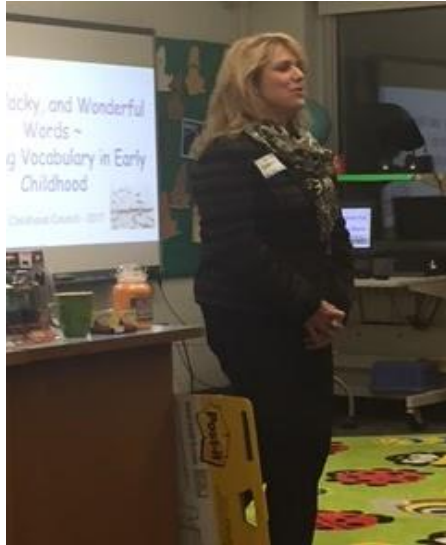


Wild, Wacky, and Wonderful  
Words ~  
Teaching Vocabulary in Early  
Childhood

Early Childhood Council - 2017



# Co-Presidents Debbie Clark and Alison Huntington





Attendees enjoy a light dinner provided by the NM  
ECC

# Early Childhood Council



## CT ELDS Focus for 2016- 17 ~ Building Vocabulary

- L.36.1 Demonstrate an **understanding of an increased vocabulary, influenced by experiences and relationships**
- L.60.1 Understand an **increasing variety and specificity of words** for objects, actions and attributes encountered in both real and symbolic contexts
- L.36.5 May occasionally **use more sophisticated words** than they typically use in conversational speech but that have been learned through books and personal experiences (e.g., large, fast, angry, car, run)
- L.48.5 Begin to use some **words that are not a part of everyday conversational speech but that are learned through books and personal experiences** (e.g., gigantic, rapidly, frustrated, transportation, race or jog)
- L.60.5 Use **more complex words learned through books and personal experiences** (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs)

# Early Childhood Council Meetings 2016-17



- Teaching **Vocabulary** in Early Childhood: Interactive learning and resource book - *I'm Ready! How to Prepare Your Child for Reading Success*
- Creating our own **Word Walls** for PreK
- **Parent Make-It and Take-It** Evening

Early Childhood Council Website - New Milford Public Schools  
([www.newmilfordps.org](http://www.newmilfordps.org)) under Curriculum and Instruction

Coming soon-- link to Vanessa Levine's PreK - K pages <http://www.pre-kpages.com/>

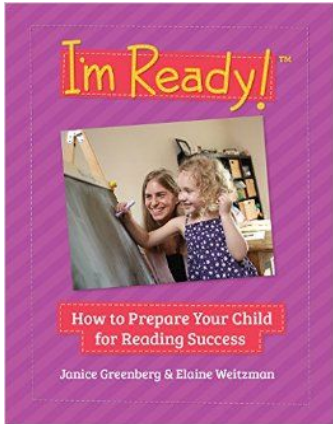
# *I'm Ready: How to Prepare Your Child for Reading Success*

by Janice Greenberg and Elaine Weitzman 2014

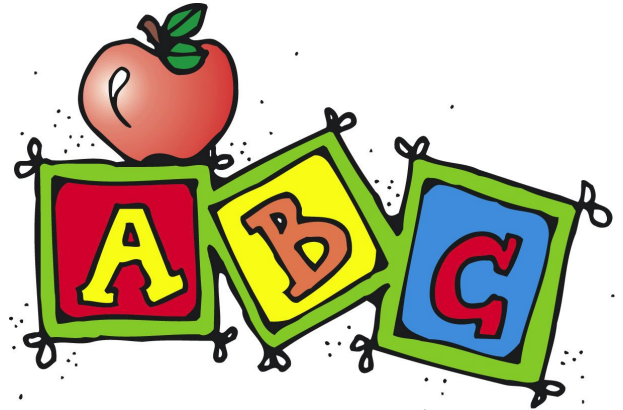
- Excellent resource for professional development~ one book for each program
- Written for parents - plenty of ideas and strategies to share

Early Literacy: A Foundation for Academic Success

## Building Blocks of Literacy



- Conversation
- **Vocabulary**
- Story Comprehension
- Print Knowledge
- Sound Awareness



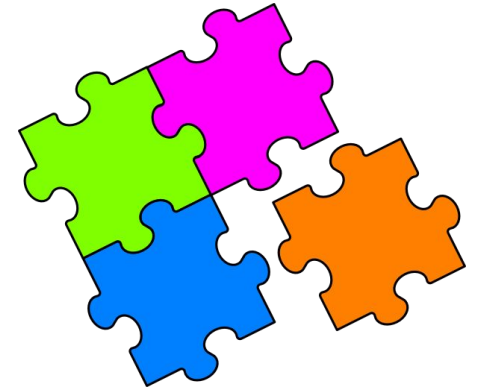
# Jigsaw ~ Chapter 3 Vocabulary: Make New Words Sparkle

Group 1 - Pages 16-17

Group 2 - page 18 Step It Up strategy

Group 3 - pages 19-20

Group 4 - pages 21-22



Read assigned pages and as a group create bullet points of key ideas to share out with the group

Individual tables reading the specified pages, looking for the big ideas to share out later.





Turning and talking to colleagues to determine the gist of their reading.



# Word Webs



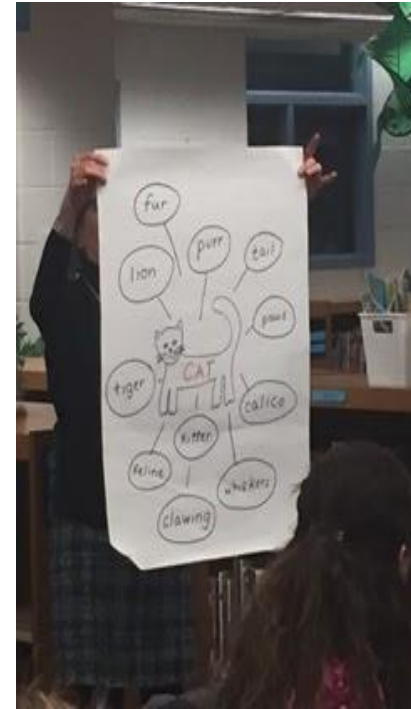
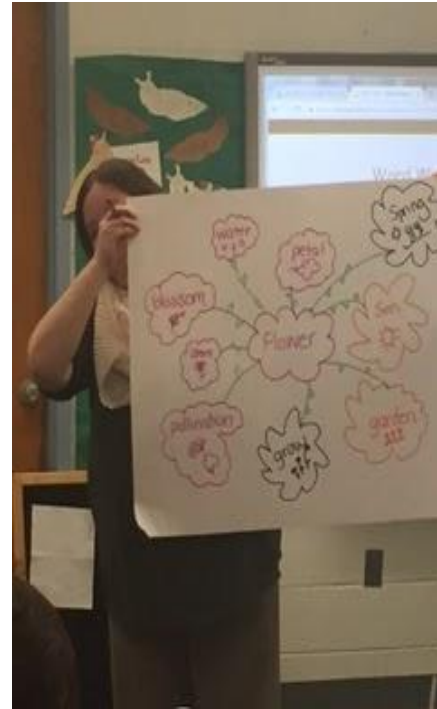
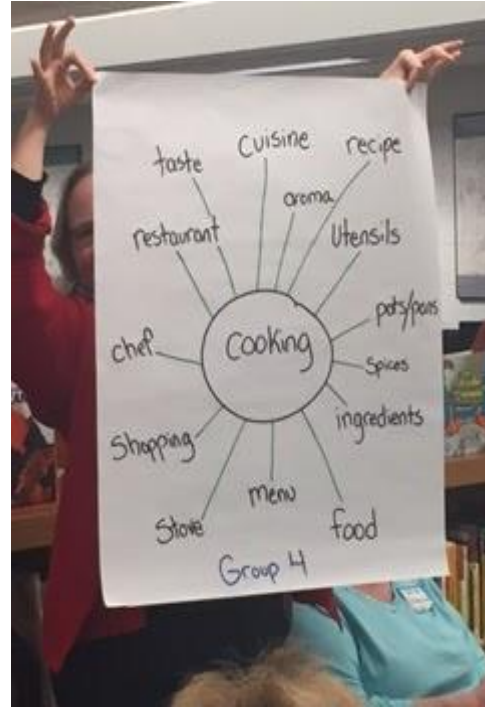
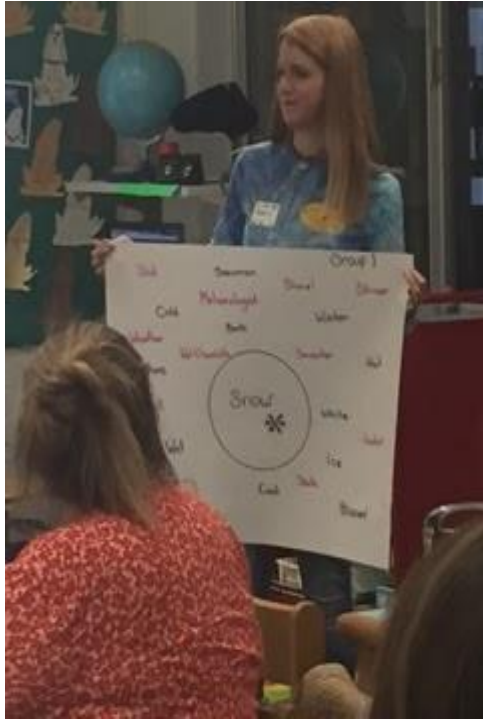
- How to create webs
- Familiar words and Tier II (or Step 2) words
- Known to unknown ~ "hooking words"
- Let's try it!

Name \_\_\_\_\_

Word Web

A word web diagram template consisting of a central circle connected to four surrounding circles, all enclosed in a dashed rectangular border. The circles are arranged in a cross pattern around the center.

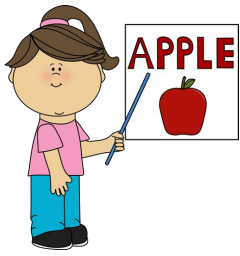
# Creating word webs with our colleagues



## True or False ??

By 1st grade, children from high income families are likely to know about **twice** as many words as children from low-income families.





# True

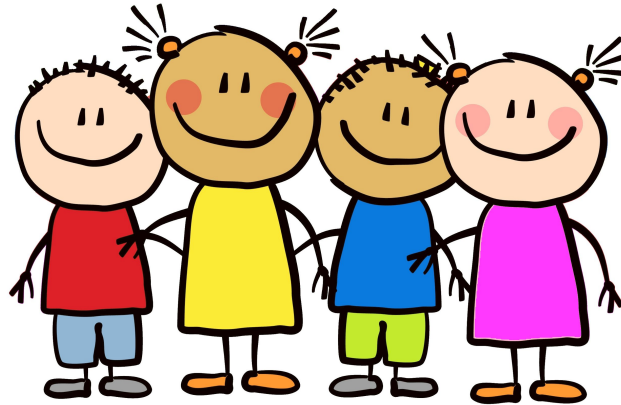


By 1st grade, children from high income families are likely to know about twice as many words as children from low-income families.

- By age 4, a child's interaction with his/her family has already produced significant differences in vocabulary development within socioeconomic groups.
- Children from high income families experience ~ 30 million more words than children from low-income families.

# True or False ??

The highest rate of vocabulary development occurs during the preschool years.



Tables turn and talk and then use true/false paddles to state the table's answer to the question



# True

The highest rate of vocabulary development occurs during the preschool years.

- This is a crucial time for parents and teachers to explicitly teach vocabulary.
- **SSTaRS strategy**. Stress new word, Show, Tell, Relate word to experiences and prior knowledge and Say it again. Teach words through **repeated** opportunities.
- **Be intentional in word selection**-- Use Tier 2 words and introduce content-related words early on (examples: science-related concepts such as *compare*, *contrast*, and *predict*). Research shows that preschool kids are highly capable of learning such words over time.



Neuman, Susan B. and Wright, Tanya S. "The Magic of Words: Teaching Vocabulary in the Early Childhood Classroom." American Educator Summer 2014: pg. 4

Greenberg, Janice and Weitzman, Elaine. *I'm Ready: How to Prepare Your Child for Reading Success*. Toronto: The Hanen Program, 2014.



True or False ??

Children have a vocabulary explosion.



# False



## Children do not have a vocabulary explosion.

- Word learning is has little to do with vocabulary explosions or bursts. Instead it is **cumulative**.
- "The high-performing student who know many thousands of words has learned them not by having received a jolt of oral language early on, but by accruing bits of knowledge for each of the thousand words encountered every day."
- College-ready students will need ~ 80,000 words by the end of high school.
- We should immerse students in oral and written vocabulary experiences throughout their academic career (especially in preschool).

## True or False ??

Effective vocabulary instruction can ameliorate reading difficulties later on.



# True

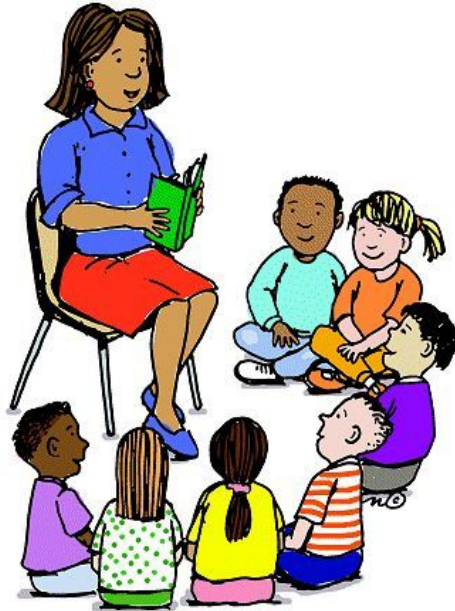


Effective vocabulary instruction can ameliorate reading difficulties later on.

- "Children with resolved vocabulary delays can go on to achieve grade-level expectations in fourth grade and beyond."
- "The quantity, quality, and responsiveness of **teacher and parent talk** can effectively mediate socioeconomic status" and result in growth of children's vocabulary." You have the power to make a difference!
- "Gains in vocabulary development can predict growth in comprehension and later reading performance."

# True or False ??

Storybook reading is sufficient for oral vocabulary development.



# False...sort of

Storybook reading is not sufficient for oral vocabulary development.

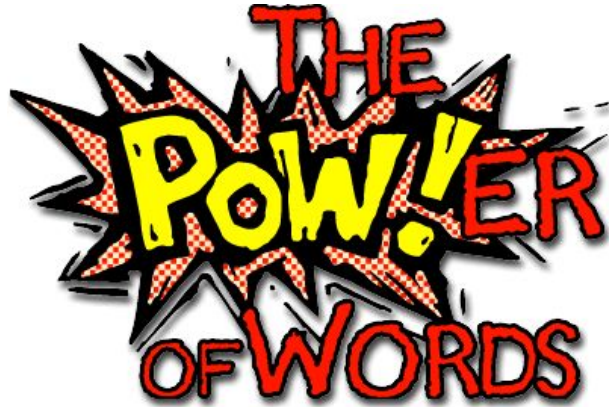
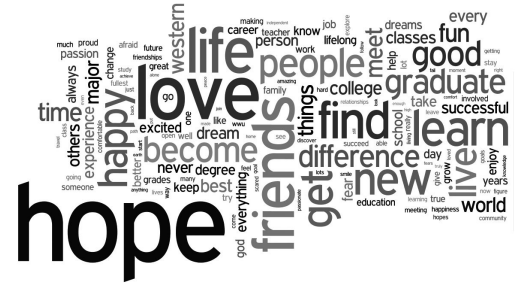


- Reading books aloud to children *is* an effective and powerful tool to teach vocabulary. Kids learn words through listening and interacting with storybooks.
- However, research indicates that teachers need to augment the read aloud experience with more intentional strategies with repeated exposure to words to help children process words with a deeper understanding.

(Think SSTaRS!)

# True or False ??

Frequency of exposure in a variety of meaningful contexts over an extended period of time enhances word learning.

A photograph of seven wooden blocks arranged in a row to spell out the word 'WORDS'. The blocks are light-colored wood with black letters. The first block is 'W', the second 'O', the third 'R', the fourth 'D', the fifth 'S', the sixth 'S', and the seventh 'S'. They are slightly offset and cast soft shadows on a white surface.A stylized graphic in a comic book font. The word 'THE' is in red at the top. Below it is a large, jagged, starburst shape with a red and white checkered pattern. Inside this shape, the word 'POWER' is written in large, bold, yellow letters with a black outline. Below the starburst, the words 'OF WORDS' are written in red, bold, sans-serif letters.A word cloud of various words. The most prominent words are 'hope', 'love', 'friends', 'find', 'learn', 'live', 'new', 'get', 'become', 'happy', 'excited', 'dream', 'never', 'degree', 'grades', 'keep', 'best', 'by', 'god', 'everything', 'education', 'fear', 'education', 'worry', 'true', 'never', 'happens', 'hours', 'community'. Other words include 'time', 'others', 'experience', 'major', 'change', 'passion', 'proud', 'much', 'always', 'like', 'love', 'family', 'things', 'difference', 'get', 'education', 'worry', 'true', 'never', 'happens', 'hours', 'community'. The words are arranged in a dense, irregular shape.

# True

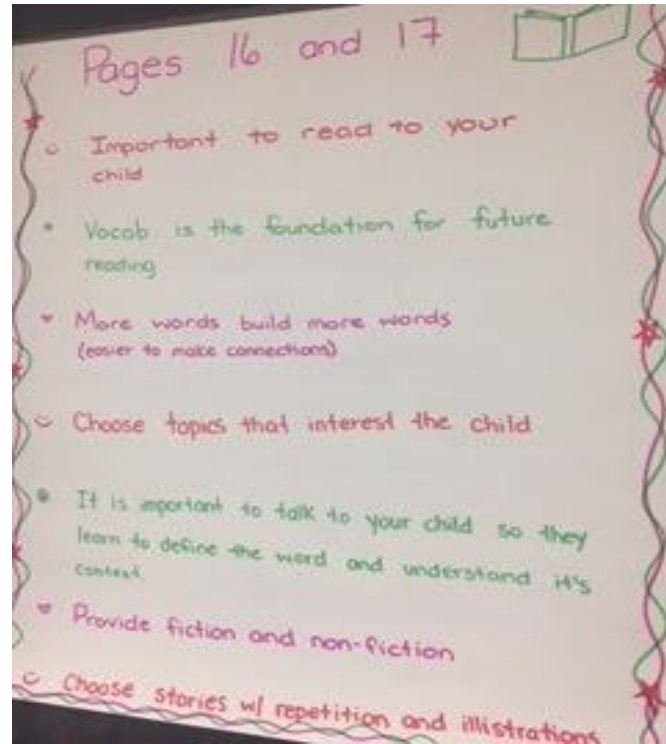
Frequency of exposure in a variety of meaningful contexts over an extended period of time enhances word learning.



- Children need **repeated exposure** (many more than previously thought) to gain vocabulary.
- Effective strategies include **repeated reading and rich explanations** of newly encountered words.
- “Rich explanations” can include defining word, providing synonyms, pointing to illustrations, and using words in other contexts.
- Explanations provide further opportunities to repeat words.
- Expose children to additional contexts in which word might be used.  
“Multimedia can be highly effective for enhancing the meaning of words.”



# Anchor charts depicting the BIG IDEAS of the reading from the book I'm Ready!

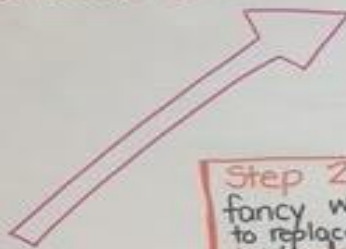


Group 2

I can select the "right" words

Choose 5 words or less

Choose different kinds of words



Step 1  
everyday words  
wet baby fast  
happy

Step 2  
fancy words  
to replace Step  
words  
drenched infant  
rapid joyful

Step 3  
Subject specific  
words cub  
diagram emot  
equation  
humid

Repetition is the key.

"Repetition is not boring for your child."

Planning is the path!

1. Choose book (child's interest)
2. Choose focus word/words
3. Plan opportunities to bring word to life

Using the book

- Relate word to cover
- Pause on word when reading story and define
- After reading, relate new word to children's own experiences.

Opportunities throughout the day

- Use new word throughout daily routine and activities
- Use objects and pictures around the classroom.
- Plan questions/comments that will help your child understand a word by relating it to own experiences.

Crucial!!

Say it again and again and again!

★ "Shoot for the SSTaRS"  
Make the word SPARKLE!

S Stress the new word  
to focus your child's  
attention.

S Show your child what  
the word means.

T Tell your child what  
the word means.

a and

R Relate the word to your child's  
personal experiences and  
knowledge, as well as to other  
words and situations.

S Say it again - and read  
the book again.


pgs. 19-20

# Resources to share

- Book - *I'm Ready: How to Prepare Your Child for Reading Success* by Janice Greenberg and Elaine Weitzman
- Scholastic Professional Paper - *10 Research -Tested Ways to Build Children's Vocabulary* by Nell K. Duke and Annie M. Moses
- Article about direct instruction of vocabulary in a Head Start classroom - *Supporting Preschoolers' Vocabulary Learning: Using a Decision-Making Model to Select Appropriate Words and Methods* by Tanya Christ and X. Christine Wang
- Article about myths and principles of teaching vocabulary - *The Magic of Words; Teaching Vocabulary in the Early Childhood Classroom* by Susan B. Neuman and Tanya S. Wright

Thank you for coming!



I teach  
**P**reschool  
what's your  
uperpower?

IT TAKES  
a  
big heart  
TO SHAPE  
a little mind