

# Teaching Vocabulary Through Small Group Games

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# Webinar Tips

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# Why Teach Vocabulary to Young Children?

- ▶ **Vocabulary knowledge is critical for reading comprehension.**
  - ▶ It is the most important predictor of reading comprehension by grades 3 and 4 (e.g., Oakhill & Caine, 2012; Vellutino et. al., 2007).
- ▶ **Vocabulary helps with initial reading skills.**
  - ▶ Kindergarten vocabulary is related to grade 1 phonemic awareness and decoding (Dickinson et. al., 2019).
- ▶ **An early start is critical.**
  - ▶ Language at ages 3 and 4 is related to reading ability in grades 3 and 4. (NICHD, 2005; Storch & Whitehurst, 2002; Walker & Greenwood, 1994)





# Tips for Success



1. Use words in complete meaningful sentences.
2. Make word meanings clear.
  - Define the word
  - Use pictures, gestures, the tone of your voice, sounds.
3. Encourage children to use the words.
4. Provide many learning opportunities through games, book reading and conversations throughout the day.

# Selecting Words in Teach

## Stretch children's vocabularies

1. Names for novel objects, places and animals

2. Interesting action words.

*stride, saunter, stroll, meander*

*gallop, trot, canter*

3. Exciting words that describe things:

*enormous, huge, monumental, tremendous*

4. Try to teach words that are related to each other.

*leaf, blossom, stem, roots, petal, stamen*



# Where Do You Find Words?

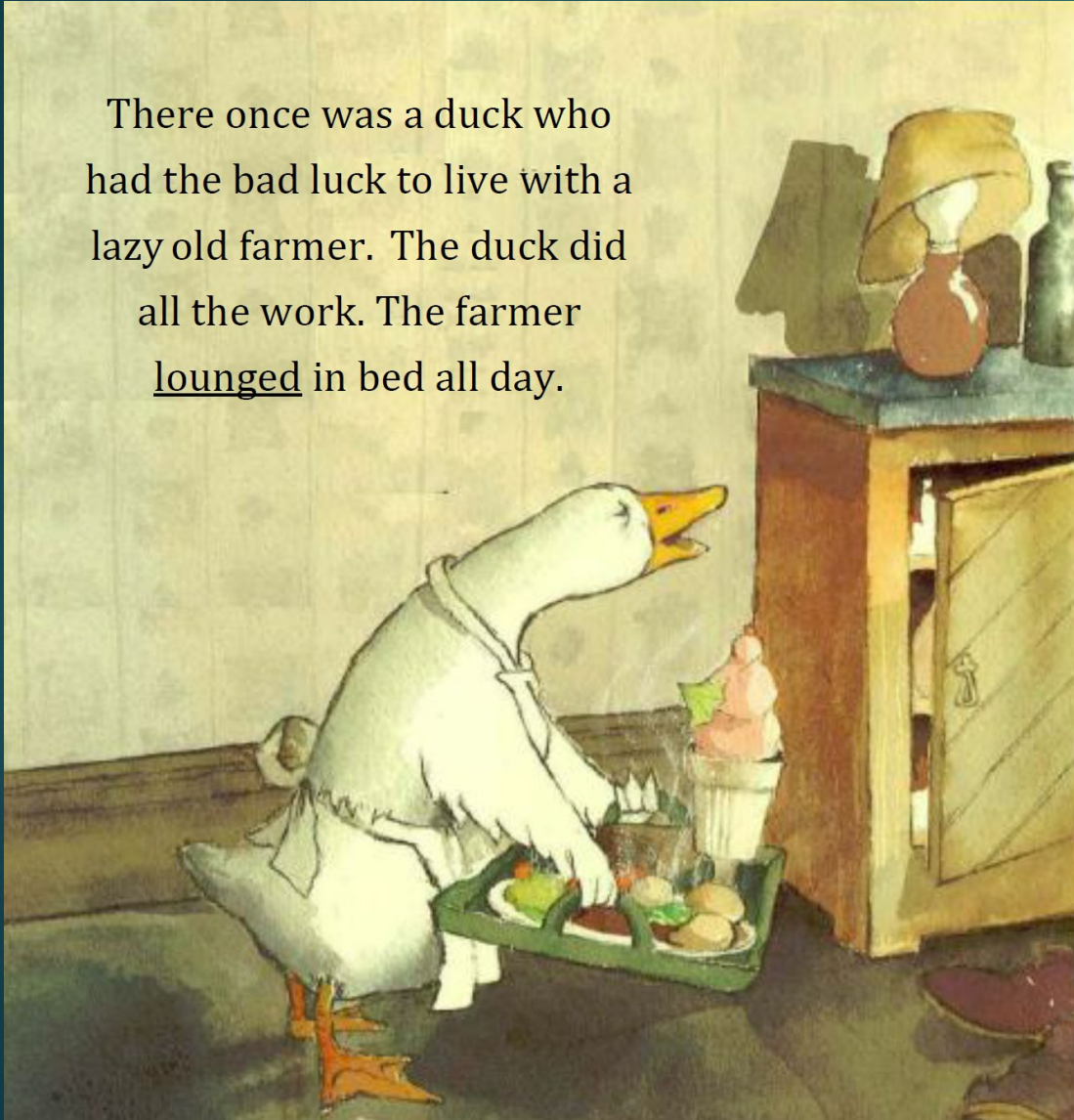
- ▶ Words related to a topics
  - ▶ Unit of study
  - ▶ Special interests of your child(ren)
- ▶ Books
- ▶ Everyday life



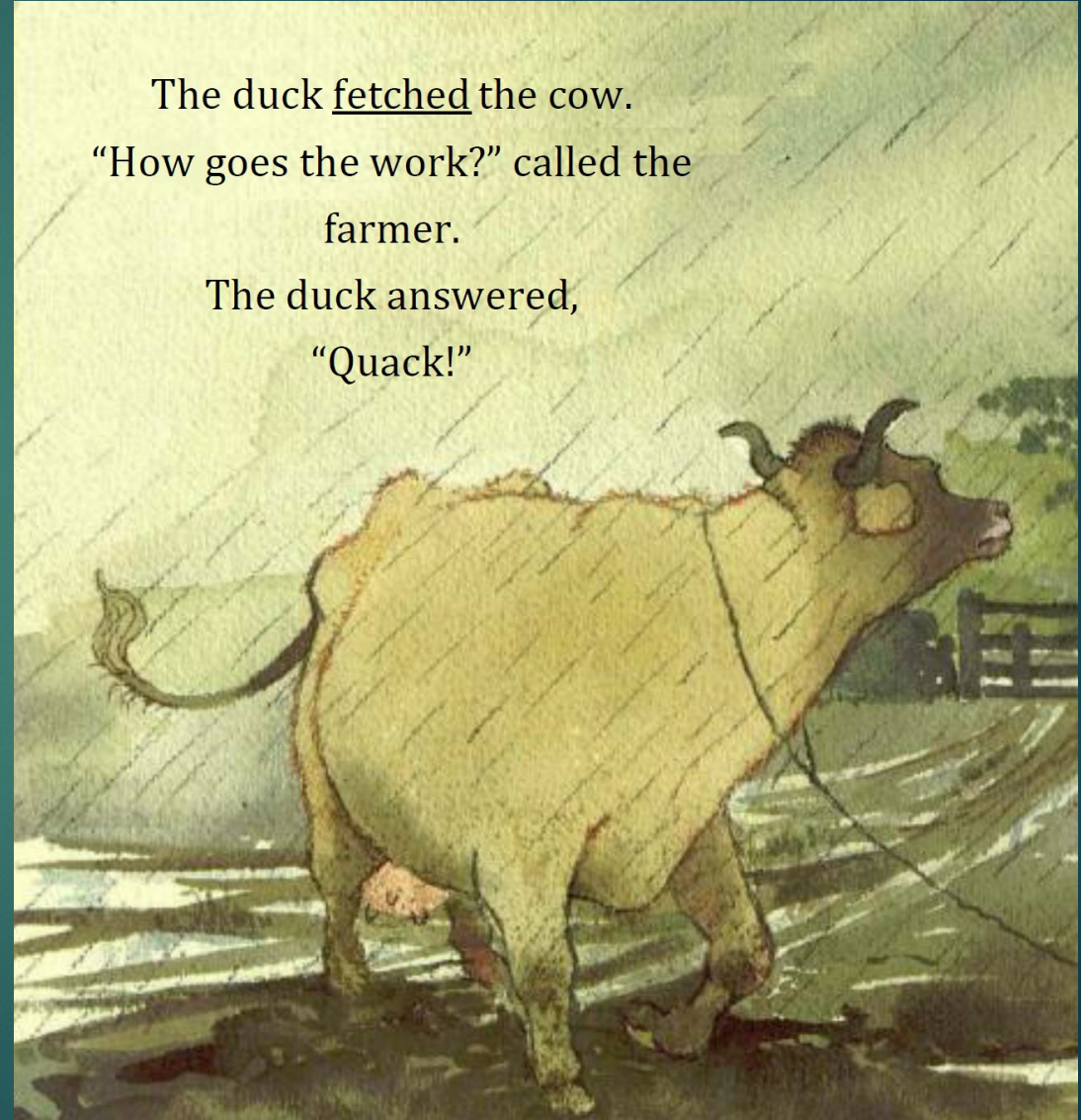
# Farmer Duck

Henry Waddell, Helen Oxenbury

There once was a duck who had the bad luck to live with a lazy old farmer. The duck did all the work. The farmer lounged in bed all day.



The duck fetches the cow.  
“How goes the work?” called the farmer.  
The duck answered,  
“Quack!”





# General Procedures

1. Introduce the word. Have a plan for how you will define the word and use it in a sentence.
  - ▶ Picture cards are very helpful.
  - ▶ Create a a gesture for the word.

## 2. Transfer responsibility to the child.

Begin by telling children words and their meanings. Later have them use the words and define them. Ask a question a yes/no question that makes them think about the word's' meaning.

## 3. Have children use the words often.

## 4. **Have FUN !!.**



# A Board Game





# Set Up

- ▶ **Picture card** for each word to use when teaching the word. Put a word definition on the back and a sample sentence if you would like.
- ▶ **Game board:** Trail leads from start to finish. Add ladders, chutes, ropes, traps, etc. for excitement.
  - Each stops on the trail is color coded to match game cards.
- **Game cards:** Cards with a picture for each word you are teaching. Each card has a that matches to colors on the trail.
- **A game piece** for each child



# Playing the Game

## 1. Introduce/teach the words.

- ▶ First 1-2 times : Show the word, define it, use it in a sentence and give a gesture for it.
- ▶ Later on: Ask children to name the words, gives definition and use the gestures.

## 2. Child turns over the top card and demonstrates knowledge in a way consistent her/his ability level and familiarity with the words.

*easy:* say the word (provide hints with initial sound if needed)

*medium:* say the word and either define it or use it in a sentence.

*advanced:* say the word, define and use it.

## 3. Other children say if the child is correct. They say the word.

## 4. Child moves marker to the color that matches what is on the word card.



# Set Up

Picture cards to introduce the words. Have definitions on the back. Prompt questions may be added.

Game board with pictures of the words. Only some of the words are on each board. Adjust the size of the board to suit the ages of your children.

Pieces for children to place on their board.

Set of small cards with pictures of all the words.



# Playing the Game

1. Teacher/leader selects a picture card, defines the word and shows it.
2. Children name the word and give a gesture.
3. Children place the marker on the word if they have it.
4. Teacher may have a conversation about the word.
5. Play until everyone has a “bingo” or stop when one child wins.



# Playing with Four-Year-Old Children





# Playing Word Meaning Bingo





# Final Thoughts

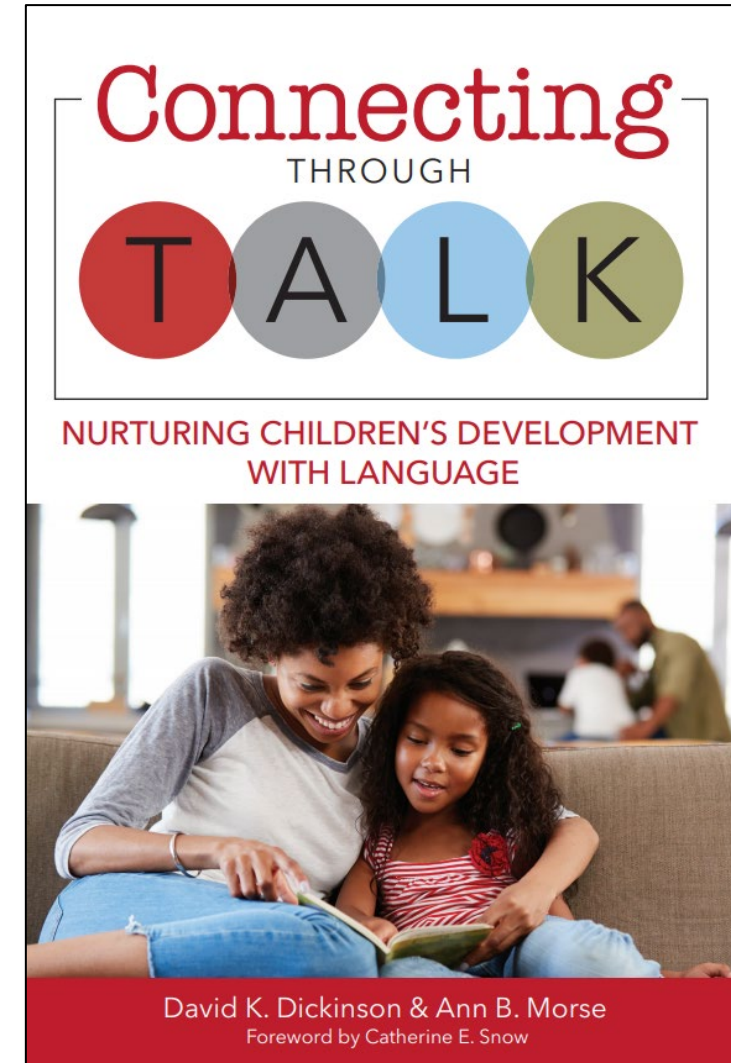
- ▶ Children are always learning new words. Use interesting words as you talk with them.
- ▶ Games should be fun! Adjust the complexity to match your child's level. Given prompts and hints. You want to help your child(ren) be correct.
- ▶ Children remember words you teach for many months and years. Invest now and they will reap dividends for years.



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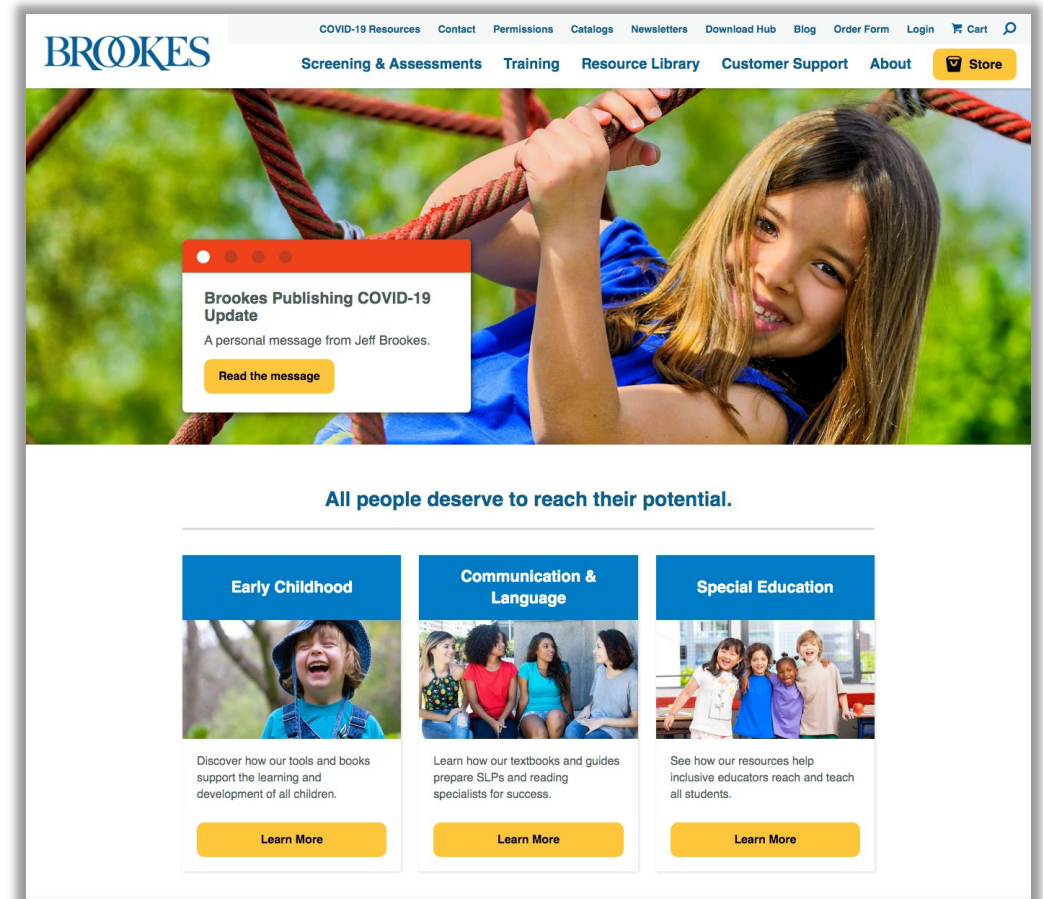
Three attendees will be selected at random  
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The screenshot shows the Brookes website's navigation bar with links for COVID-19 Resources, Contact, Permissions, Catalogs, Newsletters, Download Hub, Blog, Order Form, Login, Cart, and Store. The main content area features a heading for 'Early Childhood Resources to Help During COVID-19' and a photograph of a woman and a child looking at a laptop. Below the photo is a section titled 'You're rising to the occasion. We're here to help.' which contains text about providing essential services and promoting children's development. To the right is a 'COFFEE CHATS WITH BROOKES' graphic featuring a coffee cup with a 'B' logo.

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## Early Childhood Resources to Help During COVID-19

Home » Early Childhood Resources to Help During COVID-19



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We know you're facing unprecedented disruptions to your important work with families due to the spread of COVID-19. In our new reality, how can you stay connected with families, continue providing essential services, and keep promoting the healthy development of young children?

We've compiled a growing list of free resources to help you through these uncertain times. From blog posts to webinars, these expert resources will help you support young children and families and continue your professional development while you're staying safe at home.



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**QUESTIONS?**