\*Please remember to be cautious when modeling phoneme production /b/ /t/ /d/; it is critical to articulate with mouth and tongue in proper position to produce the sound. This is the “explicit” instruction needed. Source: Linguistics-Speech Therapy

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| --- | --- | --- | --- |
| **Time** | **Facilitator** | **Content/Activity** | **Materials**  |
| 60 – 90 minutes before training |  | Set up: * Post parking lot charts on the wall – 1 on each side of the room
* Agreements chart on chart stand, keep it covered up until training
* Place placemats and empty Ziploc bags for materials on tables
* Place one briefcase on the end of each table
* Place participant folders on tables or hand them out at registration (if someone is there to monitor)
* Set up registration table
* Set up LCD, computer, & speaker TEST SOUND BEFORE SESSION BEGINS
 | AV set up –computer, LCD, speakers, power strip, extension cords, CDs, trainer’s toolboxSee inventory sheet for individual table briefcasesPut table boxes **under** table |
| 30-45 minutesbefore training |  | Registration | Stick on name tags, dark color markers for name tags, pens, and sign-in sheets |
| Slide 18:30-8:35 a.m. |  | **Welcome**Welcome, logistics, parking lot charts, walk through: folders, handouts, agenda | HO: PowerPoint handouts  |
| Slide 28:35-8:40 a.m. |  | * **Objectives**
 |  |
| 8:40-8:50 a.m.(10 minutes)Slide 3 |  | * **Activity 1: Down by the Bay**

OUTCOMES: Participants will meet and talk with tablemates, think about existing knowledge of phonological awareness, and experience a strategy that could be replicated with students. | * PPT with song lyrics
* Tablemates
* Optional: iTunes version of “Down by the Bay”
* Pretend microphones for each table
 |
| Slide 48:50-8:55 a.m. |  | * **Phonological Awareness**
 |  |
| Slide 58:55-9:00 a.m. |  | * **Three Guiding Questions**
 |  |
| Slides 6-119:00-9:10 a.m. |  | * **CDE Publications and Resources that Support TK Implementation**
 | * Slide 11- Handout 1: Map of the Foundations
 |
|  Slide 129:10-9:20 a.m.(10 minutes)Slide 12 |  | * **Activity 2: Crossword Puzzle**

OUTCOMES: Participants will become familiar with the terminology used in the introductionand the glossary sections of the Language and Literacy domain.  | * Language and literacy foundations introduction and glossary
* Handout 2A: Crossword Puzzle
* Handout 2B: Answer key for Crossword Puzzle
 |
| Slides 13-149:20-9:25 a.m. |  | * **The Alignment of the California Preschool Learning Foundations and the CA standards**
 | * Slide 14- Handout 3: PA Alignment LL
* Slide 14 PA- Handout 4: Alignment
 |
| Slides 15-199:25-9:30 a.m. |  | * **The Importance of Phonological Awareness**
 | * Slide 16- PLF Phonological Awareness
* Handout 5
* Slide 18,19- Handout 6: PLF Vol. 1 LL PA; ELD PA
 |
| 9:30-9:45 a.m.(15 minutes)Slide 20 |  | * **Activity 3: Understanding Phonological Awareness**

OUTCOMES: Participants’ abilities to differentiate among a variety of phonological awareness skills will be enhanced. | * Language and literacy foundations
* Understanding Phonological Awareness Envelope with cards
* Tape
* Chart paper with Foundations written out LLD Reading 2.1, 2.2, ELD Reading 6.1, 6.2, 6.3 (you may need two of each depending on group size)
* Participant folder with number written in sharpie either 2.1, 2.2, 6.1, 6.2, or 6.3 (this is how they find their group)
* Chart markers for each group
 |
| Slides 21-229:45-9:50 a.m. |  | * **Focused Video Viewing: LL- Reading Phonological Awareness**
 |  |
| Slides 23-269:50-9:55 a.m. |  | * **Research supports that phonological awareness skills are related across languages for bilinguals**
 | * Slide 23- Handout 7: English Spanish Connection ***(Copied in color!)***
 |
| Slides 27-289:55-10:05 a.m. |  | * **Focused Video Viewing: Watch for the developmental change between Beginning, Middle, Later**
 |  |
| Slides 29-3010:05-10:10 a.m. |  | * **DRDP-K (2015)**
 | * Slide 31- Handout 8: Integrated Instruction
 |
| Slide 3110:10-10:15 a.m. |  | * **What are the developmentally appropriate strategies that support Phonological Awareness development?**
 |  |
| Slides 32-3510:15-10:20 a.m. |  | * **Key Resources**
 | * Slide 35- Handout 9: Meeting the Needs
 |
| Slide 3610:20-10:25 a.m. |  | * **Play Games**
 |  |
| Slide 37(20 minutes)10:25-10:45 a.m. |  | * **Activity 4: Time to Play Language Games**

OUTCOMES: Participants will practice leading a language game. Participants will discuss specific prompts to scaffold the language game for the children in their programs. | * One bag per table containing one of three activity lesson plans
* Game materials listed on lesson plans
* Lesson plans - Handout 10: Time to Play Language Games
 |
| Slide 3810:45-10:50 a.m. |  | * **Phonological Awareness must be embedded throughout the day**
 |  |
| Slide 39(20 minutes)10:50-11:10 a.m. |  | * **Activity 5: Encouraging and Engaging Phonological Awareness Throughout Daily Routine**

OUTCOMES: Participants will become familiar with techniques that can be used to embed opportunities for children to develop phonological awareness skills and knowledge throughout all parts of the program day. | * Handout 11: Encouraging and Engaging Phonological Awareness Throughout the Day
 |
| Slide 4011:10-11:15 a.m. |  | * **English Language Arts/English Language Development Framework**
 |  |
| Slide 4111:15-11:20 |  | * **Planning for Phonological Awareness Across the Curriculum**
 |  |
| Slide 42-4511:20-11:30 a.m. |  | * **Children Learn Everywhere**
 |  |
| Slides 46-4711:30-11:35 a.m. |  | * **How can I incorporate these strategies into my existing classroom?**
 |  |
| Slide 4811:35-11:45 a.m. |  | * **Final Reflection**
 | * Handout 12: Final Reflection
 |
| Slide 4911:45-11:50 a.m. |  | * **Thank you for coming!**
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| Slide 50 |  | * **References**
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