



## **Outcomes**

Participants will be able to

- identify six key areas of language development.
- align developmentally appropriate strategies.
- plan strategies throughout the learning environment.

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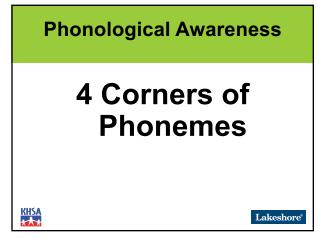
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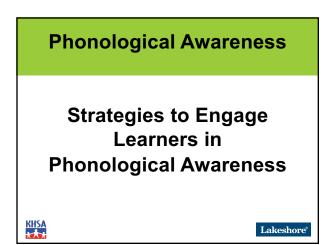
## Agenda

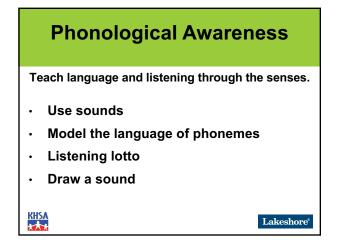
- I. Phonological Awareness
- II. Alphabet Knowledge
- III. Print Awareness
- IV. Classification
- v. Communication
- vi. Building Vocabulary

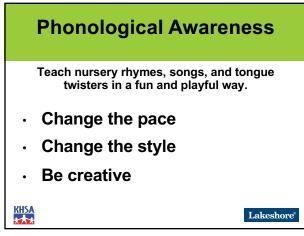


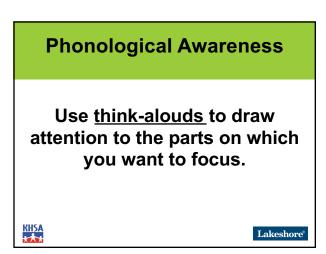


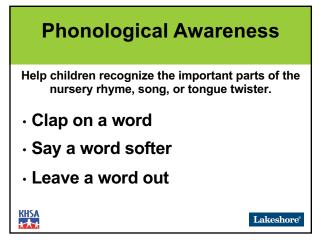


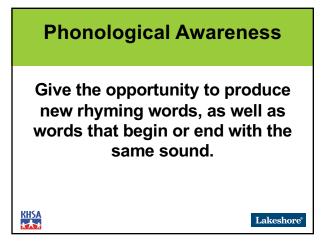




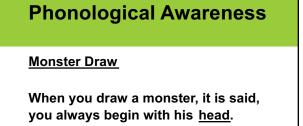








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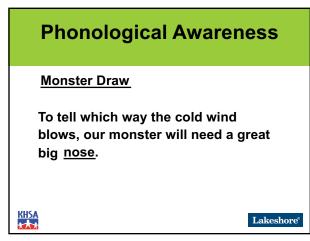
#### Monster Draw

He'll be able to see when he flies, if we draw two bright eves.

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### **Phonological Awareness**

Monster Draw

Look to the north and look to the south, now we can give our monster a <u>mouth</u>.

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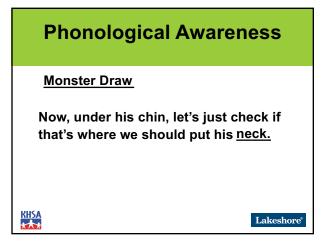
#### Monster Draw

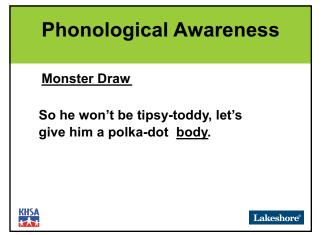
Some up above and some beneath, our monster has lots of <u>teeth</u>.

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### **Phonological Awareness**

#### Monster Draw

If he really, really begs, I guess we could give him <u>legs</u>.

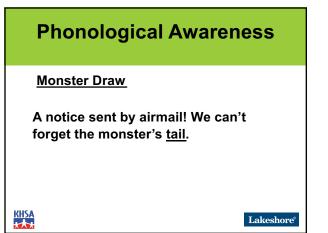
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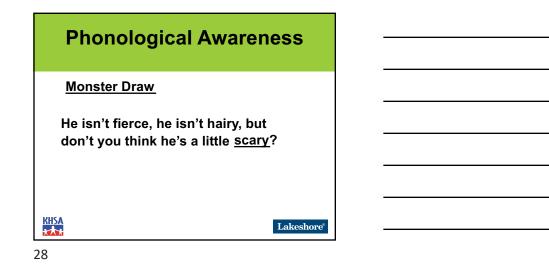
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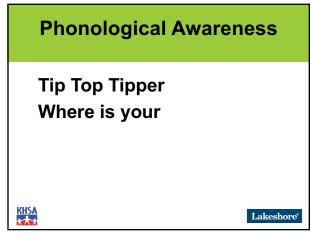
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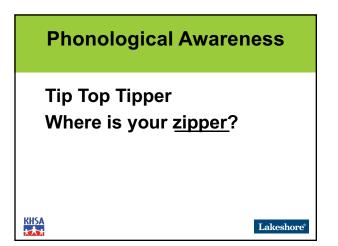
Phonological Awareness
Monster Draw
To make our monster nice and neat, we'll have to teach him to wipe his <u>feet</u> .
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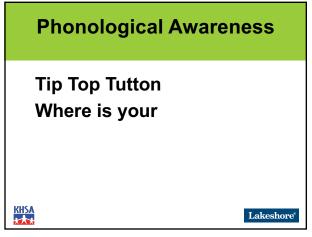
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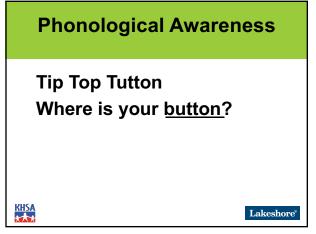


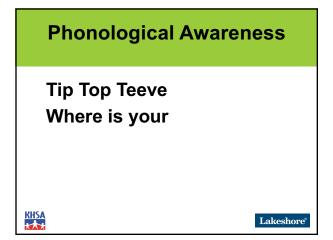


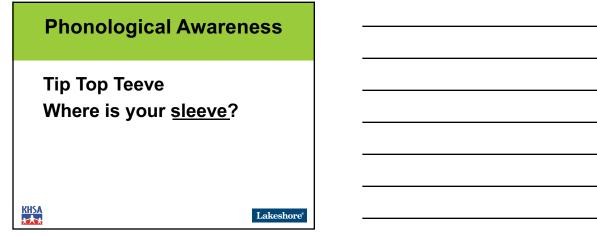


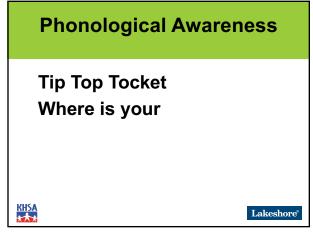


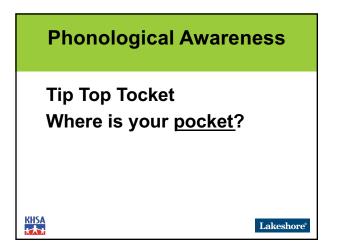


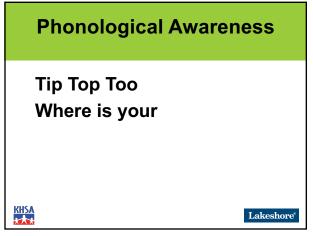


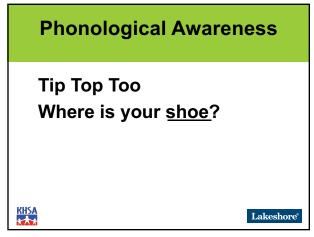


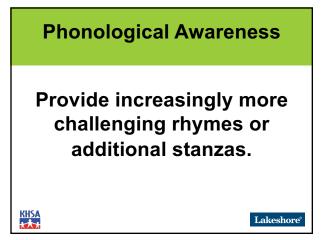


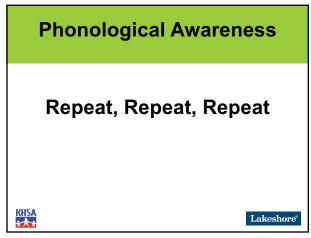








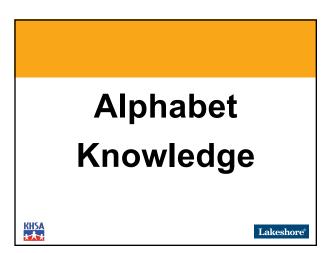


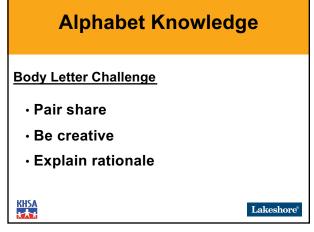


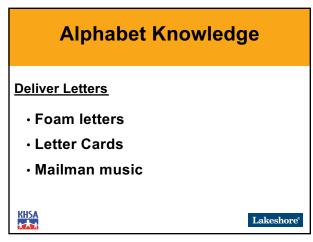
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- I. Phonological Awareness
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#### Draw Letters

- Start with a letter they know
- Ask follow-up questions
  - Uppercase/lowercase
  - Rhyming words
  - Same beginning sound or letter

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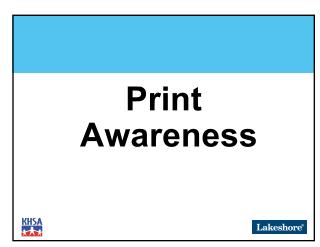
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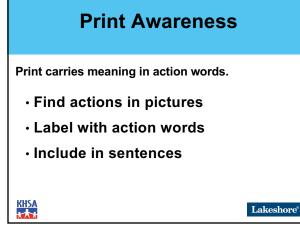
### **Print Awareness**

Old MacDonald

- Engagement
- Introduce words
- Challenge to understand print

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- I. Phonological Awareness
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### Classification

Informal Review

- Picture cards
- Drawing
- Floor mats

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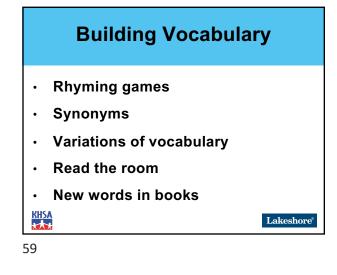


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