

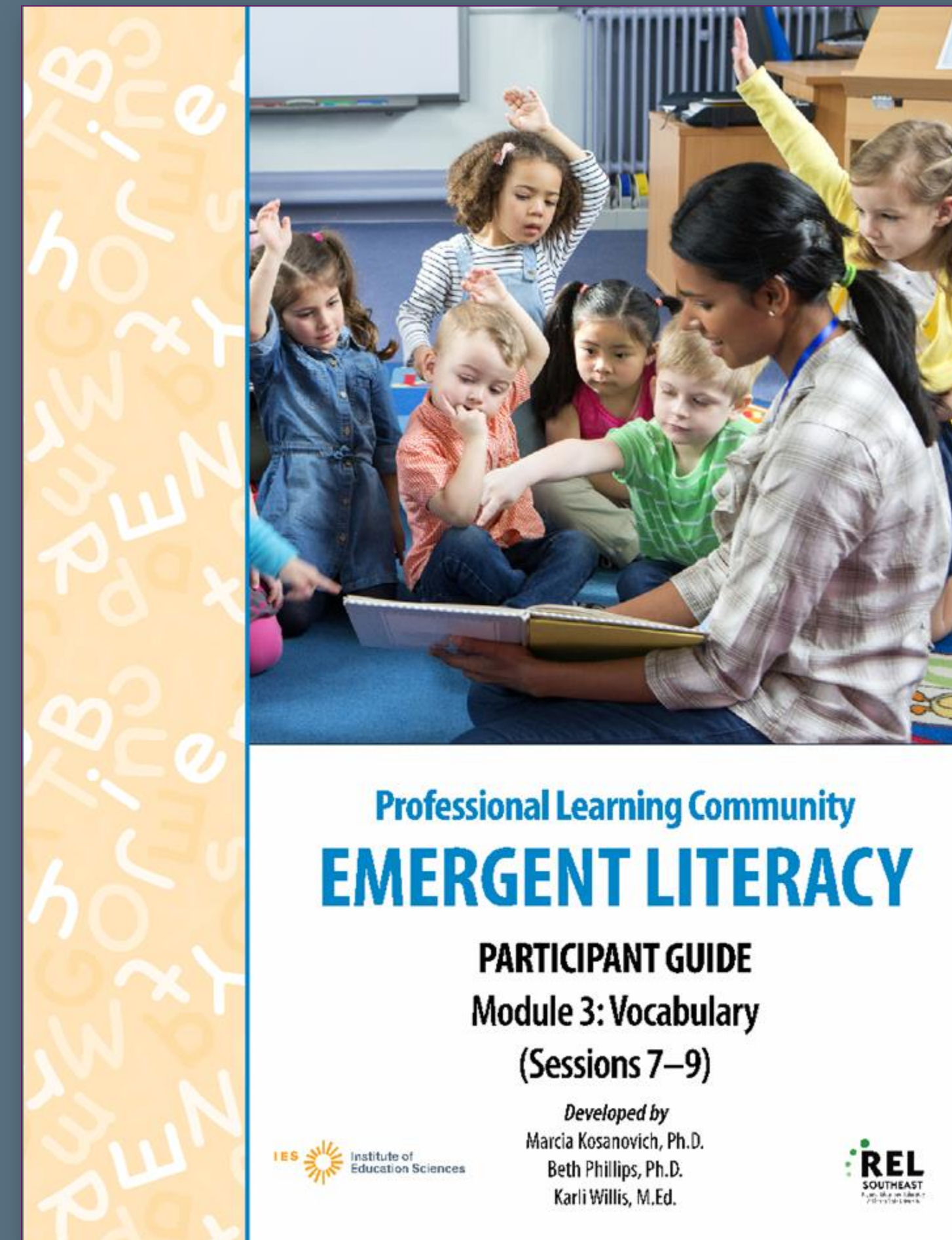
Professional Learning Community: Emergent Literacy

Module 3: Vocabulary

Sessions 7–9

Overview

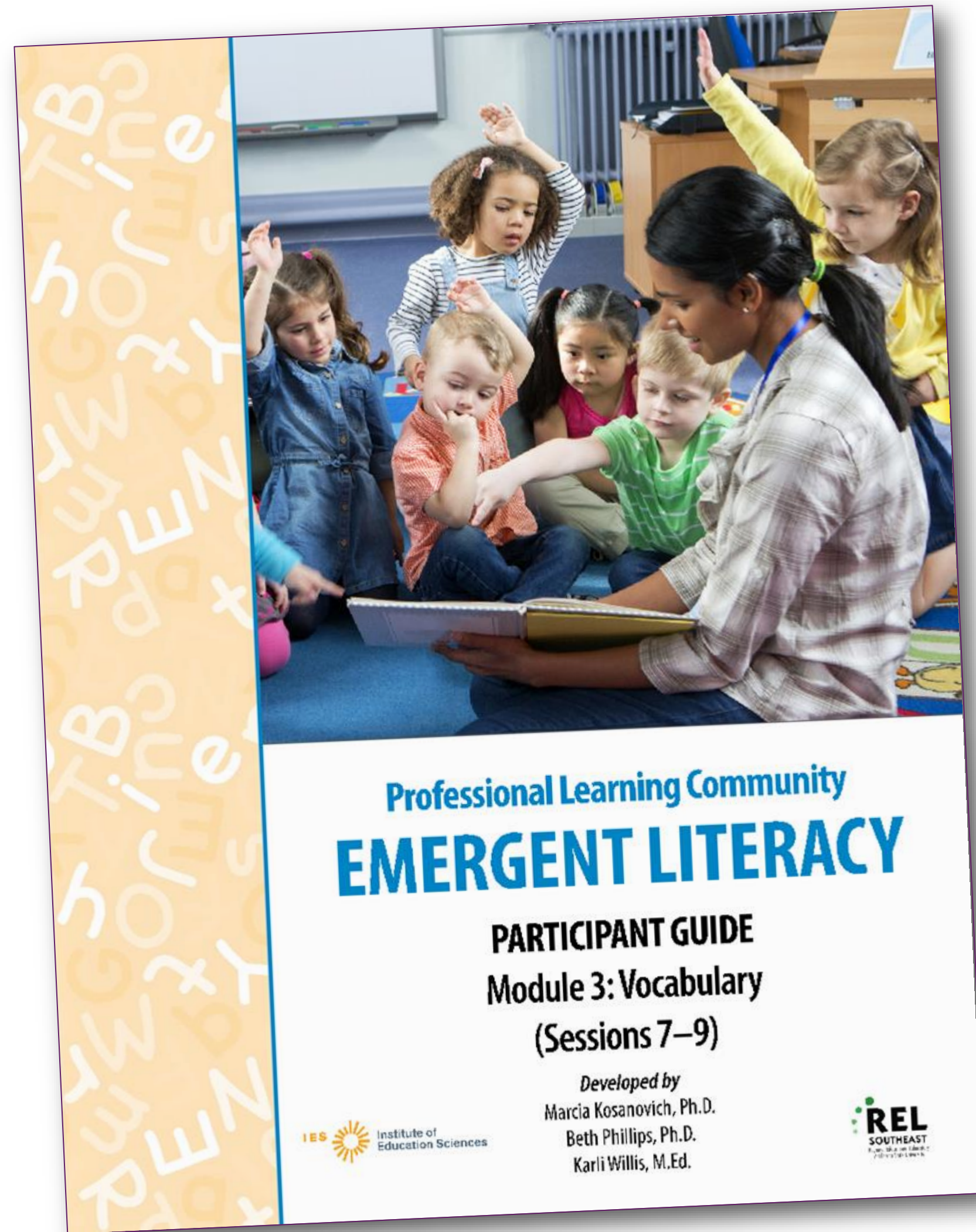
Breakout Room



Professional Learning Community EMERGENT LITERACY

Module 3: Vocabulary Session 7

Background on Vocabulary



Activities for Module 3: Vocabulary (Session 7)

Review Participant Activities

Slide	Participant Guide Page Number	Participant Activity Title
6	50 (Module 2)	Activity 10: Plan and Implement (Self-Study) from Module 2, Session 6
7	8	Activity 1: FAQs About Vocabulary
20–25	9–10	Activity 2: Building a Network of Words
26	11	Activity 3: Reflect
27	12–13	Activity 4: Plan and Implement (Self-Study)

Videos for Module 3: Vocabulary (Session 7)

Watch and Cue Up Videos

Slide	Title	Link	Duration
27	Video 1: Building a Network of Words	https://youtu.be/o0cUj8YPoo	3:23



Debrief

Self-Study (from Day 1)

DO



Participant Guide for Module 3 (Vocabulary)

Activity 4: Plan and Implement on page 13 (4 reflection questions).

Activity 11: Video-Viewing Guide for Play-Based Interactions With Teacher Guidance on page 52.

WATCH



Videos from Module 3 (Vocabulary)

Video 1 Building a Network of Words (3:23) (<https://youtu.be/o0cCUj8YPoo>).

Video 4 Play-Based Interactions With Teacher Guidance (9:47) (<https://youtu.be/93K68UIBa7w>).

READ



Self-Study Reading from Module 3 Participant Guide

Session 7: p. 1–7

Session 8: p. 14–25

Session 9: p. 35–45

Self-Study Reading from Module 4 Participant Guide

Session 10: p. 1–12

Session 11: p. 18–28

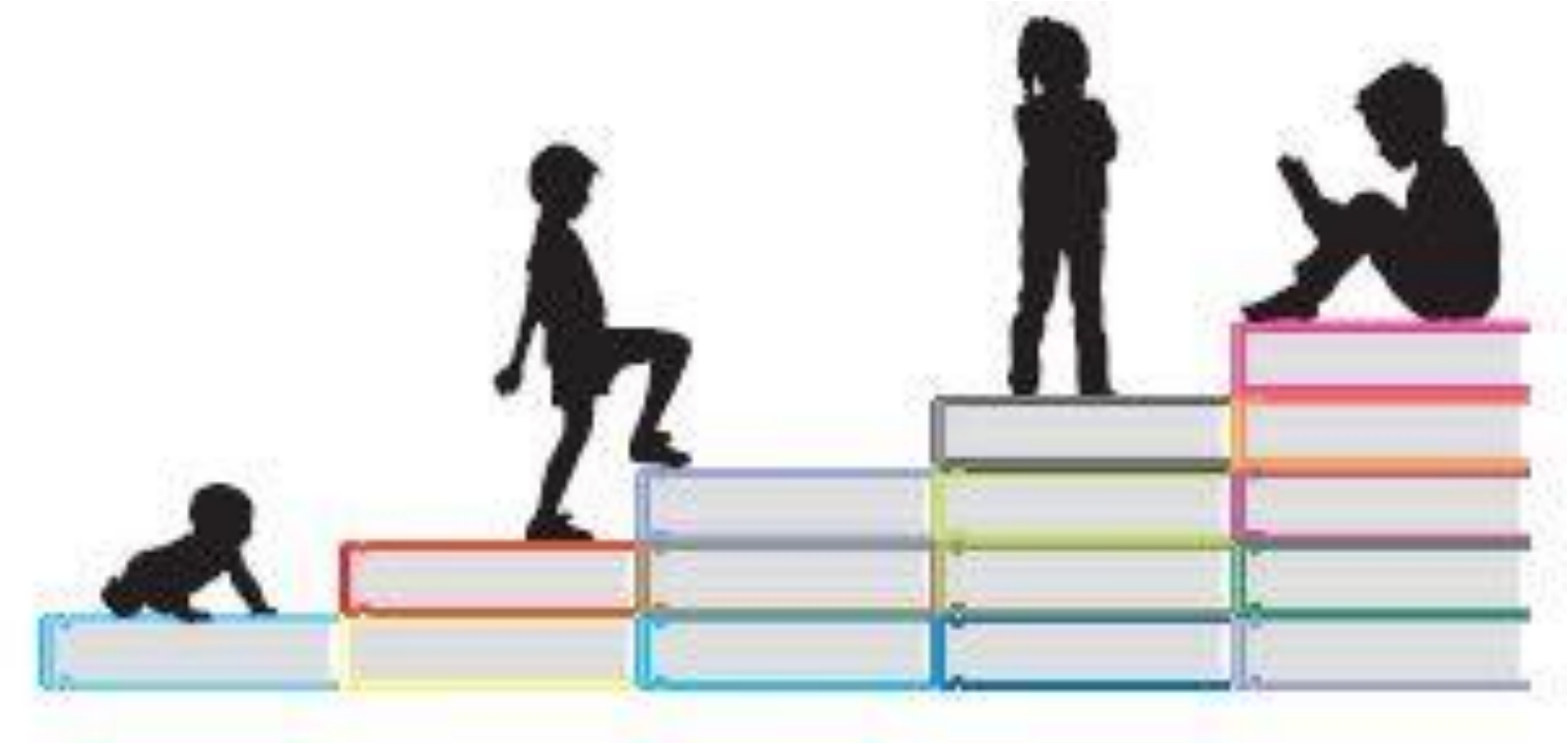
Session 12: p. 32–41

STEP 2



Define and Discuss Session Goals and Content

- ✓ Understand vocabulary and why it is important to teach.
- ✓ Understand how vocabulary is used in different contexts.
- ✓ Understand how language interaction contributes to vocabulary knowledge.
- ✓ Understand how to create and use a network of words.



What Is Vocabulary?

- Knowledge of words and word meanings including pronunciation.
- Words that make up speech (what we say) and text (what we read).
- Essential for listening, speaking, reading, and writing.



Listening



Speaking



Reading



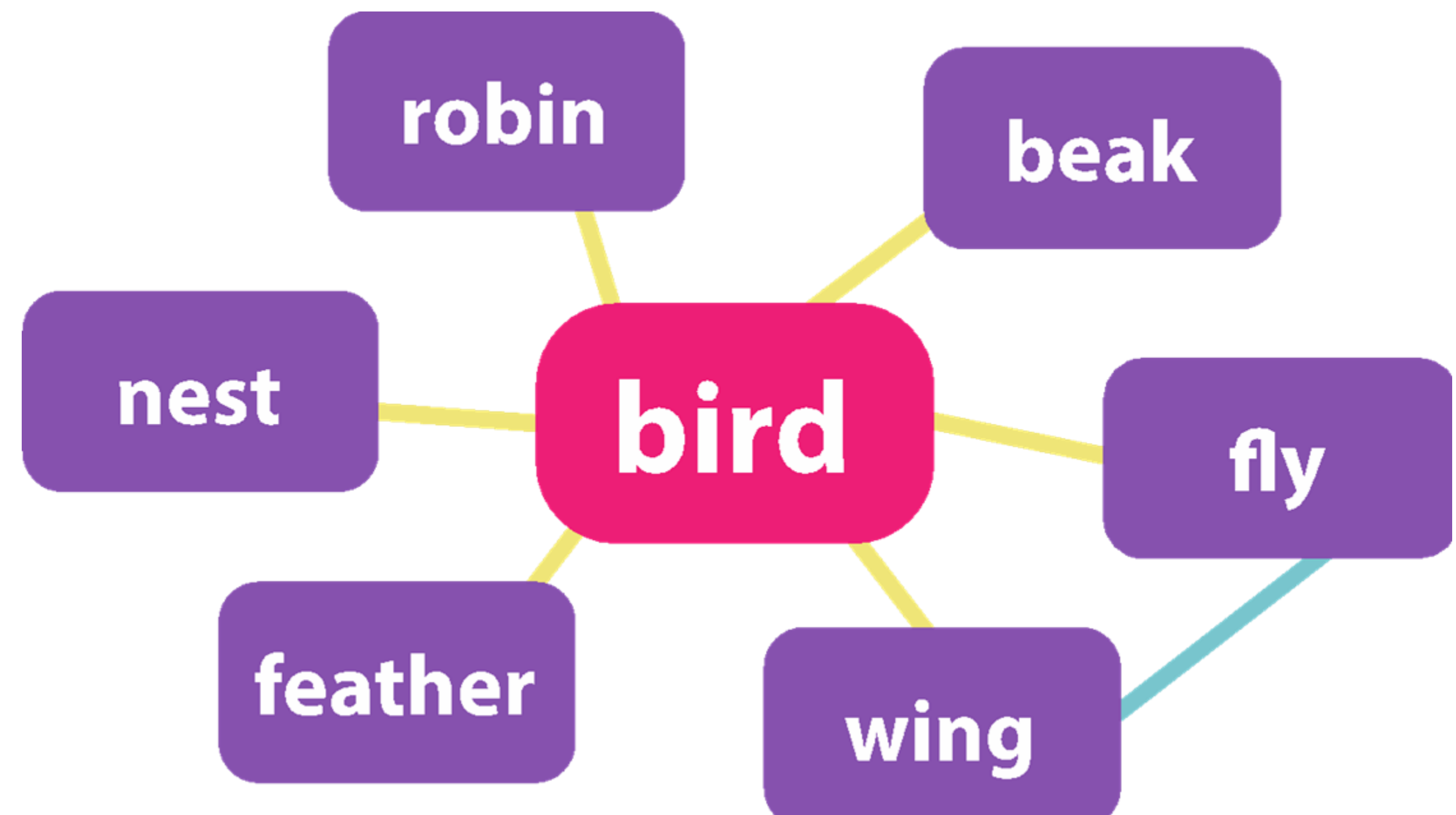
Writing

Why Is Vocabulary Important?

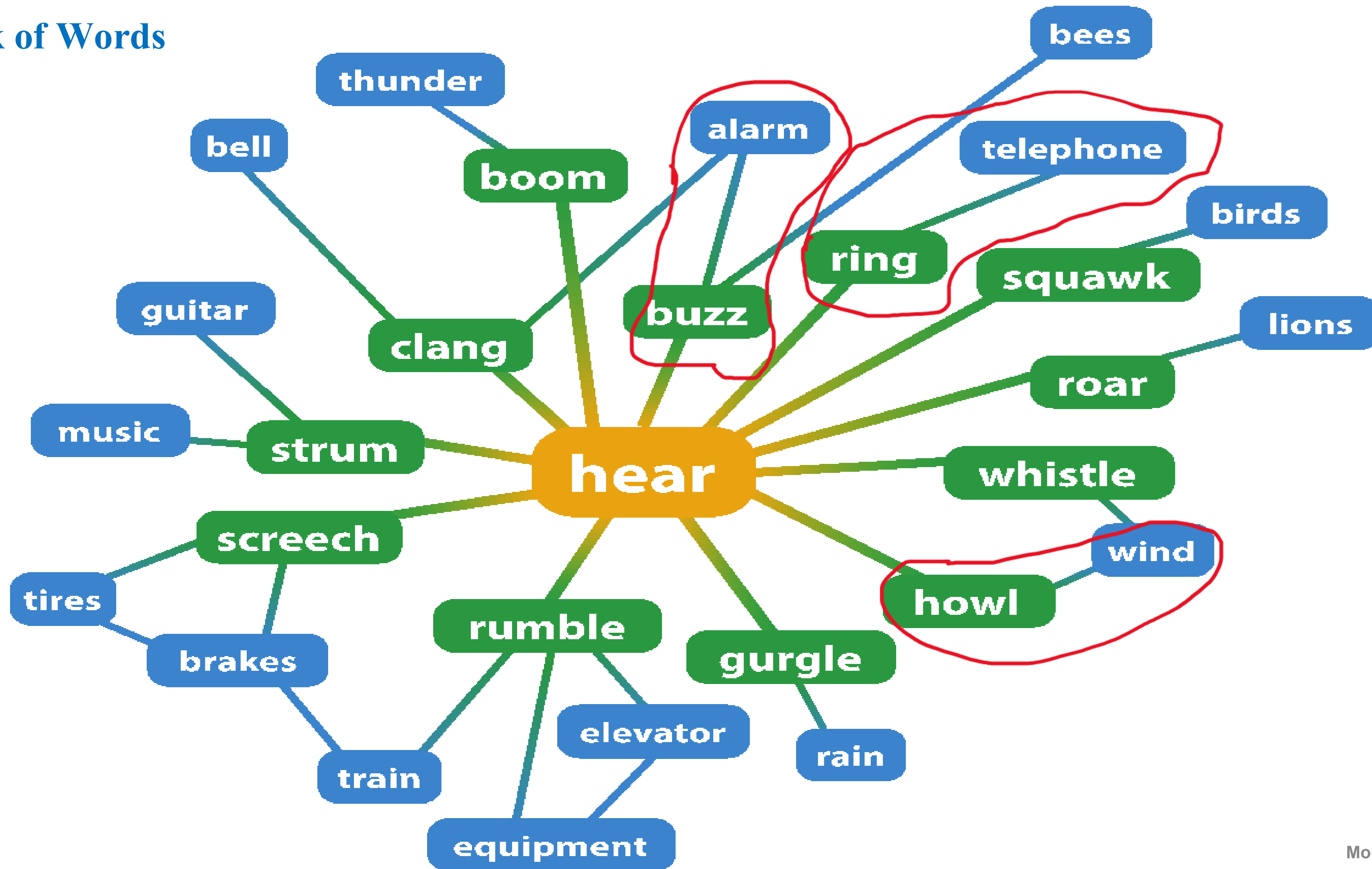
- Communication: vocabulary is part of oral language.
- Reading Comprehension
 - The Simple View of Reading **$D \times LC = RC$**
 - ✓ Vocabulary supports language comprehension.
 - ✓ Vocabulary supports decoding.
 - ✓ Vocabulary is directly related to reading comprehension.
- Vocabulary knowledge leads to more vocabulary knowledge.

How Do We Think About Word Meanings?

- Lexical knowledge (knowledge of words) is organized in networks of meaning.
- A network of words helps us learn new words that connect to words that we already know.



Network of Words

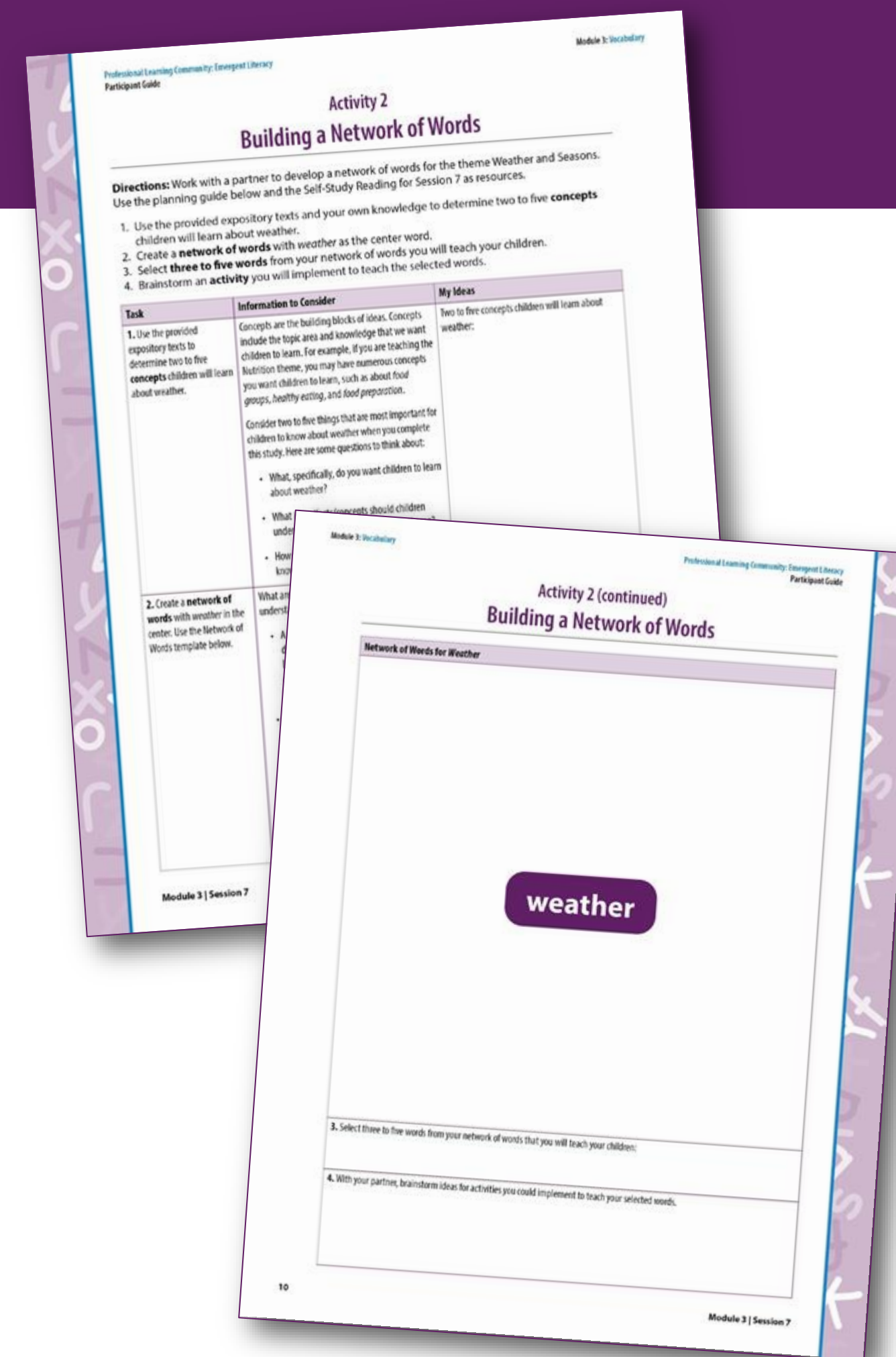




Learn and Confirm

Activity 2: Building a Network of Words

1. Use your knowledge and the provided texts to determine two to five **concepts** that children will learn about weather.
2. Create a **network of words** with weather as the center word.
3. Select three to five **words** to teach.
4. Brainstorm an **activity** to teach the words.



Learn and Confirm

Activity 2: Building a Network of Words

- **Concepts** are the building blocks of ideas. Use your knowledge and the provided texts to determine two to five concepts about weather.
- What knowledge about weather do you want children to gain at the end of the theme or unit?

Professional Learning Community: Emergent Literacy
Participant Guide

Module 3: Vocabulary

Activity 2 Building a Network of Words

Directions: Work with a partner to develop a network of words for the theme Weather and Seasons. Use the planning guide below and the Self-Study Reading for Session 7 as resources.

1. Use the provided expository texts and your own knowledge to determine two to five **concepts** children will learn about weather.
2. Create a **network of words** with *weather* as the center word.
3. Select **three to five words** from your network of words you will teach your children.
4. Brainstorm an **activity** you will implement to teach the selected words.

Task	Information to Consider	My Ideas
1. Use the provided expository texts to determine two to five concepts children will learn about weather.	<p>Concepts are the building blocks of ideas. Concepts include the topic area and knowledge that we want children to learn. For example, if you are teaching the Nutrition theme, you may have numerous concepts you want children to learn, such as about <i>food groups, healthy eating, and food preparation</i>.</p> <p>Consider two to five things that are most important for children to know about weather when you complete this study. Here are some questions to think about:</p> <ul style="list-style-type: none">• What, specifically, do you want children to learn about weather?• What ideas/facts/concepts should children understand when they complete this theme?• How will children be able to apply their knowledge about weather?	Two to five concepts children will learn about weather:
2. Create a network of words with <i>weather</i> in the center. Use the Network of Words template below.	<p>What are important words to know in order to understand the concepts about weather from step 1?</p> <ul style="list-style-type: none">• A network of words represents the ideas and descriptions associated with the concept. Learning words within these networks helps children also learn about the concept and theme.• Instead of teaching random words that are not related to each other, teach a network of words that are connected to each other and support conceptual knowledge building.• For an example, refer to the network of words found in figures 3 and 4 on pages 6 and 7 of your self-study reading.	Create your network of words using the template on the next page.

Module 3 | Session 7

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Learn and Confirm

Activity 2: Building a Network of Words

- Create a **network of words** with weather in the center. Use the template.
- What are important words to know in order to understand the concepts about weather?

Module 3: Vocabulary Professional Learning Community: Emergent Literacy
Participant Guide

Activity 2 (continued)
Building a Network of Words

Network of Words for Weather

weather

3. Select three to five words from your network of words that you will teach your children:

4. With your partner, brainstorm ideas for activities you could implement to teach your selected words.

Module 3 | Session 7

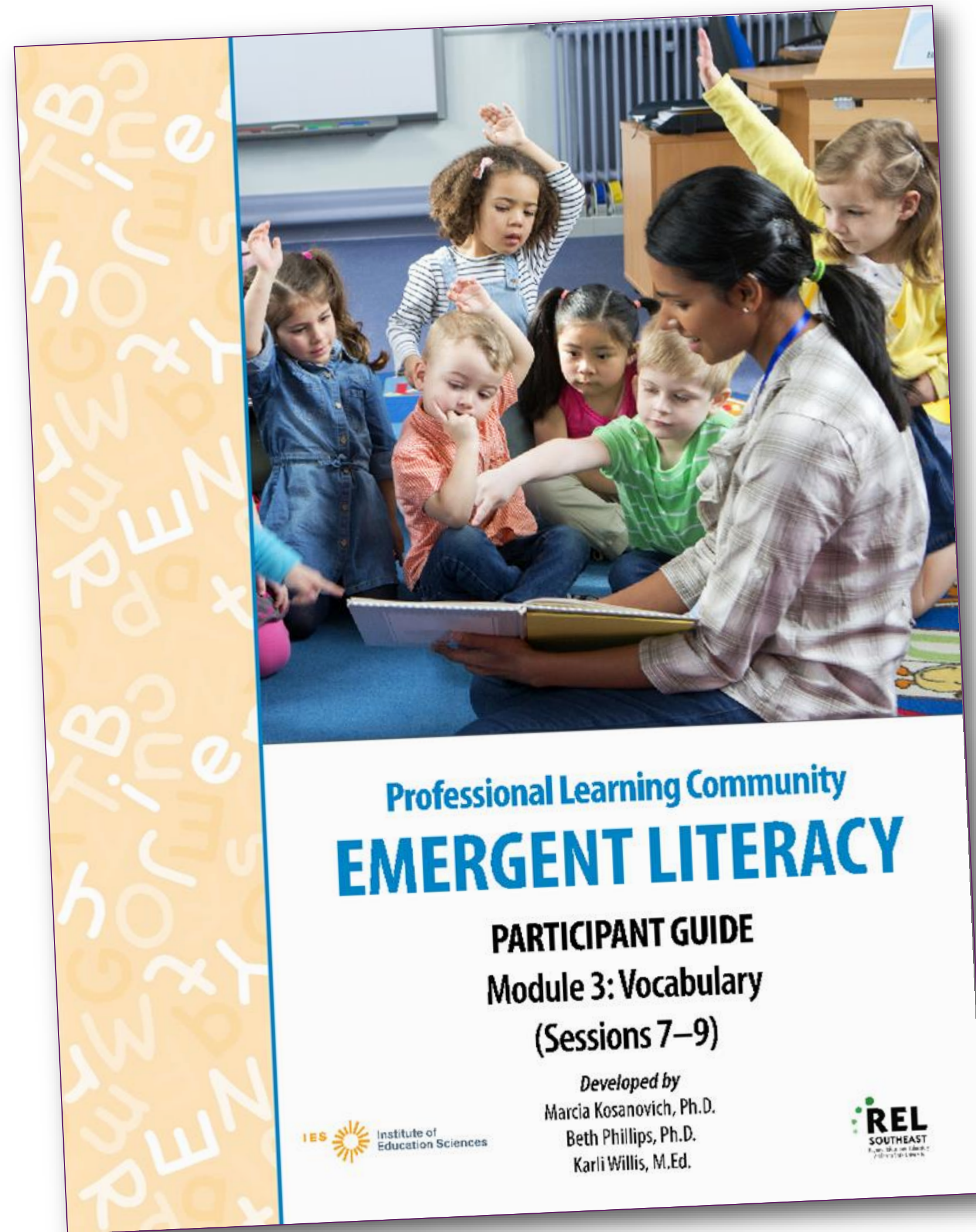


**We have completed
Session 7**

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Module 3: Vocabulary Session 8

How Do Children Learn New Words,
Which Words Do I Teach, and
How Do I Use Dialogic Reading to Teach
Vocabulary?



Activities for Module 3: Vocabulary (Session 8)

Review Participant Activities

Slide	Participant Guide Page Number	Participant Activity Title
32	12–13	Activity 4: Plan and Implement (Self-Study) from Session 7
39	26 and 9	Activity 5: Review My Network of Words Activity 2: Building a Network of Words from Session 7
51–54	27–29	Activity 6: Determine Vocabulary Words and Questions for Dialogic Reading
55	30	Activity 7: Video-Viewing Guide for Dialogic Reading
56	31–32	Activity 8: Dialogic Reading Lesson Plan
57	33–34	Activity 9: Reflect, Plan, and Implement (Self-Study)

Videos for Module 3: Vocabulary (Session 8)

Watch and Cue Up Videos

Slide	Title	Link	Duration
55	Video 2: Dialogic Reading With Narrative Text	https://youtu.be/JWW2iweXJug	14:14
57	Video 3: Dialogic Reading With Expository Text	https://youtu.be/wH3AWoenTBg	21:53

Which Vocabulary Words Do I Teach?

- Varied parts of speech.
 - ✓ noun, verb, adjective, preposition, adverb
- Words that will be frequently encountered.
 - ✓ basic, transportable, technical words
- Base words and word families.
- Words as part of networks.

What is Dialogic Reading?

An evidence-based strategy to enhance vocabulary and oral language skills through repeated, interactive book readings with small groups of children.



Planning for Dialogic Reading

- Implement with small groups (six children maximum) over five days.
- Select a book.
 - Rich, engaging pictures that accurately depict identifiable objects.
 - Large, colorful, and varied illustrations.
 - Represent key words from your network of words and varied parts of speech.
- Select pictures that represent words that are new to children and prepare child-friendly definitions.

The Five Sessions of Dialogic Reading

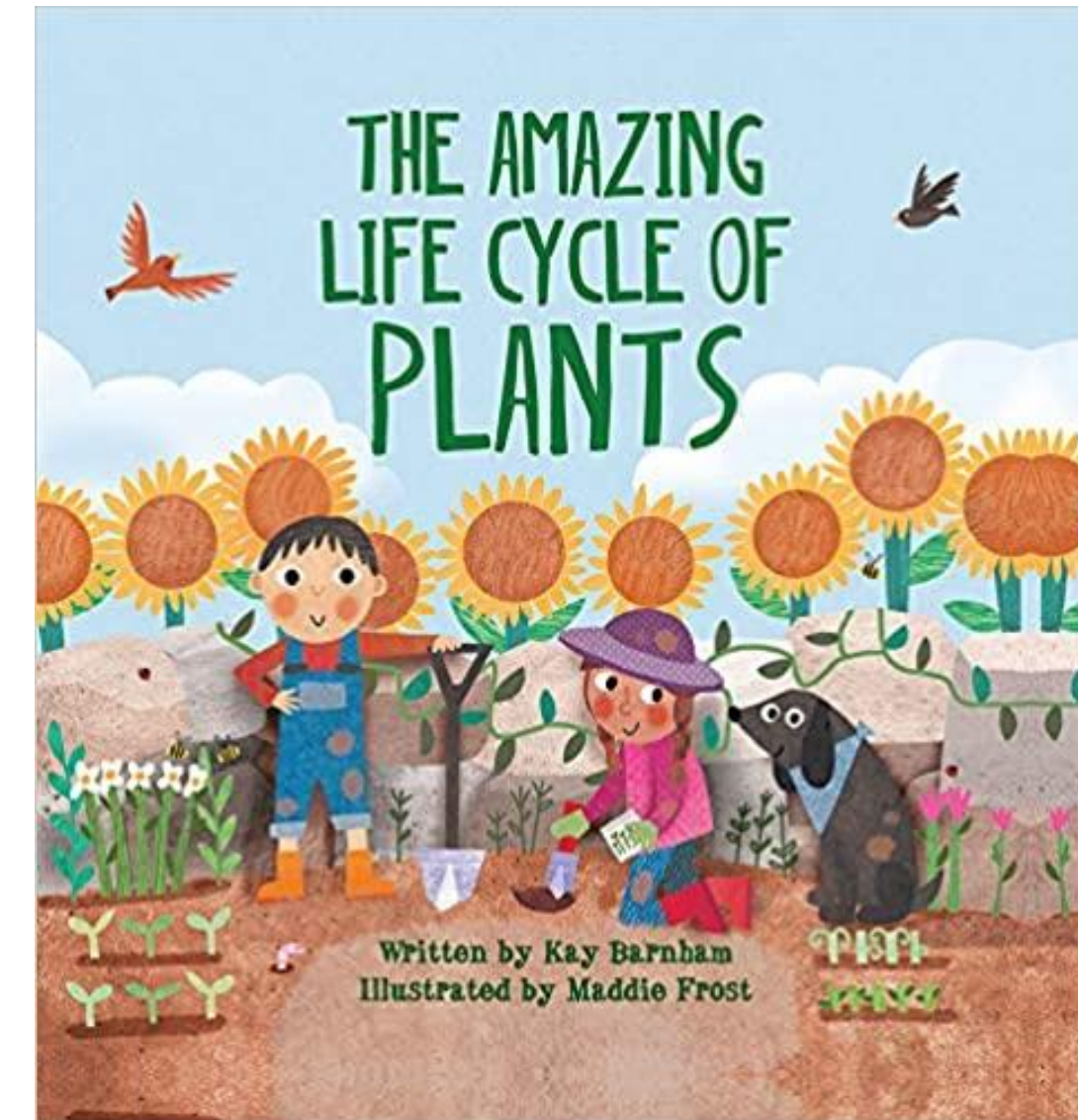
Session 1 Read the Book

Session 2 Teach New Words

Session 3 Continue to Teach New Words

Session 4 Ask Open-Ended Questions and Expand Child Responses

Session 5 Discuss Narrative, Conceptual, and Personal Connections



Sessions 2 and 3 of Dialogic Reading: Teach New Words

1. Remind the children that you already read the book and that you will now talk about the pictures.
2. Point to specific, identifiable objects/actions and ask “What” or “Who” (and sometimes “Where”) questions.
3. Follow-up with questions about color, shape, purpose, manner of acting, or function of the pictured objects and actions.



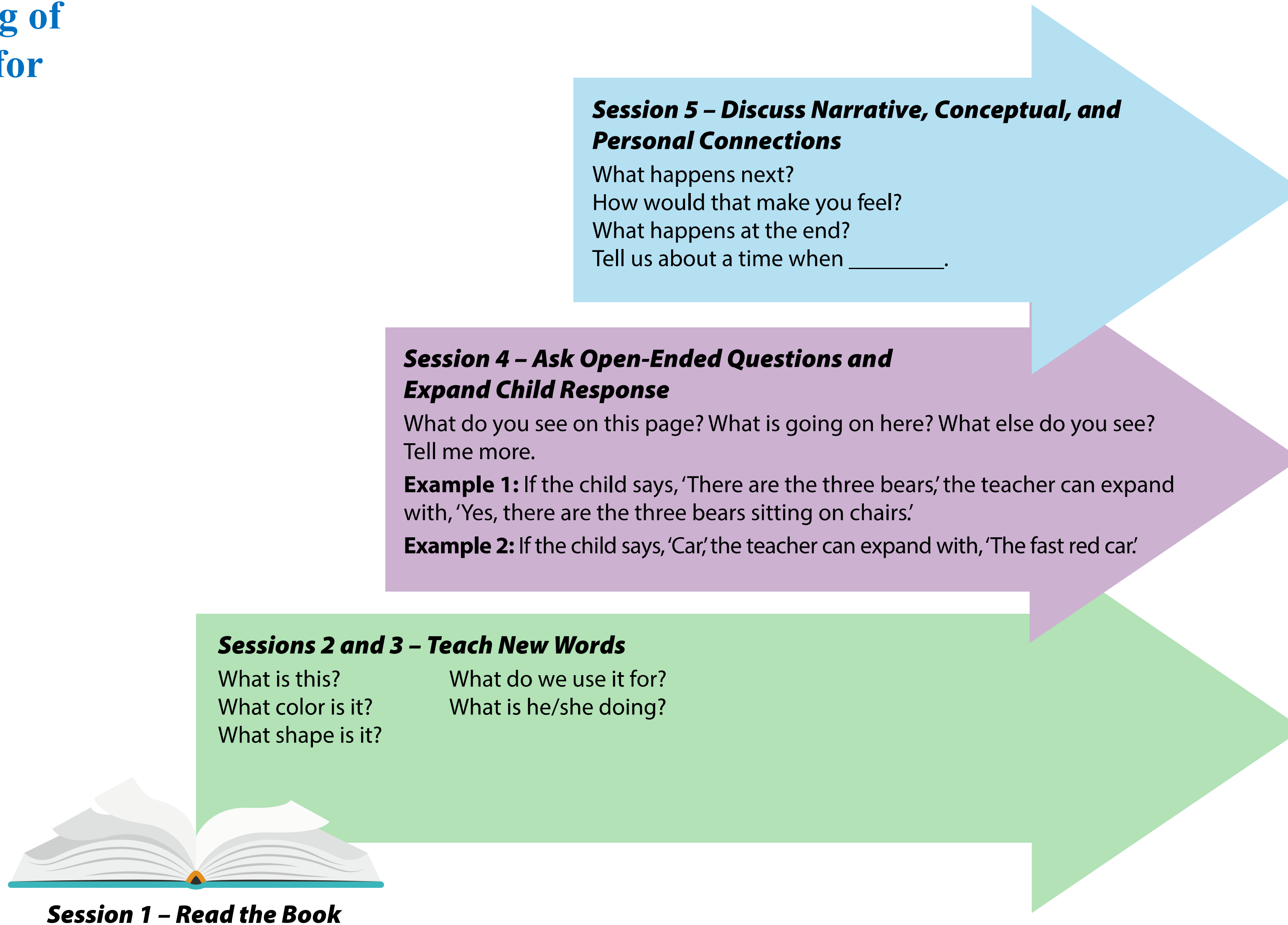
Session 4 of Dialogic Reading: Ask Open-Ended Questions and Expand Child Responses

- Continue to ask labeling questions while adding **open-ended questions**.
 - What do you see on this page? Tell me more about _____.
- Respond using **repetitions** by simply repeating the child's answer.
- Respond using **expansions** by adding a few additional words to the child's response.
 - Child: Bird is flying. Teacher: The bird is flying in the sky.
- **Model multiword statements** that include new vocabulary and descriptive words.
 - I notice that there is an airplane soaring above the family, what do you notice?

Session 5 of Dialogic Reading: Discuss Narrative, Conceptual, and Personal Connections

- Ask questions that relate to the story plot. *What happened first? What happened at the end?*
- Ask questions that relate to knowledge of the concept depicted in the book. *The family had apples that look delicious. Where do you think the family got those apples? Where do apples come from?*
- Ask questions related to children's personal experiences. *Have you been on a picnic? Can you describe it?*

Sequential Layering of Question Prompts for Dialogic Reading

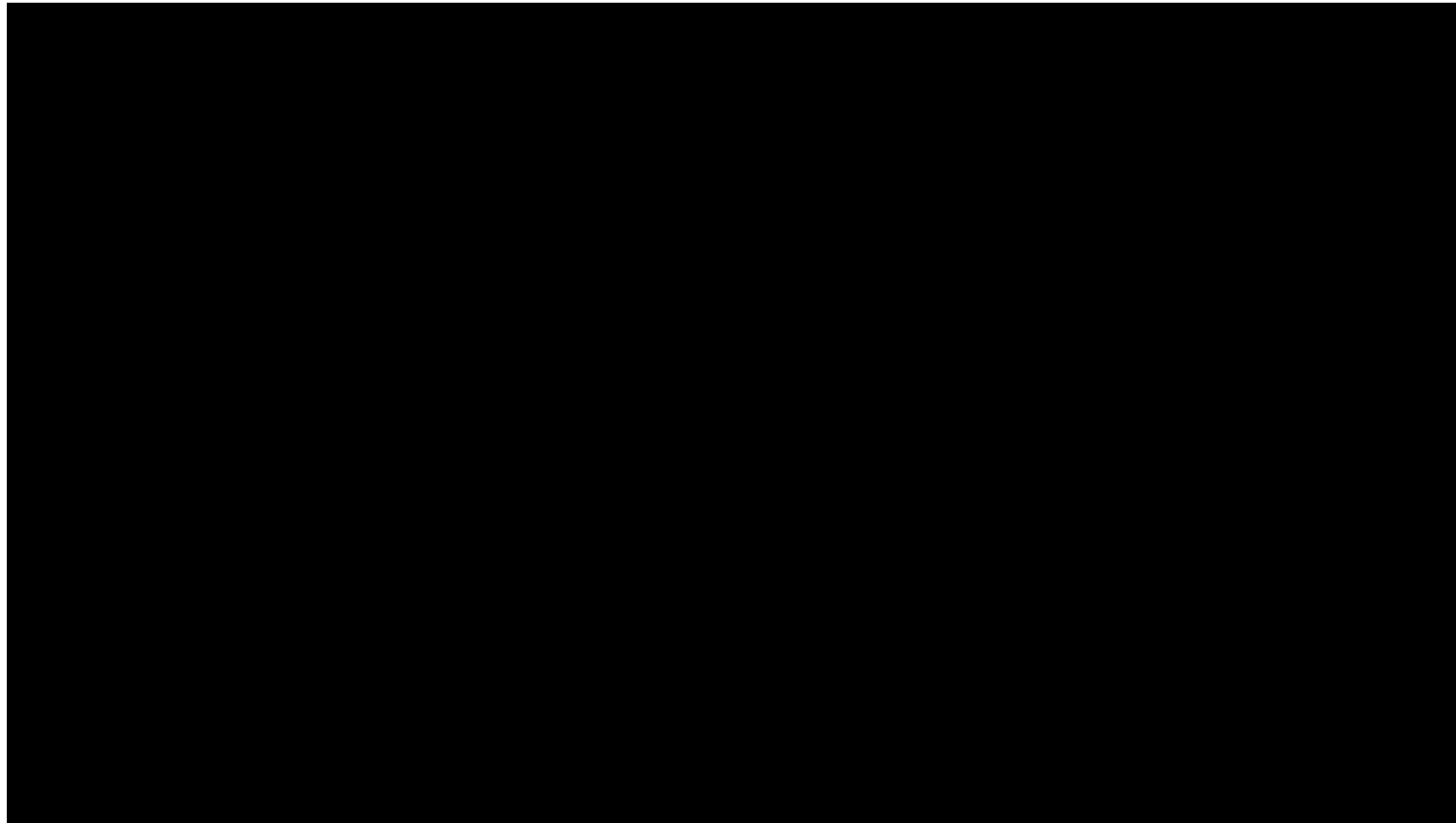


Collaborate and Practice

Activity 7: Video-Viewing Guide for Dialogic Reading



Video 2: Dialogic Reading With Narrative Text



Module 3 | Vocabulary Professional Learning Community | Emergent Literacy Participant Guide

Activity 7
Video-Viewing Guide for Dialogic Reading

Directions: After watching Video 2: Dialogic Reading with Narrative Text (<https://youtu.be/WW2imeXJag>), answer the following questions.

Question	Answer
1. What kinds of questions does the teacher ask in Sessions 2 and 3?	
2. What does the teacher do when a child responds with an incorrect label for an object?	
3. What were some follow-up questions you heard the teacher ask in Sessions 2 and 3?	
4. What does the teacher do when the children point to a picture in Session 4?	
5. How does the teacher get quiet children to participate?	
6. How does the plot of the story influence the questions asked in Session 3?	

30 Module 3 | Session 8

Module 3 Participant Guide
Page 30

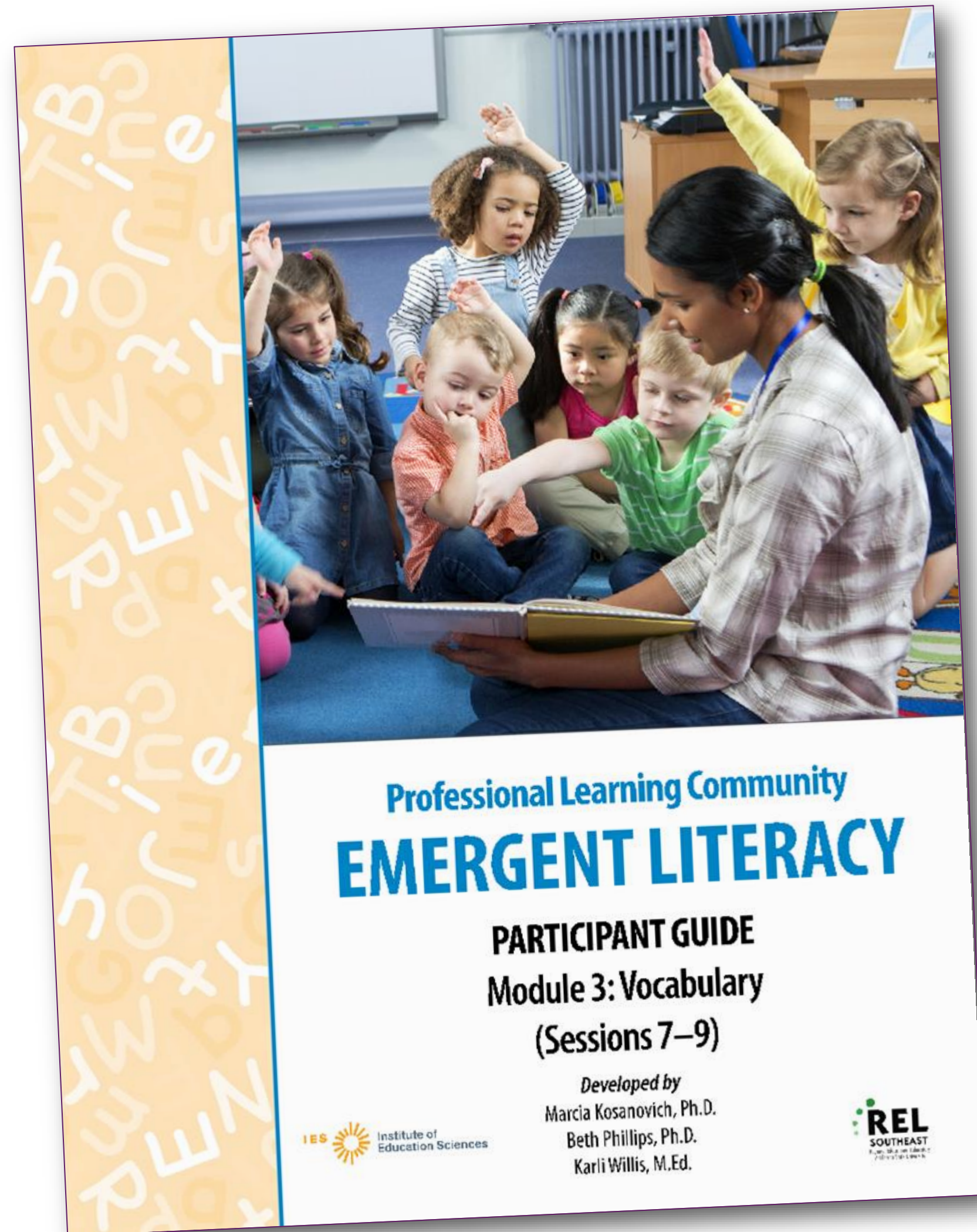


**We have completed
Session 8**

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Module 3: Vocabulary Session 9

More Ways to Teach Vocabulary,
Considerations for English Learner Students and
Students With Disabilities, and
Additional Resources



Activities for Module 3: Vocabulary (Session 9)

Review Participant Activities

Slide	Participant Guide Page Number	Participant Activity Title
62	33–34	Activity 9: Reflect, Plan, and Implement (Self-Study) from Session 8
69	9–10	Activity 2: Building a Network of Words from Session 7
70–71	51	Activity 10: Explicit Instruction for Specific Words Lesson Plan
75	52	Activity 11: Video-Viewing Guide for Play-Based Interactions With Teacher Guidance
79	8	Activity 1: FAQs About Vocabulary from Session 7
80	53	Activity 12: Reflect, Plan, and Implement (Self-Study)

Videos for Module 3: Vocabulary (Session 9)

Watch and Cue Up Videos

Slide	Title	Link	Duration
75	Video 4: Play-Based Interactions With Teacher Guidance	https://youtu.be/93K68UIBa7w	9:36
80	Video 5: Explicit Instruction for Specific Words	https://youtu.be/k43FasPgojA	14:27

Instructional Routine To Explicitly Teach a Word

1. Create a simple, child-friendly definition.

Enormous means really big.

2. Provide opportunities for children to say the word.

What is a word that means really big?

3. Engage children in active responses.

*When I show you a picture, put your thumb up if you think it is **enormous**. Put your thumb down if you don't think it is **enormous**.*

Child-Friendly Definition or Not?

Consume

- To destroy or expend by use.
- To eat.

Predict

- To say ahead of time that something will happen.
- To declare or tell in advance.



Activity 10: Explicit Instruction for Specific Words Lesson Plan (p. 51 of Participant Guide)

Activity 10 Explicit Instruction for Specific Words Lesson Plan

Directions:

1. Select a word from your network of words with weather in the center.
2. Develop a lesson to explicitly teach the word using the first table below. We will practice this during today's session.
3. Develop a second lesson using another word (using the second table) to implement with your children.

WORD _____

Instructional Routine Steps	Lesson Plan
1. Create a simple, child-friendly definition.	
2. Create questions to provide opportunities for children to say the word and/or the child-friendly definition. For example, ask, "What is a word that means really big?" (<i>enormous</i>)	
3. Engage children in active responses. Select an appropriate activity from table 8: on page 37. Describe how to implement the activity using your word.	

WORD _____

Instructional Routine Steps	Lesson Plan
1. 1. Create a simple, child-friendly definition.	
2. Create questions to provide opportunities for children to say the word and/or the child-friendly definition. For example, ask, "What is a word that means really big?" (<i>enormous</i>)	
3. Engage children in active responses. Select an appropriate activity from table 8: on page 37. Describe how to implement the activity using your word.	

Word Knowledge Activities (page 37 of Participant Guide)

Table 8: Word Knowledge Elaboration Activities

Activity Name	Best for...	Primary Goal	Examples
Which one is ...?	Nouns	Helping children organize words, particularly nouns, into their overarching categories.	"Which one is a <i>vegetable</i> , a carrot or an apple?"
Sort Us!	Nouns	Helping children learn the categories that organize most entities (nouns) in their environment, including learning the superordinate category label.	Use pictures of the four to eight words you want to categorize. "All of these animals are in two categories, animals that live in the <i>water</i> and animals that live on <i>land</i> . Let's put each animal in the right category."
Odd One Out	Nouns	Helping children learn the categories that organize most entities (nouns) in their environment, including learning the superordinate category label.	"Listen to these four words. Which one doesn't belong with the others: <i>train</i> , <i>bicycle</i> , <i>airplane</i> , <i>chair</i> ? Why not?"
These are all _____, because....	Nouns	Helping children learn about how words fit into categories and the defining features of those words in each category.	" <i>Cardinals</i> , <i>hawks</i> , and <i>pelicans</i> are all birds because they have feathers and lay eggs. What other birds can you think of?"
If I went searching, where would I find...?	Nouns	Helping children connect object words with the networks of words to which they connect.	"If I went searching, where would I find a <i>crocodile</i> ?"

Play-Based Interactions With Teacher Guidance

- Primarily child-directed but includes teacher-initiated learning.
- Helps children make sense of the world by increasing their engagement and directing their attention and exploration.
- Shapes and guides children's vocabulary through models, questions, and comments during child-directed play.



Planning Play-Based Interactions With Teacher Guidance

1. Determine which words from your network you want to target.
2. Enhance the classroom environment with specific props or activities to trigger the target words.
3. Through your interactions and conversations, support children's learning by embedding opportunities to learn new ideas and words, while playing.

Conversational Strategies to Scaffold Children's Language

- Ask questions that invite extended responses.
- Provide meaningful feedback.
- Introduce new vocabulary words.
- Use wait time effectively by silently counting to 10 before responding.





**We have completed
Session 9**

Questions and Comments

- Content and organization?
- Attention-grabbing?
- Reflections?

