\*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 toolbox  See inventory sheet for individual table briefcases  Put table boxes **under** table |
| 30-45 minutes  before training |  | Registration | Stick on name tags, dark color markers for name tags, pens, and sign-in sheets |
| Slide 1  8:30-8:35 a.m. |  | **Welcome**  Welcome, logistics, parking lot charts, walk through: folders, handouts, agenda | HO: PowerPoint handouts |
| Slide 2  8:35-8:40 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 4  8:50-8:55 a.m. |  | * **Phonological Awareness** |  |
| Slide 5  8:55-9:00 a.m. |  | * **Three Guiding Questions** |  |
| Slides 6-11  9:00-9:10 a.m. |  | * **CDE Publications and Resources that Support TK Implementation** | * Slide 11- Handout 1: Map of the Foundations |
| Slide 12  9:10-9:20 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 13-14  9:20-9:25 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 15-19  9:25-9:30 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 21-22  9:45-9:50 a.m. |  | * **Focused Video Viewing: LL- Reading Phonological Awareness** |  |
| Slides 23-26  9:50-9:55 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 27-28  9:55-10:05 a.m. |  | * **Focused Video Viewing: Watch for the developmental change between Beginning, Middle, Later** |  |
| Slides 29-30  10:05-10:10 a.m. |  | * **DRDP-K (2015)** | * Slide 31- Handout 8: Integrated Instruction |
| Slide 31  10:10-10:15 a.m. |  | * **What are the developmentally appropriate strategies that support Phonological Awareness development?** |  |
| Slides 32-35  10:15-10:20 a.m. |  | * **Key Resources** | * Slide 35- Handout 9: Meeting the Needs |
| Slide 36  10:20-10:25 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 38  10:45-10:50 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 40  11:10-11:15 a.m. |  | * **English Language Arts/English Language Development Framework** |  |
| Slide 41  11:15-11:20 |  | * **Planning for Phonological Awareness Across the Curriculum** |  |
| Slide 42-45  11:20-11:30 a.m. |  | * **Children Learn Everywhere** |  |
| Slides 46-47  11:30-11:35 a.m. |  | * **How can I incorporate these strategies into my existing classroom?** |  |
| Slide 48  11:35-11:45 a.m. |  | * **Final Reflection** | * Handout 12: Final Reflection |
| Slide 49  11:45-11:50 a.m. |  | * **Thank you for coming!** |  |
| Slide 50 |  | * **References** |  |