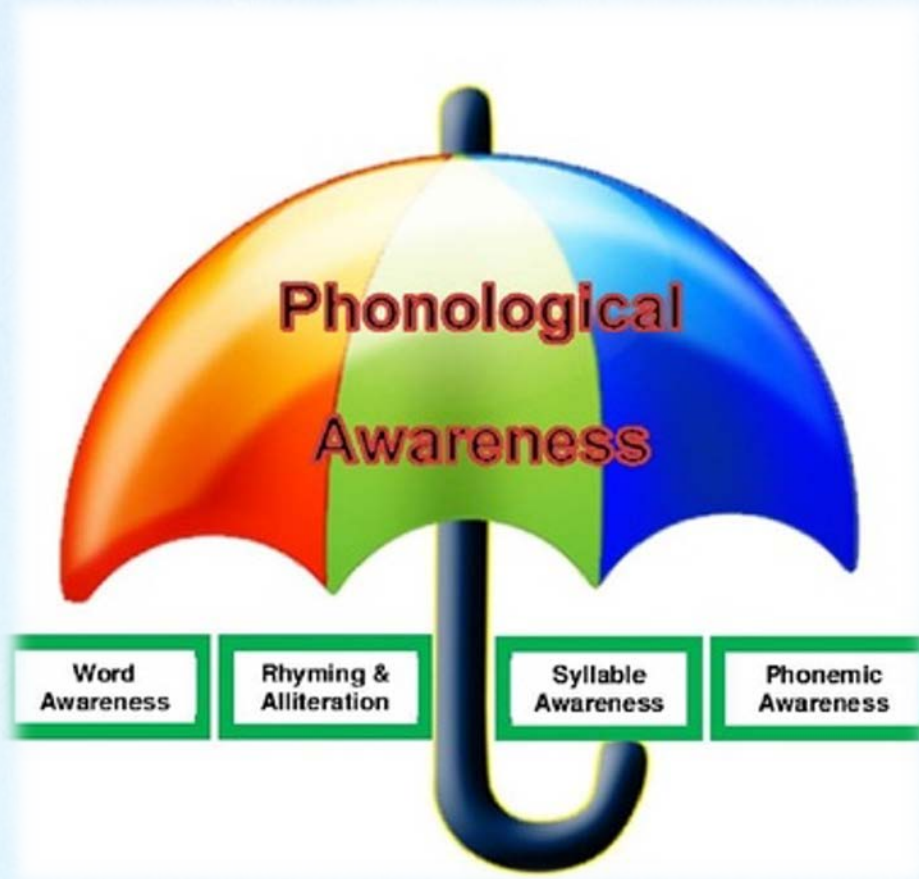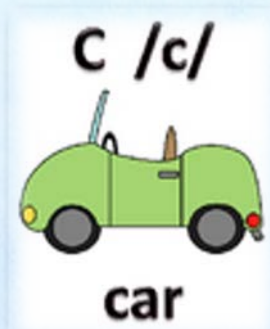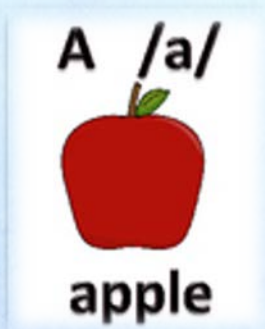# Early Childhood Language Development:

Dr. Theresa Vadala

Before identifying letters, children must be able to identify the sounds that letters make.
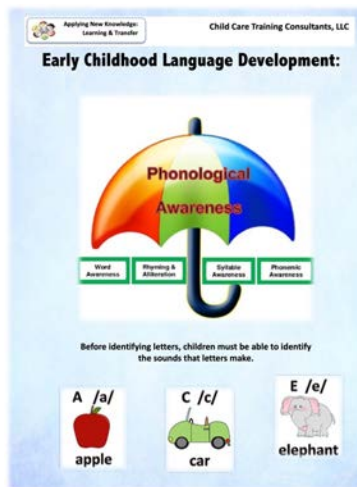
A /a/ apple

C /c/ car

E /e/ elephant

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Early Childhood Language Development: Phonological Awareness

by

Theresa Vadala, Ed. D

Child Care Training Consultants, LLC

Las Vegas, Nevada 89139

Limits of Liability and Disclaimer of Warranty

•The contents of this training "**Early Childhood Language Development: Phonological Awareness"** is for Educational Purposes Only. While every precaution has been taken in preparing this manual, including research, development, and testing, the Author assumes no responsibility for errors or omissions. No liability is assumed by the Author for damages resulting in the use of this information.

2

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

CKA 3: Child Growth and Development **Title: WY 3.B Early Childhood Language Development: Phonological** **Awareness**	**3 Hours**	**0.3 CEUs**

STARS
Wyoming Statewide Training
and Resource System

Dr. Theresa Vadala
(Instructor & Curriculum Designer)

AUTHORIZED
IACET
PROVIDER

3

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Thank you for choosing

Child Care Training Consultants, LLC.,

for your Training Needs!

Learning Assessment

Read the material provided, take the 5-10 quiz questions and

complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of completion.

Questions?
We are happy to help.

Support Services:

Please contact us 24/7 at

childcaretrainingconsultants1@gmail.com

Business # 702.837.2434

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Mission Statement

"Child Care Training Consultants, LLC's is committed to provide research-based professional growth and development training courses primarily focused on the Child Development Associate. The CDA is the nation's premier credential that is transferable, valid, competency-based and nationally recognized in all 50 states, territories, the District of Columbia, community colleges and the United State Military.

Vision

Child Care Training Consultants, LLC's vision is to provide the early childhood community with courses based on CDA competency standards to obtain their CDA Credential and assist in reaching their goal as an exceptional early childhood educator to ultimately achieve higher child outcomes.

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

About the Instructor

Theresa has over 30 years experience in the field of Early Childhood Education. During that time, she served as a Preschool Teacher, Disabilities Coordinator, Program Facilitator, and Director of an Early Childcare Program. She has a Doctoral Degree in Educational Leadership with Specialization in Curriculum and Instructional Design. Theresa is a Professional Growth & Development Trainer and Curriculum Designer and offers web-based courses internationally. She is the Executive Director/Owner of of the training organization Child Care Training Consultants, LLC., (CCTC).
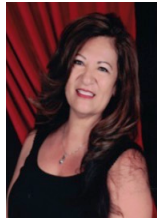
Business Description

Child Care Training Consultants, LLC. (CCTC) is an accredited provider (AP) with the International Association for Continuing Education and Training (IACET) that provides Continuing Education Units (CEU) for adult education nationally. The business is also a recognized training organization with the Council for Professional Recognition, Child Development Associate Council (CDA), National Credentialing Program.

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Research

Children's language development has been a topic of interest since antiquity and the focus of substantial scientific research since the 1960s.4 Although the field has broadened its scope of inquiry in recent years, there is still more research that describes middle-class, monolingual children acquiring English than other groups and other languages.

Phonological Development.

Newborns have the ability to hear and discriminate speech sounds.5 During the first year, they become better at hearing the contrasts their language uses, and they become insensitive to acoustic differences that are not relevant to their language. This tuning of speech perception to the ambient language is the result of a learning process in which infants form mental speech sound categories around clusters of frequently-occurring acoustic signals.

The first sounds infants produce are cries and noises that are not speech-like. The major milestones of pre-speech vocal development are the production of canonical syllables (well-formed consonant + vowel combinations), which appear between 6 and 10 months, followed shortly by reduplicated babbling (repetitions of syllables). When first words appear, they make use of the same sounds, and they contain the same numbers of sounds and syllables, as the preceding babbling sequences. One process that contributes to early phonological development appears to be infants' active efforts to reproduce the sounds they hear. In babbling, infants may be discovering the correspondence between what they do with their vocal apparatus and the sounds that come out. The important role of feedback is suggested by findings that children with hearing impairment are delayed in achieving canonical babbling. At approximately 18 months, children appear to have achieved a mental system for representing the sounds of their language and producing them within the constraints of their articulatory abilities. At this point children's production of speech sounds becomes consistent across different words– in contrast to the earlier period when the sound form for each word was a separate mental entity.9 The processes underlying this development are not well understood.

Hoff E. *Language development*. 4th ed. Belmont, CA: Wadsworth Cengage Learning; 2009.

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Objectives Aligned with Transfer of Learning Strategies

Objectives	Activities/Exercises	Learning Outcomes	Transfer of Learning Strategies
Identify the difference between speech and language.	Discussion Questions Reflection Examples	Learners will determine which sounds children should produce by specific ages given the guideline chart.	Learners will apply activities in their daily teaching practices on sounds appropriate for children.
Distinguish definitions between phonics, phonological awareness, and phonemic awareness.	Discussion, questions, and reflection. Exercises 1.1-1.10 Small group Games Charts	Learners will identify activities on hearing, identifying word patterns and splitting syllables.	Learners will apply activities on hearing, identifying word patterns, and splitting syllables in the classroom setting.
Demonstrate various reading techniques for storytelling in the classroom setting	Group discussion Exercises 2.11. Reading Methods & Models Exercise 2.12 Create a lesson plan	Learners will identify the method and model of the story they will recite to the class	Learners will identify the method and model of children's stories and be intention about their story selection as they read to their students in their daily classroom setting.

Applying New Knowledge: Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Learning Objectives

By the end of this training participants will be able to:

1) Identify the difference between speech and language.

2) Distinguish definitions between phonics, phonological awareness, and phonemic awareness.

3) Demonstrate various reading techniques for storytelling in the classroom setting

Table of Contents

PART 1: Phonological Awareness

• Speech and Language Development

• Phonics and Phonemic Awareness

• Language Activities

PART 2: Storytelling

• Storytelling and Curriculum Planning

• Reading with a Purpose

• Types of Children's Books

• Why Repetition is important

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

PART 1

PART 1: Phonological Awareness

•   Speech and Language Development

•   Phonics and Phonemic Awareness

•   Language Activities

This training is divided into two parts. Part 1 outlines phonological awareness. Part 2 outlines storytelling.

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Speech and Language Development

What is Speech?

Speech is the "physical movements" of the lips, tongue, lungs and vocal cords to produce sound.

Let's begin with speech and language. Speech is the physical movements of the lips, tongue, lungs and vocal cords that are used to produce sound. When we talk, our mouth makes physical movements that produce sound as words. Speech is the verbal means of communicating. Parts of speech include articulation, voice and fluency.

Articulation
Articulation is defined as how speech sounds are made. For example, children must learn how to produce the "s" sound in order to say "spaghetti" instead of "pagetti").

Voice
Voice is the sound produced in a person's larynx and uttered through the mouth when talking.

Fluency
Fluency refers to the rhythm of speech.

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Speech and Language Development

What is Language?

Language is the words we use to express ourselves through speech, writing, singing or signing. We understand language when we listen, read or watch someone sign.

Speech and Language Development

Age	Sounds produced correctly
3	m,n, p, h, w, b
3-1/2	Consonant y (as in "yep")
4	f, d, k, g
5	y, ng,t
6	l, sh, ch, v, r
7	s, z, j, zh, th

This speech and language development chart is used as a rule of thumb to determine what sounds children should produce by specific ages. Remember, not all children learn at the same pace and levels.

Take a look at the chart: What sounds should a child age 3 produce according to the chart?
_____
4 year old, 5 year old, 6,7?
_____

Often, parents are concerned when their child cannot say certain sounds correctly. For example, if a child at the age of 4 cannot say words that begin with the "s" sound as in snake or soup, may be because the "s" sound is typically produced by age 7. Remember it is different for every child. If you or parents have questions about children's speech or language, please discuss with your director or appropriate specialist at your school.

Applying New Knowledge: Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Speech & Language Developmental Milestones

Age	Milestones
18 months	Able to use 10-20 utterances; understands considerably
2 years	Understands about 200 words; Produces 2-word phrases
2-1/2 yrs	Understands about 300 words (primarily nouns and verbs)
3 years	Understands about 900 words – Average sentence length; 3 words
4 years	Understands about 900 words – 1500 words; should be nearly 100% understandable; uses grammatically accurate compound and complex sentences
5 years	Understanding and uses 2000+ words; Follows 2- and 3-step directions; Average sentence length: 4+ words: Able to name uppercase and lowercase letters; Is able to rhyme

Review the chart. This chart presents speech and language milestones for children ages 18 months to 5 years of age. By age 5, children should understand and use over two thousand words.

Activities to Encourage Language Development
Activities to encourage your child's language by age one are to respond to your child's "coos" and "babbling", read colorful books to young children, introduce rhymes and songs, and teach children the names of everyday things. By age two, it is important to talk to children. Speak slowly and clearly and look at your child so he or she can see the movements your mouth makes when talking. For children aged 3, repeat new words several times. Have children work on activities that include following directions. When children speak, listen attentively and ask children questions. Asking questions helps children to think and talk more and stimulates critical thinking skills. Further, expand on what child is saying. If you have a child in the class that points to objects, encourage the child to say the word of the object..

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Speech & Language Developmental Milestones Cont.

By the time children are age 4, you should be encouraging them to describe objects and ask questions about how things are the same or different. Keep a variety of books handy for children to use throughout the day. Every center in the classroom should have books that pertain to the topic or theme of the week or month. Children are able to sit longer and listen to stories at age four. Children also begin talking in detail about places they went to or places they will be going to.

By age 5 and 6, it is important to praise and encourage a child when he or she expresses their feelings, thoughts, hopes, or fears. It is also important to ask children open-ended questions. Here are examples of closed ended questions and open-ended questions;

Closed-Ended Questions
Do you like to ride your bike? (yes)
What is your favorite food? (pizza)
Closed ended questions have a one word or two-word answer.

Open-Ended Questions
What do you think about .....
Tell me about.....
Why do you think...
Open ended questions give a child the opportunity to explain their answer.

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Phonics and Phonemic Awareness

Phonics is the **connection between** the heard letter sounds and the letter/s that make the sound

Phonological Awareness is the heard letter sounds

Phonemic Awareness is the ability to hear sounds that make up words. It is the smallest functional unit of sound.

• For example, the word "cat" contains three distinctly different sounds.

What is Phonics?

Phonics is the connection between the heard letter sounds and the letters that make the sound. The heard letter sounds is phonological awareness.

There are 44 phonemes in the English language, including combinations such as /th/, /sh/. Phonemes is the smallest unit of sound.

Why Phonemic Awareness?

Many children in the early stages of language development have difficulty classifying sounds. It is important for children to hear sounds and patterns of words. Before Identifying letters, children must be able to identify sounds each letter makes.

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Why Phonemic Awareness?

Phonemic awareness helps develop the skill of auditory discrimination (how letters and words are used in oral language). It helps with the success in beginning reading. The ability to develop the skill of auditory discrimination is important for using sound-letter knowledge effectively in reading and writing. In fact, a student's level of phonological awareness at the end of kindergarten is one of the strongest predictors of future reading success, in grade one and beyond. Many children begin kindergarten with well-developed phonological awareness. Some seem to develop these skills fairly easily within a stimulating classroom environment, while others need more instruction that consciously and deliberately focuses on phonological awareness. According to research, more than 20 percent of students struggle with some aspects of phonological awareness, while 8–10 percent exhibit significant delays. Early intervention is crucial and can make a real difference to students with limited levels of phonological awareness.

**Applying New Knowledge:
Learning & Transfer**

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

RHYMING

The ability to identify and form rhyming words.
Do these words rhyme?

pig – wig
cheer – year
bread – seed
fun – fan

Tell me all of the words that you know rhyme with the word cat?

Activity
When working with students, say the words and have children listen to the words and identify which words rhyme and which word does not rhyme.

SOUND MATCHING

The ability to hear and identify similar word patterns.
Do <u>pen</u> and <u>pipe</u> begin with the same sound?
Do <u>sing</u> and <u>snake</u> begin with the same sound?

Which word does not belong?
sun, sad, sip, tub
mat, bat, hop, cat
bee, sea, fee, meat

For activities to hear and identify similar word patterns try sound matching. Tell children they need to listen very carefully as you say words that sound similar.

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Exercise 1.1 Sing a Song of Sounds

(Sing to tune "If your happy and you know it")

If your name begins with /m/, stand up,

If your name begins with /m/, stand up,

If your name begins with /m/, stand up and take a bow,

If your name begins with /m/, stand up.

Use other sounds /s/, /t/, /d/ and so on.

This is another activity to sing with students. This helps students distinguish between sounds as they listen to the sounds that letters make.

Applying New Knowledge: Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

What is a Syllable?

A syllable is the sound of a <u>vowel (A, E, I, O, U) that is created when pronouncing the letters A, E, I, O, U, or Y.</u>

The letter "Y" is a <u>vowel **only** if it creates an A, E, I, O, or U sound.</u>

examples: fry, try, cry, & dry

The number of times that you hear the sound of a <u>vowel is the number of syllables in a word.</u>

A great word for illustrating the difference between **STRESSED and UNstressed syllables** is the word [PRESENT]. The word [PRESENT] is really two different words depending on which **syllable** you **stress**. If you **stress** the first **syllable**, you get the word that means a gift.

Exercise 1.2 SYLLABLE COUNTING

The ability to identify the number of syllables in spoken word.

How many syllables do you hear in these words?

Clap out the number of syllables.

Tic–ket 2

Dog 1

Bi–cy–cle 3

Pen–cil 2

Here is an activity to identify the number of syllables in spoken word. Have students clap out the number of syllables in these words. Students can also clap out the number of syllables in their name. With modeling and practice, kindergarten students should be able to distinguish the syllables in three-syllable or more words by the end of kindergarten.

Stressed and Unstressed

- Stressed syllables are marked with an accent mark (a slanted line above the syllable kind of like a sideways exclamation point).

- Unstressed syllables are marked with a shallow and long "U".

- Example: Púrple   Excellent

One syllable words, when used in isolation, are always stressed.

Ex.   Yes
          No
          Hi
          Well
          Fine
          Or

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Words stressed on the first syllable

<u>med</u> i cine   <u>au</u> to mo bile

<u>cem</u> e te ry   <u>in</u> ter est ing

<u>lib</u> ra ry   <u>nec</u> es sar y

<u>kil</u> o me ter   <u>com</u> fort a ble

<u>su</u> per vi sor

Compound nouns are normally stressed on the first syllable.

Ex. sailboat   bookstore

    rainbow   highway

    butterfly   classroom

    railroad   cat fish

    headache   chalkboard

    bookshelf   handbook

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Two syllables words are normally stressed on the first syllable.

Ex. water   certain   towel

selfish   table   wonder

open   radio   basin

moment   minute   labor

Words stressed on the third syllable

con tri <u>bu</u> tion

un der <u>stand</u>

in ter <u>fere</u>

con sul <u>ta</u> tion

o pe <u>ra</u> tion

Assignment:

Write down 5 examples of words in each rule.

❖ Words stressed on the first syllable
❖ Words stressed on the second syllable
❖ Words stressed on the third syllable

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Exercise 1.3 SYLLABLE SPLITTING

What word do you have when you join these?

John – ny
Tur – tle
El – e – phant

ACTIVITY

For activities where you join syllables or sounds, print words by syllables on card stock and have students stand in front of the room as you call out the sounds. Once students are standing in front of the class, have them squeeze together to see how sound form words or syllable when joined together make a word.
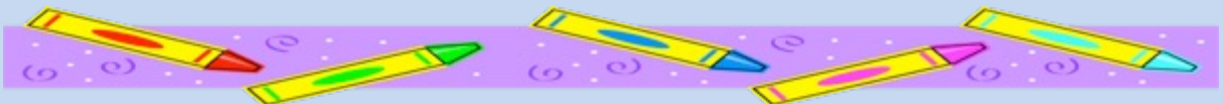
It is a little more difficult for children to identify words with four or five syllable. Beginning with two and three syllables is a good start for preschool students.

Exercise 1.4 PHONEME BLENDING

The ability to orally blend individual sounds to form a word.
What word would we have if we blended these sounds together?
/m/ /o/ /p/?
/h/ /a/ /t/?

*Polly's Pop Up People Activity

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Exercise 1.5 PHONEME ISOLATION

The ability to identify the beginning, middle, and ending sounds in a word.

What is the **beginning** sound in <u>toe</u>?

What is the **middle** sound in <u>big</u>?

What is the **ending** sound in <u>plane</u>

Phoneme isolation is isolating an individual sound. Try these activities with students.

Exercise 1.6 PHONEME COUNTING

The ability to <u>count</u> the number of phonemes in a word.

How many sounds do you hear in these words?

A–t (2)

Sw-ee-t (3)

Paint (3)

Chip (2)

Phoneme counting is the ability to count the number of phonemes (sounds heard) in a word. Remember, phoneme refers to a distinct unit of sound. Therefore when counting phonemes in words you are counting the sounds that word makes, not individual letters.

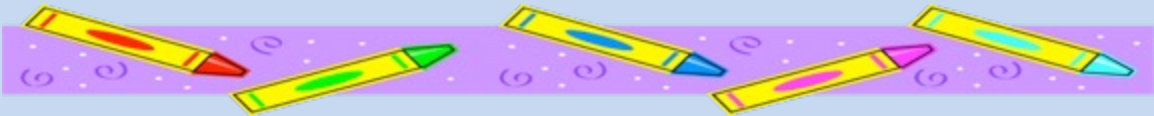# Exercise 1.7 PHONEME SEGMENTATION

The ability to <u>break apart</u> a word into individual sounds.
What sounds do you hear in these words?
hot /h/ /o/ /t/
top /t/ /o/ /p/
strike /s/ /t/ /r/ /i/ /k/

ACTIVITY

Phoneme segmentation is a great activity to use with legos. Take three legos and write the letters /c/ /a/ /t/ on them. As you say the sound of a letter on the lego, stick the legos together to form a word. One way to embed phonological awareness in the classroom is to keep a container with legos with letters written on them in the manipulative center. Children will instinctively begin saying the sounds of letters as they play and put the legos together.

Exercise 1.8 PHONEME ADDITION

The ability to <u>add</u> a beginning, middle, or ending sound to a word.
What word would you have if **you added** /b/ to the beginning of low? (blow)
What word would you have if **you added** /r/ to the middle of bed? (bread)
What word would you have if **you added** /s/ to the end of how? (house)

The ability to add a beginning, middle, or ending sound to a word is called phoneme addition. For this activity, say for example "What word would you have if you added ?b? to the beginning of low? (b-low, blow). Try the activities with students and remind them to listen carefully.

Applying New Knowledge: Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Exercise 1.9 PHONEME DELETION

The ability to <u>take out</u> the beginning, middle, or ending sound from a word.
What word would you have if you <u>took out</u> the /f/ in flake? (lake)
What word would you have if you <u>took out</u> the /l/ in play? (pay)
What word would you have if you <u>took out</u> the /t/ in light? (lie)

Phoneme deletion is taking out the beginning, middle, or ending sound from a word. For this activity, ask students what word they would have if you took out the /f/ in flake? (lake)

Exercise 1.10 PHONEME SUBSTITUTION

The ability to <u>substitute</u> a new sound of the beginning, middle, or ending sound of a word.
What word would you have if you changed the /b/ in ball to a /t/? (tall)
What word would you have if you changed the /o/ in hot to an /a/? (hat)
What word would you have if you changed the /p/ in map to a /d/? (mad)

Phone substitution is when you change the sound of the beginning, middle or end sound of a word. Read the examples above. These are all activities that can be used during circle time. Remember, it is very important to let students know they need to listen carefully during these activities. The key components of phonological awareness are segmenting, deleting, substituting, and blending.

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

PART 2: Storytelling

- **Storytelling and Curriculum Planning**

- **Reading with a Purpose**

- **Types of Children's Books**

- **Why Repetition is important**

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Reading with a Purpose

Many schools required that curriculum and books are read with a purpose. In the course of a day, there may be one or two specific books used for Instructional purposes and students should have free access to books throughout the day in every center and as part of the daily routine. Selecting random books to read during work time or outdoor time provides students their choice of books to read. But think about the lesson plan, curriculum, and content standards.

When reading stories to children it is important for teachers to think about why specific books are selected for lesson planning. Ask yourself the following questions;

Does the book fit into your instructional lesson planning?
_____

Is the book aligned to the curriculum and standards?
_____

Are books based around children's interests? (Explain)
_____

How many books do you read to children in a day?_____

How am I promoting language development?
_____

Is the story based on needs and interests of the story?
_____

Are children involved in selecting books for the week?
_____

Why am I reading a story?
_____

Does the story align with the theme of topic for the week?
_____

Did I pre-read the story beforehand? _____
Is it age appropriate? _____
Do I ask questions after the story or is the story rushed through in order to meet the instructional timeframe.
_____

**Applying New Knowledge:
Learning & Transfer**

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Pre-reading Activities

Pre-reading skills help students learn about asking questions before reading and making predictions based on the discussion of the questions. Pre-reading activities include identifying who the author is, illustrator, introducing new words, characters in the story, setting of the story, events, and genre of literature.

❖Introduce book
❖Introduce new words
❖Introduce characters in the story
❖Ask questions "What do you think the story is about?"
❖Read the book with enthusiasm

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Types of Children's Books

Genres	Ages	Types of children's books
Picture Books & Board Books	0-5	Lots of pictures, non-reading books, pretending to read
Picture Story Books	5-7	Contain text and illustrations
Chapter Books	7-11	Stories in segments
Tradition Literature	varies	Folktales, fairytales, fables, legends, myths
Fiction	all	Stories that are made up, not true
Non-fiction	all	Based on real things, people, events and places
Poetry & Drama	3-5	Rhymes, provides a context to teach a variety of language arts skills

Review the chart on types of children's books.

Fact or fiction?

Fiction books are books that are made up by the author, or stories that are not true. such as "Where the Wild Thing are", "Abuela" and "The Velveteen Rabbit."

Non-fiction books are about true stories, real things, people, events, or places. For example, books about people, the ocean, or animals.

ACTIVITY

List 5 books that are fiction and 5 books that are non-fiction.

Reading to Infants

Reading aloud to infants teaches a baby about communication, introduces concepts such as stories, numbers, letters, colors and shapes. Further, it builds on listening skills, memory, vocabulary skills, and give babies information about the world around them.

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Reading Methods & Models

Method	Models
Listening Model	reading aloud, child is listening
Reading Together	child and reader reading together
Choral Reading/Speaking	reader and child reciting together, poem, small groups
Echo Reading	child imitates reader
Audio Reading	child listens to a taped recording of a story
Prediction Reading	reader reads parts of the story, stopping at key points asking "what happens next?"
Participation Reading	children participate in story, using props, puppets, dance, or role playing

Review the chart on reading models and methods. How many methods of reading do you use to tell or retell a story?_____

Why is repetition important? _____

To engage students in repetition, be sure that students can practice tasks or skills repeatedly so that eventually they can remember how to do something without being prompted. Research shows that repetition exercises children's memory, helps students acquire new vocabulary, learn different sentence structures, and allows students to gain an understanding of new information about the story. Students begin to build on prior knowledge of the story.

Reading Methods & Models

Time: 40 minutes
Objective: Learners will be able to present a story book to the class by using a specific method and model.

Directions:
Divide the class into small groups of 3 or 4 people
As a group, select a child's book to present to the class.
Decide the model and method you will use when reading the story.
BE INTENTIONAL!
Explain to the class the method and model used.
READ the story!

Note: Summarize books that are too long.

Props for Setting the Stage

The storyteller's props are his or her voice, gestures, and sounds. Storytellers use their voice to create the appropriate mood for the moment in the story. When reading to young children, reading with sound effects creates the mood with the pitch and rate of the storytellers voice. Using a different voice for each character's role brings characters to life and adds greater detail to the stories.

Props are a way of setting the stage for meaning, purposeful play.
❖Props help bring opportunities for learning comprehension
❖Vocabulary
❖Sequencing
❖Critical thinking
❖Listening
❖Speaking
❖It makes learning fun!

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Diversity & Inclusion: Early Language Development

While children are born with the ability to develop language, the environment also plays a critical role in language and literacy development. Research on the process of learning a second language illustrates how educators can support children in learning a new language without risking the loss of their home language. Preserving children's home languages supports their lasting connection with their families and culture, contributing to a healthy sense of identity. A robust sense of identity is essential for positive self-esteem, an element that significantly influences children's learning experiences and their future academic success. Culturally responsive learning environments open up children's affective filters by increasing feelings of security and competence that, in turn, make learning a new language much easier. Culturally responsive learning environments also support young children in bridging home and school by acknowledging the key role a child's language and culture play in her identity, social-emotional, and cognitive development.

Adapted from the Office of Education (2017) San Mateo; http://www.smcoe.org/learning-and-leadership/early-learning/early-childhood-language-development-institute.html

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Parental Involvement: Early Language Development

Parent involvement is the number one predictor of early literacy success and future academic achievement. However, according to a 2007 report by National Endowment for the Arts, there are more literate people in the United States who don't read than those who are actually illiterate. Educators and parents alike know that preschool-age children need a lot of modeling to navigate through social/emotional, cognitive and gross/fine motor skills. Many experts in the field of education in the last decade have emphasized the importance of play-based curriculum and its vital role in developing a child's imagination and social skills. Learning to get along with others is modeled and developed throughout the Pre-K years and a child's formative years through programs under the umbrella of SEI (Social/Emotional Skills): anger management, problem-solving and empathy skills. Kindergarten teachers are thankful for the beginning role that Pre-K teachers play in this initial modeling and development. Fine and gross motor skills are honed through everyday Pre-K learning activities such as cutting, drawing, sorting, painting, catching, throwing, kicking, hopping, jumping and writing one's name.

Gioia, Dana (2015) How the United States funds the arts - NEA - 2005 - http://www.nea.gov/pub/how.pdf

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Lesson Plan for Story Time

Title:

Date:_____   Allotted Time Frame: _____

Learning Objectives	Learning Activities
1)	1)
2)	2)
3)	3)

How does the story demonstrate growth in oral language?	How does the book demonstrate comprehension of the story?	How does the story align with your center's guidelines? (BE INTENTIONAL)
1)	1)	1)
2)	2)	2)
3)	3)	3)

How will you involve parents?	How will you include Diversity?	How will you include ALL students?

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Glossary of Terms

Articulation is defined as how speech sounds are made. For example, children must learn how to produce the "s" sound in order to say "spaghetti" instead of "pagetti").

Fluency refers to the rhythm of speech.

Language is the words we use when we express ourselves through speech, writing, singing, or signing. Language is understood when we listen, read or watch someone sign.

Phonics is the connection between the heard letter sounds and the letters that make the sound. The heard letter sounds is phonological awareness.

Phonemes is the smallest unit of sound. There are 44 phonemes in the English language, including combinations such as /th/, /sh/.

Phonemic Awareness -Many children in the early stages of language development have difficulty classifying sounds. It is important for children to hear sounds and patterns of words. Before Identifying letters, children must be able to identify sounds each letter makes.

Speech is the physical movements of the lips, tongue, lungs and vocal cords that are used to produce sound. When we talk, our mouth makes physical movements that produce sound as words. Speech is the verbal means of communicating. Parts of speech include articulation, voice and fluency.

Voice is the sound produced in a person's larynx and uttered through the mouth when talking.

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

REFERENCES

Baldwin D, Meyer M. How inherently social is language? In: Hoff E, Shatz M, eds. *Blackwell Handbook of Language Development*. Oxford, U.K.: Blackwell Publishing Ltd; 2007: 87-106.

Diesendruck, G. Mechanisms of word learning. In: Hoff E, Shatz M, eds. *Blackwell Handbook of Language Development.* Oxford, U.K.:   Blackwell Publishing Ltd; 2007: 257-276.

Fagan MK. Mean Length of Utterance before words and grammar: Longitudinal trends and developmental implications of infant vocalizations. *Journal of Child Language* 2009; 36(3):495-527.

Gathercole SE. Nonword repetition and word learning: The nature of the relationship. *Applied Psycholinguistics* 2006;27(4):513-543.

Kuhl PK, Conboy B, Padden D, Nelson T, Pruitt J. Early speech perception and later language development: Implications for the "critical period." *Learning and Development* 2005;1(3-4):237-264.

Office of Education(2017)San Mateo://www.smcoe.org/learning-and-leadership/early-learning/early-childhood-language-development-institute.html

Pine J M. Variation in vocabulary development as a function of birth order. *Child Development* 1995;66(1):272-281.

Poulin-Dubois D, Graham SA. Cognitive processes in early word learning. In: Hoff E, Shatz M, eds. *Blackwell Handbook of Language Development*. Oxford, U.K.: Blackwell Publishing Ltd; 2007: 191-211.

Stoel-Gammon C, Sosa AV. Phonological development. In: Hoff E, Shatz M, eds. *Blackwell Handbook of Language Development.* Oxford, U.K.:   Blackwell Publishing Ltd; 2007: 238-256.

Saffran JR, Thiessen ED. Domain-general learning capacities. In: Hoff E, Shatz M, eds. *Blackwell Handbook of Language Development.* Oxford, U.K.: Blackwell Publishing LTD; 2007: 68-86.

Templin M. *Certain language skills in children, their development and interrelationships.* Minneapolis, MN: University of Minnesota Press, 1957.

Vasilyeva M, Waterfall H, Huttenlocher J. Emergence of syntax: Commonalities and differences across children. *Developmental Science* 2008;11(1):84-97.

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Thank you for choosing

Child Care Training Consultants, LLC.,

for your CDA Training Needs!

Learning Assessment

Read the material provided, take the 5-10 quiz questions and

complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of completion.

Questions?
We are happy to help.

Support Services:

Please contact us 24/7 at

childcaretrainingconsultants1@gmail.com

Business # 702.837.2434

Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Early Childhood Language Development: Phonological Awareness Outline

Training Content	Training Methods	Time Frame (3 Hours)	CEUs
Introduction/Icebreakers Learners will be able to : 1) Identify the difference between speech and language	Discussion Questions Reflection Examples	(0.45 0.15 0.15 0.15 0.15	
2) Distinguish definitions between phonics, phonological awareness, and phonemic awareness.	Discussion, questions, and reflection. Exercises 1.1-1.10 Small group Games Charts	(0.60) 0.30 0.30	
Demonstrate various reading techniques for storytelling in the classroom setting	Group discussion Exercises 2.11. Reading methods & Models Exercise 2.12 Create a lesson plan	(0.60) 0.10 0.10 0.10 0.10 0.20	
Reflection Certificates Evaluation	Reflection Certificates Evaluation	0.15	

**Applying New Knowledge:
Learning & Transfer**

Child Care Training Consultants, LLC
Accredited by International Association for Continuing Education and Training (IACET)

Thank you for choosing

Child Care Training Consultants, LLC.,

for your Training Needs!

Learning Assessment

Read the material provided, take the 5-10 quiz questions and

complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of completion.

Questions?
We are happy to help.

Support Services:

Please contact us 24/7 at

childcaretrainingconsultants1@gmail.com

Business # 702.837.2434