

The Virginia Early Childhood Administrator Professional Credential (VA-ECAP)

ONLINE CREDENTIALING PROGRAM
Recognized by NAEYC. Participants earn a combination of credit hours and clock hours.




Learn more:
sflece.org/vaacap

1



DON'T MISS **Webinars** designed for Early Childhood Educators. View our upcoming webinars!

FREE EARLY CHILDHOOD WEBINARS
The Source for Learning makes it easy to connect to professional development through webinars designed to meet early childhood educator needs. Visit the link below to register for upcoming webinars and sign up to receive future announcements.

sflece.org

2



The Source for Learning, Inc.

Preparing Multilingual Learners for Kindergarten

WHAT'S THE DIFFERENCE?
Culturally Responsive Teaching & Learning in Early Childhood Education

Copyright © 2023 by The Source for Learning, Inc. All rights reserved.

3

Brought to you by:



sflece.org

Copyright © 2023 by The Source for Learning, Inc. All rights reserved.

4

Our Presenter

ANGELE SANCHO PASSE
Author and ECE Consultant




5

Objectives

- Examine** Examine best practices to prepare multilingual learners for kindergarten.
- Explore** Explore strategies to support multilingual children and their families to transition to kindergarten.

6



"Scaffold children's learning to achieve meaningful goals."

"Maintain consistently high expectations for family involvement, being open to varied forms of engagement and providing intentional and responsive supports."

NAEYC: Advancing Equity in Early Education

(FORS)
<https://www.naeyc.org/resources/position-statements/equity>

7

Kindergarten is a Milestone



- Introduction to formal schooling
- High hopes
- Expectations of academic success
- Eagerness
- Apprehension

8

Are Children Ready for Kindergarten?

APPENDIX A
Are Children Ready for Kindergarten? Checklist

Children are ready for kindergarten when they have the following developmentally appropriate skills, which allow them to function in school.

- They have the language to say what they think, want, feel, and need.
- They get along with other children and adults.
- They understand their own feelings and the feelings of others.
- They have pre-academic knowledge of vocabulary and conversation, phonological concepts of print, concepts of math, and knowledge of the alphabet and numbers.
- They use scribbling, writing, and drawing to represent and interpret ideas.
- They see themselves as learners and approach learning with curiosity and interest.
- They use their imagination to play and create ideas and objects.
- They are well nourished, well rested, clean, and healthy.
- They take care of their physical needs (looking and dressing).
- They use school tools (pencils, scissors, compass, protractor, ruler, etc.).
- They move their body, legs, and arms with coordination.
- They transition between activities with ease.
- They persist at several tasks throughout the day.
- They function well in groups, sharing ideas, toys, materials, and space.
- They follow two- and three-step directions.

https://www.naeyc.org/resources/position-statements/equity

9

Children Must Learn . . . Skills



- Social-emotional Approaches to learning
- Language, literacy, and communications Arts and Creativity
- Cognitive: mathematics, science, and social systems Small and large motor

10

NAEYC Developmentally Appropriate Practice




Content instruction takes place in playful contexts.

Teaching content is about teaching the whole child.

11

A DAP Curriculum to Prepare for Kindergarten



- Offer opportunities to learn English language
- Honor home language
- Focus on pre-academic and social skills
- Provide mirrors and windows
- Bridge home and school

12

Move • Listen • Feel **See • Touch • Smell**



Young Children's Brain
 "Children use more than one part of their brain to learn academics."
 (Brown & Jernigan, 2012)



13

Intentional Teaching of Multilingual Children



Policies and practices for language use **Avoid random use of language** **Have an intentional plan for bilingual educators** **Pay attention to the readability of materials**

14

Teach English Explicitly





Build vocabulary **Integrate the curriculum** **Select materials**

Turn off ambient music **Declutter the room** **Repeat experiences**

15

Emphasize Oral Language



Running commentary **Scaffolding** **Expansion** **Parallel play action**


16

Promote Language Production



17

Honor Home Languages



Integrate with activities to learn the English language

- Books
- Home-school connections

Do not mix languages randomly

Use home language positively

18

<p>Offer Opportunities to Enhance</p> <p>Big 5</p> 	<p>Early Literacy Skills</p>
	Vocabulary
	Conversation
	Phonological awareness
	Alphabet knowledge
Concepts of print	

19

<p>Manage the Stress of</p>	<p>Learning Language</p>
Have quiet spaces	
Separate language-rich activities	
Large group	
Small groups	

20

<p>Offer Opportunities to Enhance</p> 	<p>Early Social Skills</p>
	I feel
	I need
	I want
	I think

21

<p>Offer Opportunities</p>	<p>to Enhance Early Self-Help Skills</p>
Dressing	
Toileting	
Mealtimes	
Organize in classroom	
Organize to go home	

22

<p>Offer Opportunities</p>	<p>to Enhance Early Math Skills</p>
Number knowledge	
Measurement	
Patterns	
Spatial thinking	
Data analysis	

23

<p>Offer Opportunities to Enhance</p>	<p>Early Pre-Writing Skills</p>
Using a marker or pencil	
Scribbling	
Forming letters	
Writing name	
Dictation (for pre-k children)	

24

Are Families Ready for Kindergarten?

25

Support Families

Encourage families to use home language at home	Coordinate thematic curriculum	
Foster a home-school connection		Be a cultural guide to the American system

26

Provide Feedback on Children's Learning

Omar is doing so well!		Thao is using more English now.	
	Mona can write her name.		Marian does not listen well to directions.

27

Build on What Families Already Do

	<ul style="list-style-type: none"> Playing • Walking Errands • Praying Singing • Dancing
<ul style="list-style-type: none"> Household chores Talking - English & Home Language Telling stories Counting Cooking 	

28

Transition to Kindergarten Activities

29

Transition Activities for Children

Invite a former kindergartener	Do K-W-L activities (Know-Want to know-Learned)
Write a book about kindergarten	Have a Kindergarten Day

30

Transition Activities for **Children**



- Watch** a YouTube Kindergarten
- Set up** a Kindergarten in dramatic play
- Read** books about K
- Talk** about Kindergarten
- Visit** and spend part of a day at the school they will attend
- Ride** the school bus (if applicable)

31

Transition Activities for **Families**



- Provide** parent-child activities
- Offer** workshops for families
- Share** school information
- Encourage** attendance at school events
- Give** weekly "homework"

32

Transition Activities for **Early Educators**



- Take** a class on kindergarten readiness
- Visit** a Kindergarten classroom
- Meet** a Kindergarten teacher
- Check** the website of a local elementary school
- Continue** your good work of teaching children!

33

ANGELE SANCHO PASSE



Dual-Language Learners
Strategies for Teaching English

www.angelesanchopasse.com

34

Continue Your Professional Learning




The best educators are lifelong learners.

Explore our ECE webinar recordings and earn certificates to document your professional growth!



sfiece.org/archive

35



Need to connect with us regarding these FREE webinars?

Email: ece-pd@sfinc.org

sfiece.org
sfiece.org/vaecap

Copyright © 2013 by The Service for Learning, Inc. All rights reserved.

36