



# Ready for School!

An Early Childhood Curriculum for  
Limited/Non-English Speaking Parents and  
Children Ages 3-4

*(Early Literacy Project for Refugee Children)*

Developed in Partnership with  
Literacy ConneXus and  
Cooperative Baptist Fellowship

# Written and Presented by

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# History and Need for Ready for School

- Increase in refugees resettled in Texas
- Varying educational and cultural backgrounds of refugee families
- Recognition refugee children start school behind American children
- Recognition early childhood education begins before PreK
- Brain development
- Models behavior for school





# Refugees



Refugees are people living outside their home country who cannot return to their country due to fear of persecution based on their race, religion, ethnic group or membership in a particular social or political group.



# Burma/ Myanmar



Karen  
Kachin  
Chin  
Karenni



Congo  
Sudan  
Somalia  
Burundi



Eritrea & Ethiopia





Iraq  
Syria  
Afghanistan







Bhutan / Nepal



# Identified Skills Needed for School

## Literacy – Language

## Math

## Motor

## Social

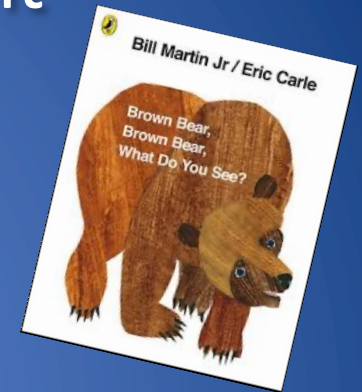
## Parenting





# Literacy – Language

- recognizes his/her name in print
- concepts of print
- recognizes & names colors
- tells stories
- understands basic commands
- understands basic “feeling” words
- identifies body parts





# Math

- Count 1-10
- basic shapes
- Sorting
- one-to-one correspondence
- arranging objects (large-small, small-large)
- comparison concepts (more, less, same)



# Motor Skills

- large motor skills - moves to a beat, hops, crawls, skips
- bounces a ball
- uses blocks
- fine motor skills (uses scissors, holds a pencil, uses pincer grasp)





# Social Skills

- identifies self
- follows directions
- polite words
- works cooperatively
- asks for help
- hygiene and table manners



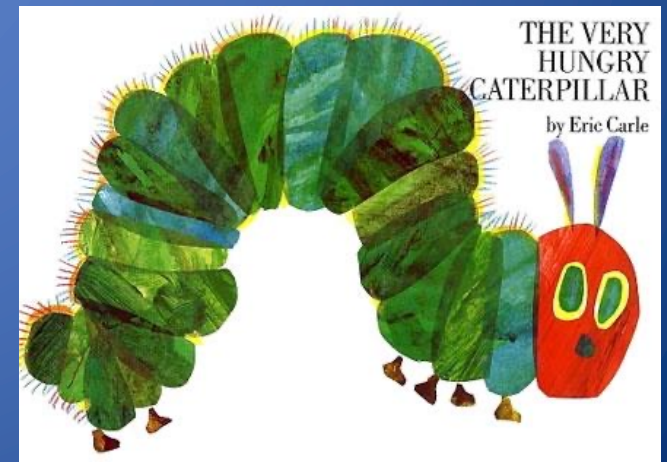
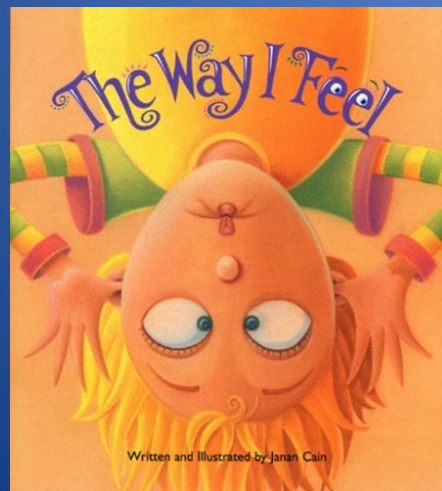
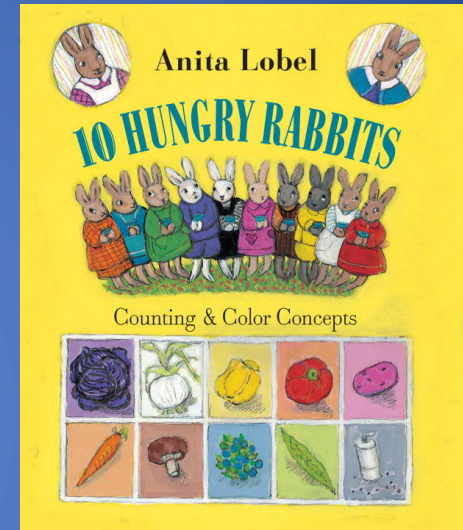
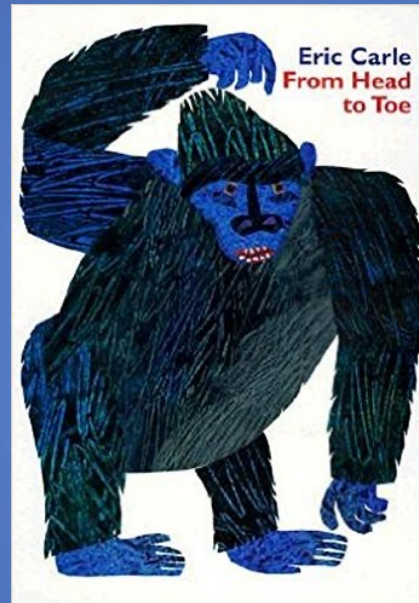
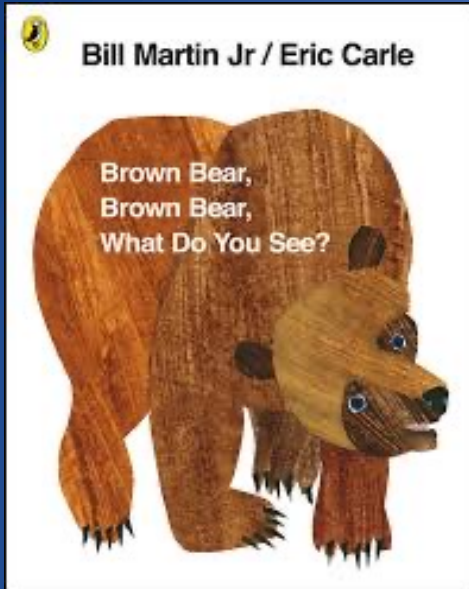


# Parenting Skills

- eye contact
- verbal commands
- modeling polite words
- safety skills
- first-then statements
- structured schedule



# Choosing the Literature







- Visual content
- Simple print
- Predictable text
- Helpful to have actions or clues to support the text





# Integrating skills with the books

Ex: Brown Bear - Language skill =  
recognize and name colors



Ex: Count 1, 2, 3 - Motor skill = move to a beat  
such as marching counting to 10

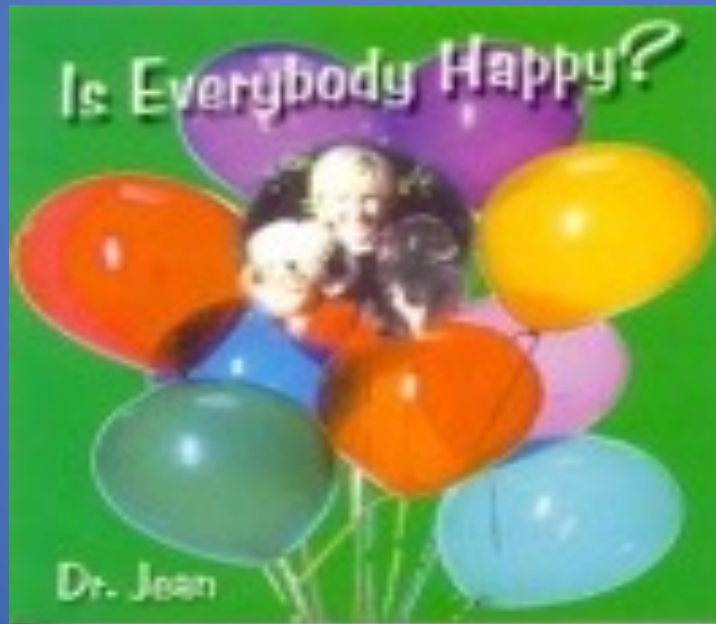
# Resources

- Music
- Media
- Printables
- Books





Music is an important  
resource in many ways.





## Resources for music:

- [www.drjean.org](http://www.drjean.org)
- [www.learningstation.org](http://www.learningstation.org)
- and others



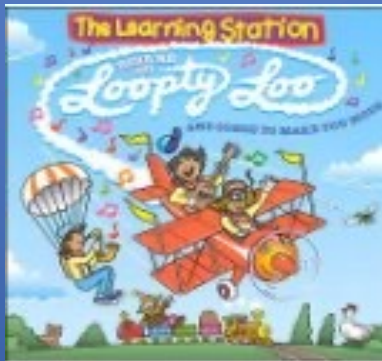


# YouTube channels



[www.Youtube.com](http://www.Youtube.com)

Several musicians have their own channels such as Dr. Jean and Learning Station.



# Various websites for free downloads for printables:

[www.kidzone.com](http://www.kidzone.com)

[www.pinterest.com](http://www.pinterest.com)

[www.abcteach.com](http://www.abcteach.com)

[www.PreschoolMom.com](http://www.PreschoolMom.com)

[www.eslprintables.com](http://www.eslprintables.com)





Resources for books:

Local stores such as Walmart,  
Target, etc.

[www.firstbook.org](http://www.firstbook.org)

[www.scholastic.com](http://www.scholastic.com)

(Book fairs, warehouse sales)



# Lesson Components

- Book of the Week
- Materials Needed
- Parenting Skill
- Teaching Procedures
- Reading Objective /Social Skills Objective
- Teaching Procedures
- Math Objective /Motor Skills Objective
- Teaching Procedures
- Closure





Website Links for curriculum –

[www.literacyconnexus.org](http://www.literacyconnexus.org)

[www.cbfinternationals.org](http://www.cbfinternationals.org)



## Ready For School! Week 1

**Book of the Week:** Count 1,2,3 by Scholastic

**Materials Needed:** Book of the week, Count 1,2,3

- Sentence strips cut into 8" strips or 4"x6" cards for writing color names
- Music by which to march
- Variety of writing tools such as crayons and markers
- Sheets of unlined paper on which to draw

**Parenting Skill:** Eye contact. Teach your child to look at you when his/her name is called. (Teach parent with child)

**Teaching Procedures:**

- Call the child's name and notice if the child looks at you.
- Ask the child to look at you when talking to him/her.
- Spend at least a few minutes a day talking with your child and encourage eye contact.

**Reading Objectives:** Children will recognize that print progresses from left to right. Children will recognize their first name in print.

**Social Skills Objective:** Children will identify themselves by their first and last name.

**Teaching Procedures:**

- On sentence strips, cut into 8" strips or 4"x6" cards, print the child's first name. Use a capital then lowercase letters such John vs. JOHN. Make another set to send home with the family.
- Show each name to the group, reading the names by sweeping a finger from left to right. Show names again without saying the names to allow the child to begin to recognize his/her first name in print. Help the children focus by using the sweeping motion to emphasize the left to right movement in their name. Keep the

name cards for future weeks in order to bring the children to a large group. Show names rather than verbally calling their names. Say the name a few times until the child can see and recognize their name.

- In the large group, read the book Count 1,2,3. Show the front cover and ask the children what they see (kittens, numbers). If language is a problem, say it for them. Read the title moving a finger from left to right. Begin reading the book as a group. Use the flip pages to ask questions about the numbers. Point to each word.
- Reread the book with the parent and child. Have the parents touch and trace each number.
- 

**Math Objective:** Children will correctly rote count to 10.

**Motor Skills Objective:** Children will move to a beat. Children will practice using crayons and markers correctly.

**Teaching Procedures:**

- After reading the book Count 1,2,3, practice counting to 10 together. Repeat several times. At this point, the goal is to rote count to 10 with accuracy. Recognizing the number and quantity will come later.
- Use music to march in place. As the group marches, count to 10. Change the activity and clap/slap knees to the music counting to 10.
- Use writing tools, practice holding crayons and markers correctly to draw/write. At this time there is no specific goal for a product, just explore the correct way to hold the tools.

**Closure:**

- Practice reading every day.
- Remind parents to encourage their child to look at them when the child's name is called.
- Use the name card at home to read the name sweeping left to right.
- Practice counting to 10. Clap/stomp 10 times using a steady beat and say the number for each clap/stomp.
- Use crayons and markers at home on unlined paper.



## Ready For School! Week 5

**Book of the Week:** Brown Bear, Brown Bear by Eric Carle

### Materials Needed:

- Book of the week, Brown Bear, Brown Bear
- Simple puzzles, sequence cards or simple blocks to complete a task
- Color squares to review colors in the Brown Bear story
- Various shapes of different colors to sort by shape and color
- Access to outdoor equipment or children songs to develop skills such as running, jumping, climbing, etc.

**Parenting Skill:** Ask for help. Teach your child to ask for help when needed. (Teach with parent and child)

### Teaching Procedure:

- Encourage your child to ask for help when needed such as: getting/zippping a jacket, putting on shoes, getting a drink of water.
- If the child needs help with anything, encourage using words to ask for help such as, "Please help put on my socks/shoes" or "I need a drink of water, please".
- Have the child practice saying thank you after the child gets help.

**Reading Objectives:** Children will tell or retell stories or everyday experiences.

**Social Skills Objective:** Children will stay with an activity until completion

### Teaching Procedures:

- Bring the children to the group using the name cards.
- Reread the book Brown Bear, Brown Bear. Look at the pictures again on the front cover and reread the title using left to right motion.
- Pause before each page to ask what happens next.

- Sing the Brown Bear story to the tune of "Twinkle, Twinkle Little Star".
- Review the colors in the story
- Allow each child to review the story with picture sequence cards from the Brown Bear story. Encourage the child to complete a task by putting all the cards in order until the story is finished.

**Math Objective:** Children will sort cards by shape and color.

**Motor Skills Objective:** Children will enjoy outdoor activities such as running, jumping, skipping.

### Teaching Procedures:

- Review each of the basic shapes with shape cards.
- Review the colors in the Brown Bear story.
- Allow the children to sort various cards by shape, then by color.
- Allow the children to play outside for a brief period of time using outdoor skills such as running, jumping, climbing. If outdoor access is not available, have the children practice running in place, jumping, pretend climbing, etc. Using music can help the activity be more fun. Also, the music will reinforce the steady beat skill such as running in place, etc.

### Closure:

- Remind parents to encourage children to ask for help using words when needed.
- Review Brown Bear, Brown Bear book. Send book home this week.
- Practice retelling the Brown Bear story or other stories. Also, tell about what was done during the day such as... First, I woke up. Then, I ate breakfast. Next, I went to play outside.
- Review the basic shapes and colors. Practice sorting at home by shapes and colors.
- Practice outdoor activities at a nearby park or playground. Remember to use parent supervision.

<http://mattbgomez.com/wp-content/uploads/2013/01/Brown-Bear-Sequence.pdf>

## Ready For School! Week 15

**Book of the Week:** 10 Hungry Rabbits by Anita Lobel

### **Materials Needed:**

- Book of the week, 10 Hungry Rabbits
- Flash cards of vegetables from book and a pot and wooden spoon for retelling story
- Medium size balls
- Reproducible coloring sheet of vegetables
- Crayons or Markers

**Parenting Skill:** Use feeling words for communication

### **Teaching Procedures:**

- Encourage your child to use feeling words to express themselves, "I am happy when I have a snack."
- Use words rather than negative reactions to solve problems or physically responding, "I am mad when my friend takes my snack."

**Reading Objectives:** Children will retell the story identifying number, color and name of the vegetable

**Social Skills Objective:** Children will take turns retelling the story with props

### **Teaching Procedures:**

- Bring the children to the group using the name cards.
- Read the book 10 Hungry Rabbits
- Give each child a card with a vegetable on it. Help each child express one characteristic of their card such as the number, color or name of the vegetable.
- Take turns placing the vegetable in the pot as the story is retold.
- Pretend to eat the vegetable soup as illustrated in the story

- Reinforce names of colors of vegetables used in the story by having the children color a vegetable coloring sheet. Talk about the colors and vegetables
- Sing the clean-up song as the children put away their colors

**Math Objective:** Children will identify numbers in the story such as 10 rabbits, 7 mushrooms, etc.

**Motor Skills Objective:** Children will practice bouncing and catching the ball

### **Teaching Procedures:**

- Review the numbers in the story using the vegetable flashcards
- Ask questions such as "how many potatoes were in the story?"
- Count and hand out the balls
- Instruct children to bounce the ball a specified number of times using the numbers one to ten
- Have children clean up the area by putting the balls in a box or bag

### **Closure:**

- Remind the parents to practice using feeling words for communication with their child
- Review either the numbers or colors in the 10 Hungry Rabbits book. Send the book home
- Encourage the parents to practice with their child naming colors and numbers of objects in the home



# Lesson Planning

- Pacing according to the children
- Repetition
- Be creative



# Pilot Project

## Lessons Learned



## What's next?....

- Family Reading Fair
- Family Literacy model
- Options for using the curriculum