Planned Language Approach Big 5: Focus on Phonological Awareness

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Presenters:
Deborah Mazzeo, NCECDTL
Jan Greenberg, NCECDTL
Karen Nemeth, NCECDTL

Introductions

Deborah Mazzeo, Cultural and Linguistic Practices Coordinator
Jan Greenberg, Sr. Subject Matter Expert - Child Development
Karen Nemeth, Senior Training & Technical Assistance Specialist - DLL

Webinar Features

 Slide Deck  Question & Answers  Group Chat  Closed Captioning (English & Spanish)

Help  Media Player  Resource List  Webinar Tips (English & Spanish)
Session Agenda

Here’s what we’re doing today:

- Introduction
  Connections to Planned Language Approach and the Big 5, Coordinated Approaches, and ELOF

- Understanding the Research
  Dual Language Learners and Phonological Awareness

- The Developmental Progression
  Infant and Toddler → Preschool

- Effective Practices that Support Phonological Awareness

- Examples of Effective Phonological Awareness Practices

Session Objectives

At the end of this presentation, you should be able to:

- Understand the connections to a PLA, Coordinated Approaches, and the ELOF
- Explain what the research says about phonological awareness
- Describe the developmental trajectory from birth to age five
- Identify strategies to support children who are dual language learners (DLLs)
- Identify effective practices for supporting phonological awareness in different early learning settings

Phonological Awareness Includes...

- Noticing and listening to the meaningful sounds of language
- Playing with sound patterns
- Identifying sounds of words that sound the same
- Manipulating sounds of words, such as blending
- Breaking up sounds, or segmenting
Coordinated Approaches

Education staff (teachers, home visitors, providers, etc.)

- Support phonological awareness every day, throughout the day as part of the curriculum.
- Assess children's learning of phonological awareness.
- Support families to develop children's phonological awareness.


Head Start’s Early Learning Outcomes Framework (ELOF)

Infants and Toddlers - Language and Communication Domain
Emergent Literacy
- IT-UC 9: Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.

Preschoolers - Literacy Domain
Phonological Awareness
- P-Lit 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound.

Understanding the Research and Effective Practices that Support Phonological Awareness
Types of Phonological Awareness in English

- Word Awareness
- Rhyme Awareness
- Syllable Awareness
- Phonemic Awareness

Different languages have different sound systems.
Phonological awareness skills developed in one language can transfer to another language, especially if the languages have similar sounds and sound systems.
In languages where a symbol represents a word or a part of a word, phonological awareness develops differently than in English.
Engage in real and meaningful conversation about things that are happening or materials you are using together to highlight sounds.

Poll Question: Can children who are deaf or hard of hearing benefit from phonological awareness instructional practices?

- Yes
- No
The Developmental Progression and Examples of Phonological Awareness in Early Learning Settings

Developmental Progression

Goal IT-CL 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.

<table>
<thead>
<tr>
<th>Developmental Progression</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-18 Months</td>
<td>16-36 Months</td>
</tr>
<tr>
<td>Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.</td>
<td>Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.</td>
</tr>
<tr>
<td>• Repeats simple familiar rhymes or sings favorite songs.</td>
<td>• Retells familiar stories using props.</td>
</tr>
</tbody>
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How to Support Babies

- Sing songs and nursery rhymes in children’s home languages
- Use child-directed speech, or “parentese”
- Respond to babies’ needs
- Describe routines and actions
- Use lots of different words
- Describe voices
- Share rhyming books, songbooks, and storybooks
Video: Twinkle, Twinkle Little Star

Questions

• What strategies did you see the teacher use? How might these be the same or different if this infant was a dual language learner?

• What did you see the infant doing?

• What did this tell us about what the child knows?

Developmental Progression

• Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.

<table>
<thead>
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<th>Developmental Progression</th>
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<tbody>
<tr>
<td>Birth to 9 Months</td>
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<td>10 to 18 Months</td>
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<tr>
<td>19 to 24 Months</td>
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<tr>
<td>25 to 36 Months</td>
<td>axy</td>
</tr>
<tr>
<td>By 36 Months</td>
<td>axy</td>
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</tbody>
</table>

- Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.
- Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.
- Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.
- Repeats simple familiar rhymes or sings favorite songs.
- Retells familiar stories using props.
How to Support Toddlers...

• Share nursery rhymes, rhyming books, alliterative texts, and songs and chants that play with words
• Use languages you speak fluently with children, and play with sounds
• Create a print-rich environment
• Draw children’s attention to print
• Have one-on-one conversations with children daily
• Develop listening skills by asking for children’s attention

More on How to Support Toddlers...

• Point out rhyming words
• Support attentional skills
• Introduce alphabet books and puzzles
• Talk about letters in languages children are learning
• Help children label and describe pictures and objects
• Talk with older toddlers about the names and sounds of meaningful letters

Video: Elanore’s Song
Developmental Progression

**Goal P-LIT 1**: Child demonstrates awareness that spoken language is composed of smaller segments of sound.

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<tbody>
<tr>
<td>Shows rote imitation and enjoyment of rhyme and alliteration.</td>
<td>Provides one or more words that rhyme with a single given target, such as “What rhymes with ‘top’?”</td>
</tr>
<tr>
<td>Demonstrates rhyme recognition, such as identifying which words rhyme in a group of three: fat, cat, hat.</td>
<td>Recognizes phonemic changes in words, such as noticing the problem with “Old McDonald had a farm.”</td>
</tr>
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<td>Demonstrates rhyme recognition, such as identifying which words rhyme in a group of three: fat, cat, hat.</td>
<td>Recognizes phonemic changes in words, such as noticing the problem with “Old McDonald had a farm.”</td>
</tr>
<tr>
<td>With support, distinguishes when two words rhyme and when two words begin with the same sound.</td>
<td>Provides a word that fits with a group of words sharing a initial sound, such as “look, trap, and hop” all start with the /l/ sound.</td>
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<tr>
<td></td>
<td>What else starts with the /l/ sound?</td>
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**How to Support Preschoolers...**

- Talk, talk, talk—say lots of different words to help preschoolers build their vocabularies
- Encourage careful listening and attention
- Read rhyming stories and poems and identify the rhymes in them
- Play with interesting words
- Model how to listen to and blend syllables into words
- Play games that encourage children to blend units of sound into words

**More on How to Support Preschoolers...**

- Combine phonological awareness with alphabet activities
- Read and make up alphabet stories, particularly those that use rhyme and alliteration
- Talk about letters and their sounds as preschoolers play
- Model how to sort words or objects
- Encourage older preschoolers to use invented spelling
Question
What strategies are you using to promote phonological awareness?

Strategies for Parents and Families

- Share to build home-school connections
- Supports daily activities for infants, toddlers, and preschoolers
- Provides multiple examples
Tour of PLA's Big 5 on ECLKC

Culturally and Linguistically Responsive Practices (CLRP) on MyPeers

Keep the conversation going... look for our conversation starters tomorrow!

Share ideas, questions, and resources on the CLRP Community on MyPeers!


Evaluation and Thank You!

For more information, please contact us at ecdtl@ecetta.info or call (toll-free) 1-844-261-3752
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