


**LANGUAGE IN USE** Listen. Trace and say. TR: AB.3.5

Do you like  
yogurt?

Yes, I do!

**VOCABULARY** Say and draw a line.



**CONCEPTS** Count and say. Draw.



**VOCABULARY** Find and say.



**LANGUAGE IN USE** Listen. Trace and say. TR: AB.3.5

Do you like  
yogurt?

**VOCABULARY**



**WRITING** Listen and say. Trace and write. TR: AB.ABC1

a a a

A A A

b b b

B B B

Use with Unit I.



ant



bus



# Review

- **School readiness is ...**



# **Be the expert!**

- **Be a very young learner expert – learn as much as you can!**
- **Remember that there is a lot more going on than language learning**
- **You will know more than many parents about these topics**
  - Advise and support them when you can



# References

- **AEDC National Report 2018**  
<https://www.aedc.gov.au/>
- **US CDC Developmental Milestones**  
<https://www.cdc.gov/ncbddd/actearly/milestones/index.html>
- **First Five Years Fund**  
<https://www.ffyf.org/why-it-matters/lifelong-gains/>
- **American Academy of Pediatrics, “School Readiness”, Williams & Lerner, 2019**  
<https://pediatrics.aappublications.org/content/144/2/e20191766>



A bright yellow L-shaped graphic is positioned in the top-left corner of the slide. It consists of a horizontal bar extending across the top and a vertical bar extending down the left side, both of uniform thickness.

**Q & A**

# WELCOME to OUR WORLD

SECOND EDITION



**A 3-LEVEL SERIES** FOR VERY YOUNG LEARNERS OF ENGLISH



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