



Professional Learning Community

EMERGENT LITERACY

FACILITATOR GUIDE

Module 3: Vocabulary

(Sessions 7–9)

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Introduction

Children entering kindergarten and grade 1 vary greatly in their emergent literacy skills. Because preschool teachers can help set the foundation of literacy skills related to school readiness, one way to address those gaps is to build teachers' capacity to apply evidence-based strategies in language and literacy instruction.



Professional Learning Community: Emergent Literacy was developed

to support preschool teachers through collaborative learning experiences in a professional learning community (PLC). Preschool teachers who participate in this PLC will learn evidence-based instructional practices that can enhance their emergent literacy instruction and benefit children in their classrooms.

This Facilitator Guide for *Professional Learning Community: Emergent Literacy* and its accompanying suite of materials were prepared to enable facilitators to lead a team of preschool teachers through emergent literacy PLC sessions. Given the rich content of emergent literacy instruction addressed in these materials, the ideal facilitator will be an educator with a strong background in emergent literacy, good communication skills, and the ability to relate well to adult learners.

Overview of the Professional Learning Community: Emergent Literacy Suite of Materials

The *Professional Learning Community: Emergent Literacy* suite of materials includes four modules: Print Knowledge, Phonological Awareness, Vocabulary, and Oral Language. Each module comprises four resources:

- A **Facilitator Guide**, which includes a structured plan to deliver professional learning, slides, and speaker notes.
- A **PowerPoint presentation**, which includes slides to project during each session (the same slides and speaker notes included in the PowerPoint presentation are included in this Facilitator Guide).
- **Classroom videos**, which show preschool teachers applying evidence-based language and literacy instructional practices. The video links are embedded in the PowerPoint presentation.
- A **Participant Guide**, which includes the emergent literacy content and activities for participating preschool teachers.

As a facilitator, you should be familiar with the content and organization of these four resources for each module. You should read the Participant Guide, read the Facilitator Guide, and watch the classroom videos before facilitating the sessions.

The *Professional Learning Community: Emergent Literacy* materials can be downloaded for free at <https://ies.ed.gov/ncee/edlabs/regions/southeast/elplc>.

Overview of Professional Learning Community Modules and Sessions






The modules are:

- Module 1: Print Knowledge (Sessions 1–3)
- Module 2: Phonological Awareness (Sessions 4–6)
- Module 3: Vocabulary (Sessions 7–9)
- Module 4: Oral Language (Sessions 10–12)

Each module includes three sessions, for a total of 12 sessions. The first two sessions of each module take about 90 minutes to complete, and the last session of each module takes about 60 minutes.

The timeline for completing the modules is flexible; they can serve as a year’s worth or more of professional learning. The number of sessions, time allotted for each session, and total time to cover all the material can be adapted to the professional learning needs of preschool teachers in your context. If the recommended time of 60 or 90 minutes is not available, complete what you can with the time you have and then pick up where you left off the next time you meet. Each session follows a five-step process for collaborative learning. Table 1 describes each step in the process and provides approximate times for each step.

Table 1: Five-Step Process for Each Session

Step	Description	Session Duration	
		90 Minutes	60 Minutes
 STEP 1	Debrief Participants discuss their experiences with and reflections on an instructional practice that they have planned and implemented since the previous session.	15	5–10
 STEP 2	Define and Discuss Session Goals and Content Facilitator gives brief statements about previous session goals and the current session’s goals: “where we’ve been and where we’re going.” Facilitator shares foundational and background information while engaging participants in discussions or activities that support prior reading.	20	15
 STEP 3	Learn and Confirm Participants explore new practices and compare them to current practices. Participants access and build their background knowledge and experiences related to the session’s topic. Participants are explicitly taught the session’s content through, for example, models, videos, and discussions.	30	10
 STEP 4	Collaborate and Practice Participants collaborate in pairs or small groups to practice applying strategies and activities.	15	15
 STEP 5	Reflect, Plan, and Implement Participants reflect on what they learned during the session, plan how the activities and strategies will be implemented in their classroom before the next session, and then implement their plan in their classroom. All participants will be prepared at the start of the next session to share their experiences.	10	5–10

Professional Learning Community Delivery Options

It is recommended that delivery of *Professional Learning Community: Emergent Literacy* include all four modules in sequential order, so that preschool teachers better understand all essential aspects of emergent literacy. Although the modules were designed to be used as a complete set of materials, they can stand alone. So, a group could decide to complete one, two, or three of the modules in any order. Because later modules reference earlier ones, participants' knowledge and understanding are enhanced when the modules are implemented as recommended.

Because the PLC sessions involve group opportunities, sessions should include at least 3 teachers and a facilitator. We recommend groups of 6–12 teachers for the PLC; however, a larger group can be accommodated as long as all participants are actively involved throughout the sessions. For a larger group, we recommend one facilitator for every 15 participants.

Teacher-to-teacher learning is vital for a meaningful PLC experience. In remote or very small early learning settings, this can be difficult. But developing a hybrid model to reach these audiences or creating communities of practice within small geographic areas can help. For example, facilitators may contact multiple early childhood education providers and pull them together for PLC meetings, meet virtually with teachers from remote locations, or design a model that combines online meetings and in-person opportunities.

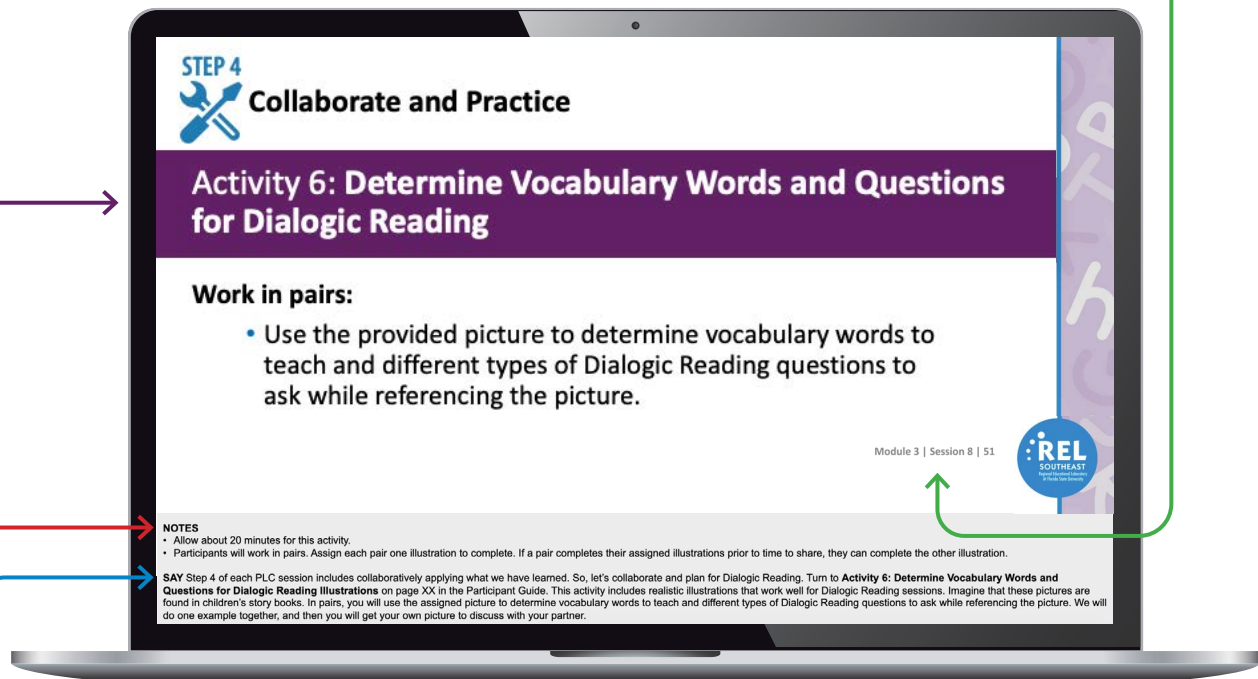
Table 2 describes tasks to be completed before facilitating a session and includes space to record notes. If you are conducting the PLC virtually via a hybrid or fully remote model, you will need to select a virtual learning platform and ensure PLC participants have the hardware, software, and access needed to participate.

Table 2: Before Facilitating the PLC Sessions

Task	Description	Notes
Print a Participant Guide for yourself and each participant.	<p>We recommend printing the entire Participant Guide, double-sided, and in color. The guide is more visually appealing in color. The guide may be spiral bound, or three-hole punched and placed in three-ring binders. Other options include:</p> <ul style="list-style-type: none"> • Print the entire Participant Guide in black and white. • Print the guide without the content found at the back: slides with room for notes, reproducible materials, glossary, and references. • Use a hybrid of hard copies and electronic copies. There are participant activities throughout the sessions that require responding to questions, planning lessons, and so on, so ideally each participant will have a hard copy of the participant activities to write reflections, plans, and notes. If you choose this hybrid option, consider printing the activities and ask participants to read the other content online. • Use electronic copies only, where participants view the Participant Guide on their own device and take electronic notes. 	
Print your state's emergent literacy standards for each participant.	<p>Locate online and print a copy of your state's emergent literacy standards for each participant. These standards are typically embedded in early learning standards for each state. Search your state department of education website. Share with participants where to locate the standards. If your state separates standards for 3- and 4-year-olds, print out the one (or both) that matches the level participants teach. The standards may be collated and stapled.</p>	
Read the Participant Guide and familiarize yourself with its organization.	<ul style="list-style-type: none"> • The introduction provides an overview of the sessions, the five-step process used in every session, a schedule to complete the sessions, and more. • Words printed in bold are defined in the glossary of the Participant Guide. • A purple border denotes activities that participants complete during and between sessions. • The activities follow the Self-Study Reading that participants read before each session. A stop sign indicates where participants should stop reading and prepare for the next session. • There are handouts for notetaking, reproducible materials, glossary, and references at the back of the Participant Guide. 	
Gather and prepare all materials before each session.	<p>Before each session's slides in this document, you will find information needed to prepare for that session: Self-Study Reading page numbers; materials to gather and prepare; participant activity titles and page numbers; and video titles, links, and duration.</p>	
Secure a convenient location for the sessions.	<p>Select a room that is large enough to comfortably accommodate the number of participants. Arrange tables to allow everyone to see the projected slides, participate in small- and whole-group discussions, and engage in collaborative activities in pairs or triads. Ensure internet access for the YouTube videos.</p>	

Task	Description	Notes
Secure hardware to facilitate the sessions.	Collect the following hardware: <ul style="list-style-type: none"> • A device that has PowerPoint software. • A projector to show the PowerPoint presentation. • A place to project the PowerPoint presentation (such as a screen). • A way for participants to hear the videos (links to the videos are embedded in the PowerPoint slides). 	
Download the correct PowerPoint presentation for the module to your computer. There is one PowerPoint presentation for each module.	Speaker notes are embedded in the PowerPoint presentation. The same slides and speaker notes are also included in this document. Familiarize yourself with the PowerPoint slides. See figure 1 for an image that illustrates the format of the slides and speaker notes.	
Test all hardware, slides, videos, and sound before participants arrive.		
Consider offering professional learning credits .	Check with state and local agencies about the possibility of and process for providing participants professional learning credits (for example, continuing teacher and leader education requirements, continuing education units, or local professional learning hours).	

Figure 1: Format of the Slides and Speaker Notes



- The speaker notes include NOTES for you as the facilitator that are important reminders.
- The speaker notes include SAY to prompt you to provide key information about concepts on each slide. The regular text under SAY indicates what you should say or paraphrase. The italicized text under SAY indicates something that you or the participants do. It is important to be familiar with the information under SAY so that you can deliver it to the participants in a conversational manner and not read it like a script.
- The module number, session number, and slide number are noted in the bottom right corner of each slide.
- A purple banner across the top of a slide and a purple border on the right edge indicate that the participants will complete an activity from the Participant Guide. The Participant Guide has a matching purple border on each activity.
- The icon of three heads and a talk bubble means that there is a collaborative activity, usually a discussion, that is not found in the Participant Guide.
- A play button icon indicates a video link on the slide.

Preparing for Session 7

Background on Vocabulary

Self-Study Reading

Read pages 1–7 of the Participant Guide.

Gather and Prepare Materials

Slide	Materials
13	Standards <ul style="list-style-type: none"> Emergent literacy state standards (locate, print, and staple one copy per participant) Highlighters
20–25	Activity 2: Building a Network of Words Provide a variety of expository texts about weather and seasons for participants to use to brainstorm concepts. From the concepts, participants will build a network of words. Examples of books are below. You may also search for online e-books. <ul style="list-style-type: none"> What Will the Weather Be? (Let's Read and Find Out Science 2) by Linda DeWitt Magic School Bus Weathers the Storm by Kristin Earhart Magic School Bus: Wild Weather: A Nonfiction Companion to the Original Magic School Bus Series by Tom Jackson Our Seasons by Grace Lin The Reasons for the Seasons by Gail Gibbons Watching the Seasons by Edana Eckar Weather Words and What They Mean by Gail Gibbons Clouds (Let's Read and Find Out Science 1) by Anne Rockwell

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)

Watch and Cue Up Videos

Slide	Title	Link	Duration
27	Video 1: Building a Network of Words	https://youtu.be/o0cCUj8YPoo	3:23

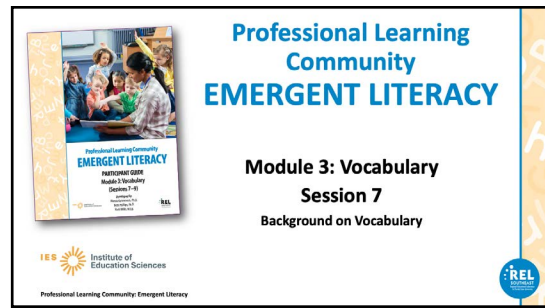
Slides and Speaker Notes

SLIDE 1

NOTES:

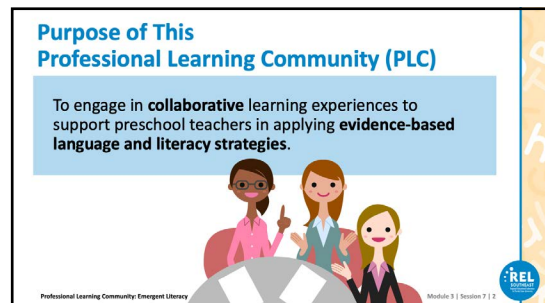
- Session 7 will take approximately 90 minutes.
- Prior to Session 7, participants will have read pages 1–7 in the Participant Guide:
 - What Is Vocabulary?
 - When Does Vocabulary Develop?
 - Why Is Vocabulary Important?
 - How Is Vocabulary Used in Different Contexts?
 - How Does Language Interaction Contribute to Vocabulary Knowledge?
 - What Is a Network of Words?
- Under “SAY” in these speaker notes:
 - Regular text indicates what you should **say**.
 - *Italicized text indicates something you and/or the participants should do.*

SAY: Thank you for participating in our Professional Learning Community, or PLC, on Emergent Literacy. *Briefly introduce yourself. If participants do not know each other, facilitate introductions.*



SLIDE 2

SAY: The purpose of this PLC is to engage in **collaborative** learning experiences to support preschool teachers in applying **evidence-based language and literacy strategies** in their instruction. I look forward to learning together!



SLIDE 3

NOTES: Consider your group to determine how much detail about the norms will be helpful to review.

SAY: PLCs typically have norms that the group can agree to in order to be productive. Here are three norms, or ground rules, for our way of work.

Cell phones on silent will help us have an uninterrupted session .

Pay attention to self and others: This means contributing, listening, and being aware of how you and others are responding to each other. Be sure to give everyone a chance to talk and encourage others who seem reluctant to join in. Sometimes people who are reluctant to talk are thinking. They may not be comfortable jumping in, but they may have something important to say.

Presume positive intentions: This means pausing before responding. Usually when people contribute to a conversation, they intend to be constructive. So, always respond positively to keep the discussions productive.

Is there anything we should add to the list?



SLIDE 4

NOTES:

- If you are completing this PLC in order (beginning with Module 1 and moving through Module 4), then you won't need to spend time on this slide.
- It is recommended that the sessions be completed in sequential order.
- The timeline for completing the sessions can be flexible. If the recommended time for each session is not available, complete what you can with the time you have and then pick up where you left off the next time you meet.
- Once a schedule of the sessions is established, have participants record the schedule on page vi of the Participant Guide.

SAY: Here is an overview of the modules and sessions of this PLC. There are four modules, and each module includes three sessions, for a total of 12 sessions. Each module has a separate Facilitator Guide, Participant Guide, and accompanying videos. Module 1 addresses Print Knowledge, Module 2 covers Phonological Awareness, Module 3's focus is Vocabulary, and the content of Module 4 is Oral Language. You can record the date, time, and location of each of our sessions on page vi of your Participant Guide.

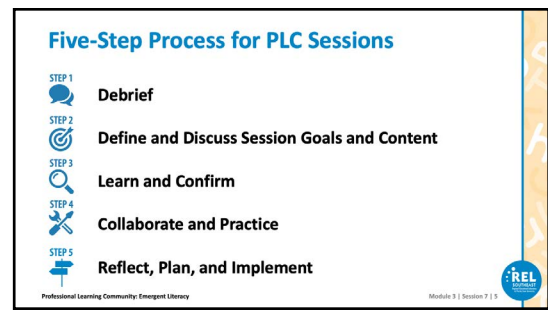
Module	Topic	Session	Minutes
1	Print Knowledge	1	90
		2	90
		3	60
2	Phonological Awareness	4	90
		5	90
		6	60
3	Vocabulary	7	90
		8	90
		9	60
4	Oral Language	10	90
		11	90
		12	60

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Notes

SLIDE 5

SAY: A five-step process for collaborative learning is used for every session. Table 2 on page iii of the Participant Guide describes the process. The process was adapted from Wald and Castleberry's (2000) five stages of work for groups engaging in a collaborative learning cycle. This framework will provide a predictable structure for our sessions and support our learning together. I'd like to describe each step and the icon that you will see on the slide to alert us to where we are in the process during each session.



Step 1 Debrief is identified by talking bubbles. During step 1, you will discuss experiences and reflections about the content and an instructional practice that you planned and implemented since the previous session.

Step 2 Define and Discuss Session Goals and Content is identified by a target, which tells us what we will zero in on for this session. I will summarize our previous session's goals and this session's goal—a sort of “where we've been and where we're going.” I will also share foundational and background information while we engage in discussions or activities that support the Self-Study Reading that you completed prior to the session.

Step 3 Learn and Confirm is identified by a magnifying glass to illustrate that we will look closely at information that you read about in your Self-Study Reading. You will explore new practices and compare them to current practices. Here is where we will access and build your background knowledge and experiences related to the topic of the session. I will explicitly teach the session's content through, for example, models, videos, and discussions.

Step 4 Collaborate and Practice is identified by tools. Here, you will collaborate in pairs or small groups to practice applying strategies and activities.

Step 5 Reflect, Plan, and Implement is represented by signs with arrows pointing back, for reflect, and forward for plan and implement. You will reflect on what you learned during the session. You will also plan how the activities and strategies will be implemented in your classroom prior to the next session, and then you will implement your plan. It is important that everyone is prepared at the start of the next session to share your experiences.

Notes

SLIDE 6

NOTES:

- Allow up to 10 minutes for this activity.
- If you have a small group, ask for volunteers to share with the whole group. If you have a large group, consider having triads discuss and then ask a volunteer from each small group to share with the large group.
- Activity 10 is from Module 2 so participants will need either their Participant Guide from Module 2 or their copy of Activity 10.

SAY: Each time we see this Purple Banner on the slide, it tells us we will complete an activity in the Participant Guide. At the end of Session 6, you were asked to complete **Activity 10: Plan and Implement (Self-Study)** on page 50 of the Participant Guide from Module 2. Please turn to this activity so we can debrief and share our reflections.

DO You were asked to review *Considerations for English Learner Students and Students with Disabilities* in the Self-Study Reading for Session 6. Then, you were to record at least three strategies that you have used while teaching phonological awareness in small groups and to describe why and how you used those strategies. *Ask volunteers to share their answers.*

WATCH You also watched Video 9: Phonological Awareness and Considerations for Intensive Instruction (<https://youtu.be/YiZMBP9ap50>). What evidence of the strategies for English learner students and students with disabilities that we discussed in our last PLC session did you record? *Ask for volunteers to share their answers.*

Key Points About the Video

Emphasize the following information if the participants do not.

- Visual aid: uppercase and lowercase M on letter card
- Mnemonic device: uppercase and lowercase M with a picture of a mountain
- Manipulatives: magnetic letters
- Individualized instruction: worked with one child at the end of the lesson

READ What were some questions or comments that you recorded after reading the Self-Study Reading for Session 7? *Discuss participants questions and comments.*

STEP 1 Debrief

Activity 10: Plan and Implement (Self-Study)

DO

- Review *Considerations for English learner students and students with disabilities*. Record three strategies you have used.

WATCH

- [Video 9: Phonological Awareness and Considerations for Intensive Instruction](#) and record evidence of effective strategies.

READ

- Self-Study Reading for Session 7 located in the Participant Guide for Module 3: Vocabulary (Sessions 7–9).

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SLIDE 7

NOTES: Allow 5 minutes for this activity.

SAY: Let's look at **Activity 1: FAQs About Vocabulary** on page 8 in the Participant Guide. Please take 5 minutes to read each frequently asked question and record a response in the second column of the table.

Participants work independently for 5 minutes to answer FAQs.

We are not going to discuss your answers now but will return to these FAQs at the end of this module. At the end of Session 9, you will answer these questions again (in the third column) and reflect on how your answers may have changed after three PLC sessions on vocabulary.

Activity 1: FAQs About Vocabulary

- Record your responses in the middle column of the table.
- We will return to this activity at the end of the Vocabulary module to compare responses.

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SLIDE 8

SAY: During this session, we will dive into the content that you read prior to this session. Our goals for Session 7 are to understand vocabulary, when it develops, and why it is important to teach. Another goal is to understand how vocabulary is used in different contexts and how language interaction contributes to vocabulary knowledge. Finally, we'll learn about creating and using a network of words to teach vocabulary.

To reach these goals, we will follow the five-step process previously described. Activities include discussions, watching and reflecting on videos, practicing instructional strategies, making instructional plans, and implementing and reflecting on those plans.

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.

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SLIDE 9

SAY: Let's dive into vocabulary by discussing the content you read prior to this session. You read about...
Read the titles on the slide.

SLIDE 10**NOTES:**

- Allow 5 minutes.
- Turn and Talk is a commonly used activity to encourage accountable talk that is purposeful to learning a concept or skill. The facilitator poses a question, participants turn and talk to a shoulder partner about the question, and volunteers share out highlights from the paired discussion.
- A shoulder partner is someone you are sitting next to.

SAY: Each time you see this icon (three heads talking) on the slide, it means we have a collaborative activity, usually a discussion, that is not in the Participant Guide.

Consider the questions on the slide. To discuss these questions, we will use a method for accountable talk called **Turn and Talk**. This is where you take turns talking and listening with your shoulder partner, or person next to you. You can do this in your classroom too. This is an excellent way to have every child in your classroom engaged at once rather than calling on one child at a time to respond.

Now, let's try it. Turn and talk to your shoulder partner about the questions on the slide: What is vocabulary? When does it develop? Why is vocabulary important? We will share out ideas in 1 minute.

Participants turn and talk for 1 minute. Then, ask volunteers to share ideas.

Self-Study Reading for Session 7

- What Is Vocabulary and When Does It Develop?
- Why Is Vocabulary Important?
- How Is Vocabulary Used in Different Contexts?
- How Does Language Interaction Contribute to Vocabulary Knowledge?
- What Is a Network of Words?

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Turn and Talk

- What is vocabulary?
- When does vocabulary develop?
- Why is vocabulary important?

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Module 3 | Session 7 | 10

SLIDE 11

SAY: *Read the slide.* Vocabulary knowledge is a key element of oral language, so it is necessary for communication! Keep in mind that oral language is the focus of Module 4 of this PLC.

From birth, a child’s brain is open to learning language. So, vocabulary begins to develop long before children begin preschool, or even reach their first birthday!

In the Self-Study Reading, you read about the age and vocabulary growth for a typically developing child. Within a year of birth, a child can name a few things such as *cat*, *milk*, and *bottle*. At 18 months a child has an expressive vocabulary of about 50 words. Around age 2 a child’s expressive vocabulary is more than 200 words, and he or she can speak in two-word phrases. During the third year of life, a child can speak in three- or four-word sentences using verbs, such as *run*, and pronouns, such as *I* and *me*. From single words to phrases to full sentences—that is a lot of progress by age 3!

The size of a child’s vocabulary is strongly related to how much parents and caretakers talk to the child. So, the quantity (how much and how often), quality, and responsiveness of both parent and teacher talk can support children’s vocabulary growth.

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.

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SLIDE 12

SAY: We use words to think, so the more words a child knows, the better able he or she is to **communicate** about experiences and the world. Language represents knowledge. Children must learn the meanings of many words in order to learn how to use language effectively.

Vocabulary is important for **reading comprehension**. Reading Comprehension has two parts. The Simple View of Reading states that Reading Comprehension equals the product of **Decoding** (recognizing words in print) **and Language Comprehension**. Language comprehension includes the language skills that enable us to understand the words we read.

The emergent literacy skills of print knowledge and phonological awareness (Modules 1 and 2 of this PLC) lay the foundation for the D, decoding, in this formula. Vocabulary knowledge and oral language (Modules 3 and 4 of this PLC) contribute to the LC, language comprehension, in this formula. The Simple View of Reading shows how children start building the foundational skills necessary for learning to read long before they come to preschool.

Vocabulary knowledge is necessary to understand oral language because we need to know what the words that we hear mean in order to understand the speaker’s message. This applies to listening to books read aloud as well as engaging in conversations.

Vocabulary supports decoding once children begin formal reading instruction in later grades. When older children are reading and come to an unfamiliar word—for example, *broccoli*—they will try to use words that they have already heard with their letter sound knowledge to make sense of the unfamiliar word. If *broccoli* is already in their oral language—they have heard it and used it before—they can more easily decode and understand the word.

Vocabulary is directly related to reading comprehension because understanding the text that we’ve read requires knowledge of the meanings of the words that we are reading!

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.

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SLIDE 13

NOTES:

- Allow 5 minutes.
- Locate online and print a copy of your state's emergent literacy standards for each participant. The emergent literacy state standards are typically embedded in early learning standards for each state. Search your state department of education website. Share with participants where to locate the standards. If your state separates standards for 3 and 4-year-olds, print out the one (or both) that matches the level participants teach.
- Provide highlighters for marking the state standards.

SAY: Standards are what a child should know and be able to do by the end of the school year. Each state addresses standards related to vocabulary within its early learning standards. If you work with 3 and 4-year-old children, it is important to become familiar with your state's learning standards for both age-ranges. In fact, since children's learning and development are not uniform, it is helpful for all teachers to be familiar with learning progressions so they can build upon the individual and developmental characteristics of each child.

When reviewing your state's standards for 3- and 4-year-olds, you may find that they are located within different documents. For example, many states include 3-year-old standards within early learning guidelines for children birth through three. In addition, it can be helpful to familiarize yourself with the kindergarten standards related to language and literacy in your state. These are likely in a separate document as well.

1. Review our state's standards and notice how vocabulary is included as a key learning goal for children.
2. Highlight key words related to vocabulary that we have discussed or that you read about in the Self-Study Reading.

Allow 3 minutes for participants to review vocabulary standards. Verify that participants have highlighted words related to vocabulary (for example, expressive, receptive, communication, word meanings, pronunciation).

SLIDE 14

SAY: Receptive vocabulary are words we understand when we receive them—through listening or reading. Expressive vocabulary are the words we produce when we speak or write. For children ages 0–4, as well as some children with disabilities, receptive vocabulary is typically larger than expressive vocabulary. *Review the slide.*

Vocabulary Is Included in State Standards

Look at our state's standards and notice how vocabulary is included as a key learning goal.

Highlight key words related to **vocabulary**.

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How Is Vocabulary Used in Different Contexts?

- **Receptive context** Words we understand when we hear or read (or listen to someone read to us).
- **Expressive context** Words we say or write.
- **Print context** As children get older and learn to read and write, they apply their receptive and expressive vocabulary to the print context. Children's print vocabulary include those words they know when reading silently or writing.

Receptive Vocabulary	Expressive Vocabulary
Listening	Speaking
Reading	Writing

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SLIDE 15

SAY: Before beginning school and before formally learning to read, children learn the meanings of new words and phrases by carefully observing and engaging in conversations with experienced language users. Children enter preschool with vast differences in vocabulary knowledge due to the amount and quality of vocabulary-learning opportunities they experienced prior to preschool. These differences are referred to as the word gap. The good news is that with effective vocabulary instruction, children with vocabulary delays can later achieve grade-level reading expectations!

Early language experiences in preschool play an important role in the development of children's vocabulary. Conversations with children throughout the day about experiences help them learn language.

Because the language children acquire from birth through the preschool years is foundational for their future vocabulary development, it is critical to capitalize on this time to help children develop vocabulary knowledge. Helping children build their vocabulary is an important part of the day in a preschool classroom.

Language Interaction Is Key to Learning Vocabulary



- Children need vocabulary-learning opportunities.
- Early language experiences in preschool play an important role in children's vocabulary development.
- The language that children acquire from birth through the preschool years is foundational for future vocabulary development.

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SLIDE 16

SAY: Knowledge of words is referred to as lexical knowledge. Lexical knowledge is organized in networks of meanings. The way we think about the meanings of words can be visualized as a spider's web. The spider's web connects the many words that we have in our lexical knowledge.

Imagine a word toward the center of the web, with connections running out to many other words to create a word web. For example, if *bird* is at the center of a web, it might have links to other words such as *beak*, *feather*, *fly*, *robin*, *nest*, and *wing*. Many of these words would have connections to one another, like *fly* and *wing*, creating a big interconnected web of words. This is referred to as a **network of words**.

A network of words help us learn new words that connect to words that we already know.

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.

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SLIDE 17

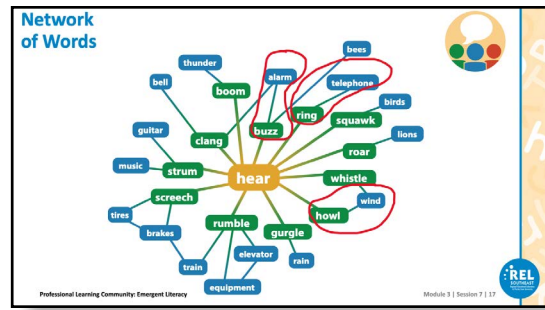
SAY: Because we remember and retrieve words more easily when they are connected in a network, we should teach words that relate to each other and to a larger topic of interest.

Let's look at the network of words from the Self-Study Reading for Session 7 on page 7 of the Participant Guide. This network of words shows examples of many types of connections. Notice that *hear* is in the middle of the web and is connected to words that are sounds we hear, such as *ring*, *buzz*, and *howl*. It is also connected to words that make those various sounds, such as a *telephone rings*, an *alarm* makes a *buzz* sound, and *wind howls*. *Click the mouse to see the connections: ring-telephone, buzz-alarm, howl-wind*.

Work with a shoulder partner to examine the network for other connections between and among the words. Take a minute to brainstorm how you might add to this network of words; then we will share our ideas.

After 30 seconds, ask for volunteers to share their ideas.

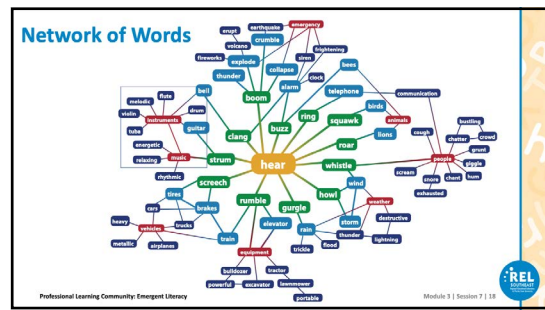
Great ideas for making more connections between and among words!



SLIDE 18

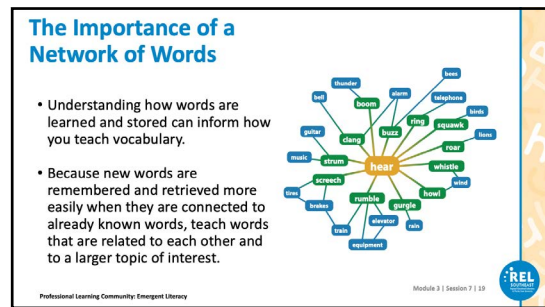
SAY: Here is one way this network of words could be expanded. This network is included in the Reproducible Materials section in the back of the Participant Guide. Notice the different types of connections linking word to word and web to web. Each red or green word could be a center word on a completely separate network. Also notice that the word in the middle, *hear*, is just to get you started. If you zoom in on any part of the network, you'll see its own mini-network.

Click to see the animated square fly in and describe the words inside it. For example, see the square on the slide? This is a mini-network of words that is part of this entire network. It includes words related to *music* such as *energetic* and *relaxing*. It also includes words related to *instruments* such as *guitar*, *drum*, and *violin*.



SLIDE 19

SAY: Do you ever wonder which words to teach children? Understanding the idea of how we learn and store words in networks can inform how we teach vocabulary. Because new words are remembered and retrieved more easily when they are connected, teach networks of words, or words that are related to each other and to a larger topic of interest.



SLIDE 20

NOTES:

- Step 3 is **Learn and Confirm**. Here is where you access/build participants' background knowledge and experiences related to the topic of the session.
- Use this slide to provide an overview of the entire activity. It lists each step participants will engage in for slides 20–25.
- Allow about 30 minutes for this activity.
- Provide a variety of expository texts about weather and seasons for participants to use to brainstorm concepts. Suggested books are listed below. You may also search for online e-books if that is helpful in providing access to books about weather and seasons.
 - What Will the Weather Be? (Let's Read and Find Out Science 2) by Linda DeWitt
 - Magic School Bus Weathers the Storm by Kristin Earhart
 - Magic School Bus: Wild Weather: A Nonfiction Companion to the Original Magic School Bus Series by Tom Jackson
 - Our Seasons by Grace Lin
 - The Reasons for the Seasons by Gail Gibbons
 - Watching the Seasons by Edana Eckart
 - Weather Words and What They Mean by Gail Gibbons
 - Clouds (Let's Read and Find Out Science 1) by Anne Rockwell
 - Down Comes the Rain (Let's Read and Find Out Science 2) by Franklyn M. Branley
 - Oh Say Can you Say What's the Weather Today by Tish Rabe
 - Wow Weather by Paul Deanno
 - National Geographic Kids Everything Weather: Facts, Photos, and Fun that Will Blow You Away by Kathy Furgang

SAY: Turn to **Activity 2: Building a Network of Words** on pages 9–10 of the Participant Guide. For this activity, we will work in pairs. We will complete this activity step-by-step, discussing each step along the way. Here is an overview of the entire activity. Each step is listed on the slide. *Read the slide.*

STEP 3 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.

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SLIDE 21

NOTES :

- This is a continuation from slide 20.
- Remind participants to use the Self-Study Reading from Session 7 and “information to consider” in the center column in Activity 2 as resources.

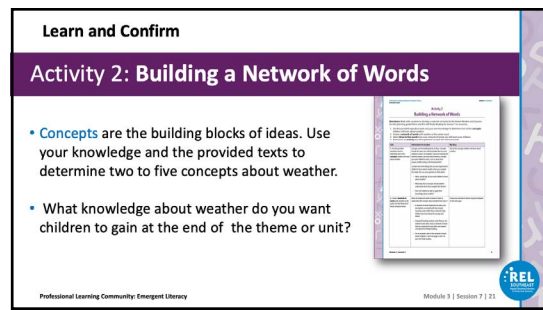
SAY: Activity 2: Building a Network of Words tells us that concepts are the building blocks of ideas. **Concepts** include the topic area and knowledge that you want children to learn. For example, if you are teaching the theme nutrition, you may have numerous concepts you want children to learn, such as *food groups, healthy eating, and food preparation*.

Working with your partner, use your knowledge and the provided expository texts to determine two to five concepts that children will learn about weather after completing a weather and seasons theme. Record the concepts in Activity 2.

Allow 15 minutes for pairs to determine and record the concepts. Then, ask for volunteers to share concepts. Remind participants that concepts will differ from pair to pair.

If support in determining concepts is needed, provide one or two of the following concepts:

- Identify the four seasons and their characteristics.
- Develop an understanding of the water cycle.
- Identify extreme weather conditions (e.g., tornado, hurricane).
- Observe the weather to make decisions (e.g., what to wear, safe to play outside).



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?

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SLIDE 22

NOTES:

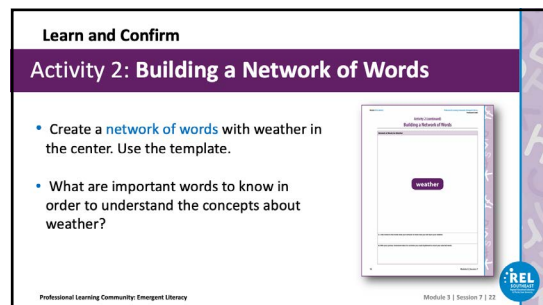
This is a continuation from slide 20.

Remind participants to use the Self-Study Reading from Session 7 and “information to consider” in the center column in Activity 2 as resources.

SAY: Now, use the template in **Activity 2** to create a network of words with *weather* in the center. Think about words that are important to know in order to understand the concepts you just recorded. The network of words each pair creates will be unique.

Allow 5 minutes for pairs to create a network of words. Then, ask for pairs to share their network. Remind participants that networks will differ from pair to pair.

Great job of creating a network of words that are related to each other and to the larger idea of weather.



Learn and Confirm

Activity 2: Building a Network of Words

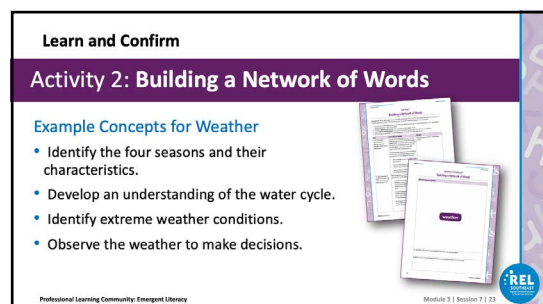
- Create a **network of words** with weather in the center. Use the template.
- What are important words to know in order to understand the concepts about weather?

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SLIDE 23

NOTES: This is a continuation from slide 20. It includes an example of one way to complete this activity.

SAY: Now that you have shared your concepts and networks of words, here is another example. These are four concepts related to what children might learn about weather at the end of a weather and seasons unit. *Read the concepts on the slide.*



Learn and Confirm

Activity 2: Building a Network of Words

Example Concepts for Weather

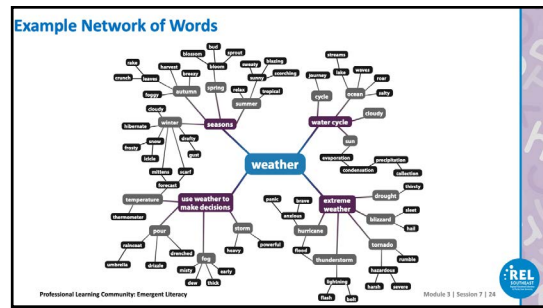
- Identify the four seasons and their characteristics.
- Develop an understanding of the water cycle.
- Identify extreme weather conditions.
- Observe the weather to make decisions.

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SLIDE 24

NOTES: This is a continuation from slide 20. It includes an example of one way to complete this activity.

SAY: Here is an example of a network of words to support the four concepts related to what children might learn about weather at the end of a weather and seasons unit. It is located in the Reproducible Materials section at the back of the Participant Guide. *Describe the network of words.*



Using the concepts you want the children to learn during a unit of study, choose words that will solidify the children’s knowledge about those concepts. For example, if you chose the concept of developing an understanding of the **water cycle**, then you would definitely want to teach the word **cycle**.

If you chose the concept of identifying the **four seasons**, then you would choose words to enhance understanding of the seasons. You might select such words as **summer, autumn, winter, spring, bloom, and sunny**.

SLIDE 25

NOTES: This is a continuation from slide 20.

SAY: Step 4 of each session is **Collaborate and Practice**, where we practice applying what we have discussed so far. Part of your self-study after this session will be to select three to five useful words to teach from the network you just created. You will plan one activity to teach those words. Look at the network of words for weather that you and your partner created and talk about which three to five words you will teach your children. You don’t have to select the same three to five words. Brainstorm ideas of an activity that you could implement to teach the words you select. Record the words you selected and your ideas for an activity to teach them in **Activity 2**.

STEP 4 Collaborate and Practice

Activity 2: Building a Network of Words

- Select three to five words that you will teach your children.
- Brainstorm ideas of an activity you could implement to teach the words you selected.

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SLIDE 26

NOTES: Allow 5 minutes for this activity. If you are running short on time, ask participants to discuss answers to the questions rather than record their answers.

SAY: Step 5, Reflect, Plan, and Implement is the final step for each session. Let’s first reflect. Turn to **Activity 3: Reflect** on page 11 in the Participant Guide. Take about one minute to think about the questions in the first column and record your response. Then, turn and talk to your partner about what you recorded. After your discussion, record any new information or ideas that emerged.

Ask volunteers to share their ideas.

STEP 5 Reflect, Plan, and Implement

Activity 3: Reflect

- Is there anything you learned during this session that either confirmed or contradicted what you already knew about why vocabulary is important?
- Why is it important to teach within a network of words?
- What new information or ideas do I want to add to my reflection after my discussion with my colleague?

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SLIDE 27**NOTES:**

- Allow 5 minutes to complete this activity.
- After you explain the DO, WATCH, READ activities, announce the date and time of your next session. Ask participants to note it on page vi of their Participant Guide.
- Follow up with an email so PLC members will note it in their calendars.

Reflect, Plan, and Implement

Activity 4: Plan and Implement (Self-Study)

DO • Bring a book about weather to the next session.
• Plan and implement your vocabulary lesson.

WATCH • [Video 1: Building a Network of Words](https://youtu.be/o0cCUj8YPoo)
Answer the reflection questions.

READ • Self-Study Reading for Session 8 on pages 14–25.

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SAY: At the end of each session, we will review what you should DO, WATCH, and READ before the next session. These self-study activities will take about 30–60 minutes. Now, let's look at **Activity 4: Plan and Implement** on pages 12–13 in the Participant Guide so we can make a plan to implement.

DO There are two items that you should do. First, after you read the Self-Study Reading for Session 8, select a book related to weather. Try to find a narrative story that includes realistic illustrations. Be sure to bring this book to the next session.

Second, you will plan and implement a vocabulary lesson. Select three to five useful vocabulary words from the network you developed during this session. Build off the ideas you and your partner brainstormed for Activity 2 during this session. Use Activity 4 to list the words and describe the activity, materials, setting, and questions. Implement the lesson with your children. *Review the template.*

WATCH Video 1: Building a Network of Words (<https://youtu.be/o0cCUj8YPoo>). Answer the reflection questions.

READ Self-Study Reading for Session 8 on pages 14–25.

SLIDE 28

SAY: We have now completed Session 7! Thank you for your collaboration and a great PLC session on emergent literacy!

**We have completed
Session 7**

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Preparing for Session 8

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

Self-Study Reading

Read pages 14–25 of the Participant Guide.

Gather and Prepare Materials

Slide	Materials
32	Step 1: Debrief <ul style="list-style-type: none"> After participants read the Self-Study Reading for Session 8, they were asked to select and bring to this session a book related to weather. Locate and bring extra narrative books related to weather and appropriate for Dialogic Reading in case any participants don't bring theirs.

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)

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

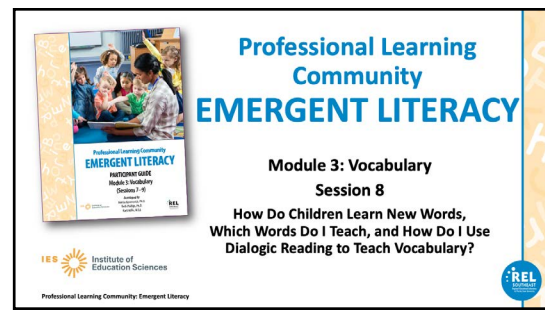
Slides and Speaker Notes

SLIDE 29

NOTES:

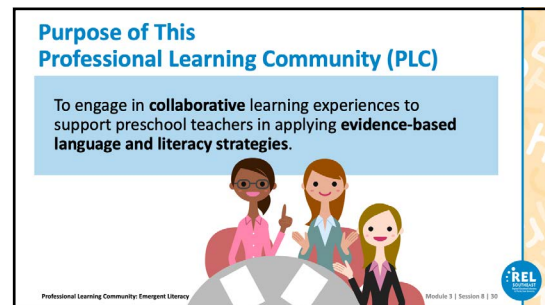
- Session 8 will take approximately 90 minutes.
- Prior to Session 8, participants will have read content from the Participant Guide:
 - How Do Children Learn New Words?
 - Which Vocabulary Words Do I Teach?
 - How Do I Teach Vocabulary?
 - What is Dialogic Reading?
- Under "SAY" in these speaker notes:
 - Regular text indicates what you should **say**.
 - *Italicized text indicates something you and/or the participants should do.*

SAY: Welcome and thank you for continuing to participate in our Professional Learning Community on Emergent Literacy! Today, we will meet for 90 minutes to continue Module 3: Vocabulary. This is Session 8. *Briefly introduce yourself and facilitate introductions of participants, if needed.*



SLIDE 30

SAY: As a quick reminder, the purpose of this PLC is to engage in **collaborative** learning experiences to support preschool teachers in applying **evidence-based language and literacy strategies** in their instruction. I look forward to continuing to learn together!



SLIDE 31

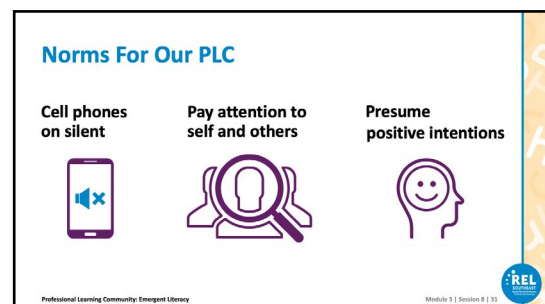
NOTES: Consider your group to determine how much detail about the norms will be helpful to review.

SAY: PLCs typically have norms that the group can agree to in order to be productive. Here are three norms, or ground rules, for our way of work.

Cell phones on silent will help us have an uninterrupted session .

Pay attention to self and others: This means contributing, listening, and being aware of how you and others are responding to each other. Be sure to give everyone a chance to talk and encourage others who seem reluctant to join in. Sometimes people who are reluctant to talk are thinking. They may not be comfortable jumping in, but they may have something important to say.

Presume positive intentions: This means pausing before responding. Usually when people contribute to a conversation, they intend to be constructive. So, always respond positively to keep the discussions productive.



SLIDE 32

NOTES:

- Allow about 15 minutes for this debrief.
- If you have a small group, ask for volunteers to share with the whole group. If you have a large group, consider having triads discuss and then ask for a volunteer from each triad to share with the large group.
- Be sure to bring extra narrative books appropriate for Dialogic Reading in case participants don't bring theirs.

STEP 1 Debrief

Activity 4: Plan and Implement (Self-Study)

DO

- Bring a book about weather.
- Plan and implement your vocabulary lesson.

WATCH

- [Video 1: Building a Network of Words](#)
- Answer the reflection questions.

READ

- Self-Study Reading for Session 8 on pages 14–25.

Professional Learning Community: Emergent Literacy

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SAY: Let's dive back into vocabulary! Before coming to this session, you completed **Activity 4: Plan and Implement** in the Participant Guide. These self-study activities included something to DO, something to WATCH, and something to READ. Please turn to this activity on pages 12–13 so we can debrief and share our reflections.

DO There were two items for DO. First, after you read the Self-Study Reading for Session 8, you selected a book related to weather. We will use this book later in today's session.

Second, you planned and implemented a vocabulary lesson. You selected three to five useful vocabulary words from the network of words you developed during Session 7. You used the activity sheet to list the words and describe the activity, materials, setting, and questions and then implemented the lesson. Now, describe your lesson with a shoulder partner and share one thing that was successful and one thing you would change next time. *Allow 3 minutes for participants to discuss and then ask for volunteers to share with the whole group.*

WATCH Now, let's turn our attention to the video you watched, **Video 1: Building a Network of Words** (<https://youtu.be/o0cCUj8YPoo>). Ask for volunteers to share their responses to the reflection questions. Emphasize the following information if the participants do not.

Key points about Video 1: Building a Network of Words

Note that numbers below match question numbers on page 13.

1. Our mind stores words in networks (words that are related to each other and to a larger topic of interest). New words are remembered and retrieved more easily when they are connected. You can visualize a spider's web connecting many related words.
2. It is important to build a network of words prior to teaching vocabulary so you know which words to teach. When you teach words from a network of words, you are intentional about teaching vocabulary as opposed to teaching random words that are not connected to each other. Building and teaching from a network of words help children learn new words that connect to words they already know. Networks of words help children more quickly remember and recall words that are associated with the same topic.
3. Participants will share how they will incorporate networks of words into their planning for vocabulary instruction.
4. Participants will share themes. Examples include All About Me, Gardening, Transportation, Five Senses.

READ You were asked to read the Self-Study Reading for Session 8 on pages 14–25 in the Participant Guide. What were some of the comments or questions you noted about what you read?

SLIDE 33

SAY: During Session 7 we learned about when vocabulary develops and why it is important to teach. We also discussed how vocabulary is used in different contexts and how language interaction contributes to vocabulary knowledge. Finally, we learned about building a network of words.

One goal for Session 8 is to understand how children learn new words. Another goal is to learn about which vocabulary words to teach by diving deeper into building a network of words. We will also discuss how Dialogic Reading, a research-based approach, can be used to teach vocabulary.

To do this we will have discussions, watch and reflect on videos, practice instructional strategies, make instructional plans, and implement and reflect on those plans.

STEP 2 Define and Discuss Session Goals and Content

- ✓ Review main ideas from Session 7.
- ✓ Goals for Session 8:
 - ✓ Understand how children learn new words.
 - ✓ Learn which words to teach by taking a closer look at building a network of words.
 - ✓ Learn how to implement Dialogic Reading.

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SLIDE 34

SAY: To learn words, children need repeated, meaningful exposures to words in indirect ways. Children learn the meanings of most words indirectly, or through everyday experiences with oral language. Young children gain vocabulary knowledge through **conversations** with others, especially adults. Adults often repeat words several times and use new and interesting words. Conversations are most effective when the adult encourages children to take multiple turns and provides meaningful feedback.

Listening to adults read aloud is another way children learn vocabulary indirectly. Engaging children in conversations about a book, pausing to explain an unfamiliar word or concept, and relating words to their prior knowledge are ways to enhance children's vocabulary knowledge while reading to them.

Reading extensively to children from a variety of books, including informational (expository) texts, will help expand children's background knowledge and expose them to a more varied vocabulary.

Although preschool children do not yet read on their own, preschool experiences that build their vocabulary knowledge will help them understand what they read when they begin to do so independently.

How Do Children Learn New Words?

Indirectly

- Engaging in daily oral language interactions.
 - ✓ Adult facilitates multiple turns and provides meaningful feedback.
- Listening to adults read.
 - ✓ Talk about the book, explain unfamiliar words, relate to prior knowledge
- Reading extensively.

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SLIDE 35

SAY: Children also learn words directly. This means that the teacher teaches a word explicitly using the I Do, We Do, You Do instructional routine we've discussed in this PLC. A **child-friendly definition** is used to define the word. The word is also used in an interesting sentence. Directly teaching some words helps children understand difficult words or concepts that they don't often encounter in everyday experiences. Teaching some difficult words from a text before or while reading aloud to children can help them understand what is being read. We will review teaching words explicitly in more detail during the next PLC session.

How Do Children Learn New Words?

Directly

- Implement the **I Do, We Do, You Do** instructional routine.
- Use a **child-friendly definition**.
- Use the word in an **interesting sentence**.

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SLIDE 36

SAY: Thinking about all the words there are to teach can be overwhelming! Which words do you focus on for instruction? The Self-Study Reading described three important considerations when selecting words to teach.

1. Teach new words in different speech categories.

This will ensure that children are learning **different parts of speech**. So, instead of learning only nouns such as *chef*, *market*, and *utensils*; they are also

learning verbs such as *measure*; adjectives such as *natural*; prepositions such as *at*, *on*, and *from*; and adverbs such as *briskly*. Nouns are the easiest to teach, because you can typically show the children a picture or the actual object and label it. However, verbs, adjectives, prepositions, and adverbs typically aren't clearly conveyed in only a picture. See page 16 of the Participant Guide for a table that summarizes the parts of speech.

2. Teach words that will be frequently encountered. You can categorize words into basic, transportable, and technical words.

- **Basic words** are words that typically do not have multiple meanings and are usually learned through frequent exposure in the context of the child's environment. Examples of basic words are *happy*, *table*, and *walk*.
- **Transportable words** are words that children may have many opportunities to use across different contexts. Words such as *describe*, *protective*, and *leader*. More time should be devoted to teaching these words because they are considered transportable. Transportable words may be encountered often during school activities and while listening to or reading books. Learning these more "mature" words in preschool can deepen children's knowledge of concepts and build connections to other words and concepts.
- **Technical words** are important for a specific topic but do not occur frequently across different contexts. Words such as *esophagus* and *nutrients* are technical words and should be taught right when they are encountered, or needed—for example, during a science lesson or while reading an expository text to children.

3. Select words that have a set of very closely related words, often called a **word family**. Word families are formed when base words are made plural (*cherry* becomes *cherries*), conjugated into different tenses (*bake* becomes *baked* or *baking*), and when new prefixes or suffixes are added (*use* becomes *unused*, *usable*, *user*). You are not teaching preschoolers these advanced linguistic terms (such as conjugated); rather, you are building children's understanding of the idea of word families and of the meaning of the words within word families relevant to your chosen topics.

4. Keep in mind that when new words are connected to words already in a child's network, they are more likely to be learned and remembered. So you'll want to teach words from the **network of words** that you use when planning vocabulary instruction.

The slide is titled "Which Vocabulary Words Do I Teach?" and lists four bullet points. The first bullet point is "Varied parts of speech." with a sub-bullet "Noun, verb, adjective, preposition, adverb". The second bullet point is "Words that will be frequently encountered." with a sub-bullet "Basic, transportable, technical words". The third bullet point is "Base words and word families." and the fourth is "Words as part of networks." The slide includes a logo for "REL" in the bottom right corner and text at the bottom: "Professional Learning Community: Emergent Literacy" and "Module 3 | Session 8 | 36".

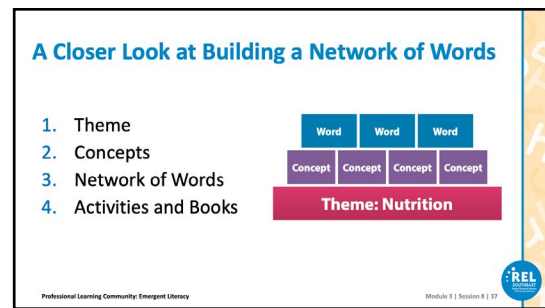
SLIDE 37

SAY: After Session 7, you watched an animation about building a network of words. Let's take a closer look at the steps involved in building a network of words.

1. Preschool teachers often teach around a thematic unit, or a **theme**, such as Insects or Transportation. When chosen carefully, themes can provide children with meaningful opportunities to learn about the world around them and the concepts and words we use to describe the world.
2. Once the theme is selected, determine **concepts**, which are the building blocks of ideas. Concepts include the knowledge you want children to learn about the theme. For example, if your theme is Nutrition, you may want children learn concepts such as food groups, healthy eating, and food preparation.
3. Each concept has a **network of words** that represent the ideas and descriptions associated with the concept.
4. Once you have your theme, concepts, and networks of words, then select **activities** and **books** to support learning the network of words.

Turn to page 19 of the Participant Guide and review the table that represents these four steps. *Provide a few minutes for participants to review the table.*

Once you have completed these four steps, you will have laid the groundwork from which to strategically plan to teach vocabulary knowledge! The activities you plan and implement and the book sharing you do will support children in learning useful words that will build their vocabulary knowledge now and prepare them for reading comprehension later.



Notes

SLIDE 38

SAY: Let's have some fun with a quick activity. How many of you have used themes in your classrooms? *Most hands will probably go up.* How do you select a productive theme? One way you can determine whether a theme is productive is by considering the network of words that would coincide with the theme. You could ask yourself, are the words in a given theme transportable (encountered in a variety of contexts)? Do the words in a given theme include verbs, adverbs, adjectives, and nouns?

Theme Sort

1. Opportunities to learn vocabulary?
2. More opportunities to learn vocabulary?

All About Me
Glitter
The Five Senses
Nutrition
Turkeys
Insects
Pumpkins
Stickers

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Work with a partner to sort the themes on the slide into one of two categories:

1. Opportunities to learn vocabulary
2. **More** opportunities to learn vocabulary.

Ideal answers are in parentheses after the theme.

- All About Me (*more opportunities*)
- Glitter (*opportunities*)
- The Five Senses (*more opportunities*)
- Nutrition (*more opportunities*)
- Turkeys (*opportunities*)
- Insects (*more opportunities*)
- Pumpkins (*opportunities*)
- Stickers (*opportunities*)

Why might some themes be more productive than others? In other words, why might some themes have more opportunities for children to learn vocabulary? *Call on volunteers to share their ideas.*

Point out the following if participants do not:

- *A theme is productive if there are important concepts you can teach that support the theme.*
- *The concepts of the theme will help build children's background knowledge and experiences.*
- *Networks of words to support the concepts include several transportable, useful words as well as words with varied parts of speech.*
- *If a theme is too focused or too specific, there is often a limited number of words to teach.*
- *Productive themes can be linked to other domains of early learning (e.g., cognition and general knowledge, science, social studies, social-emotional learning).*

SLIDE 39

NOTES:

- Allow about 15 minutes for this activity.
- Participants will collaborate with the same person they collaborated with for Activity 2 (Building a Network of Words) in the previous session.

SAY: Step 3 of the collaborative learning cycle is Learn and Confirm. Turn to **Activity 5: Review My Network of Words** on page 26 of the Participant Guide. You will also need **Activity 2: Building a Network of Words** on page 10 that you completed in Session 7. Collaborate with the same colleague that you worked with to build the network of words for weather during Session 7.

Review the network of words you created for the weather theme for Activity 2. Read the questions and record your answers in Activity 5. Use information from the Self-Study Reading for Session 8 as a resource.

Allow 10 minutes to complete the activity and then ask volunteers to share their answers.

STEP 3 Learn and Confirm

Activity 5: Review My Network of Words

With a partner, review the network of words you developed in Activity 2:

- Are there any concepts that you want to change or add?
- What do you notice about the parts of speech? Is there anything you might change?
- What do you notice about basic, transportable, and technical words? Is there anything you might change?

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SLIDE 40

SAY: Now, we are going to turn our attention to an effective strategy for teaching vocabulary and oral language, Dialogic Reading. *Read the slide.* One main focus of Dialogic Reading is to help children learn new words by creating a dialogue about vocabulary illustrated in the book. In Dialogic Reading the same book is shared over several days. Children learn to communicate thoughts and ideas using new words in increasingly complex phrases and sentences. Dialogic Reading helps children increase the size of their vocabulary and the diversity of their knowledge about the world.

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.

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Notes

SLIDE 41

SAY: Thoughtful planning is important for successful implementation of Dialogic Reading. A Dialogic Reading lesson spans five days. Since Dialogic Reading is implemented with a small group of six or fewer children, plan what the other children will be doing at that time. They could be involved in centers or other small groups with another adult.

First, select a book. Book selection is very important.


Books can be narrative or informational. The illustrations should be large, engaging, colorful, and varied, and they should accurately represent identifiable objects. Think about it this way—if you had never seen a blender before, does the picture in the book represent a blender well enough that you could understand what it really looks like? The pictures should also represent key words from your network of words. Also remember to select pictures that represent multiple parts of speech, such as nouns, verbs, and adjectives.

Next, select realistic pictures in the book that depict words that are less familiar to children. Remember to avoid unusual words that are used in limited contexts. Instead, select transportable words, which are words that connect across networks of words and are useful to children in everyday conversations. The words do not have to appear in the text—it is more important that the selected words are depicted well in the illustrations, relate to each other, and relate to the network of words chosen for your theme.

Finally, prepare child-friendly definitions for the target vocabulary words. A child-friendly definition should be concrete and use simple language that children are able to understand.

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.




SLIDE 42

SAY: Here are examples of a dictionary definition and a child-friendly definition. *Read the slide.* If texture was an unfamiliar word to you, which definition would you like to hear? Creating child-friendly definitions is an important part of planning for Dialogic Reading.

Defining Texture

Dictionary Definition
The visual and especially tactile quality of a surface.

Child-Friendly Definition
The way something looks or feels. The top of this table has a smooth texture. This sandpaper has a rough texture.




SLIDE 43


SAY: Dialogic Reading involves five sessions that typically span five days. You read about how to conduct each of the Dialogic Reading sessions in the Self-Study Reading. *Read the session titles on the slide.* Now, I'll recap each session type to prepare us for creating our own Dialogic Reading plans.

During session 1 of Dialogic Reading, introduce the book by telling the children the title, author, and illustrator. You will also define what the author and illustrator do. Next, read the entire book all the way through with the goal of the children understanding the story. This is the only time during the five-session cycle that the children will hear the whole book read aloud.

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






SLIDE 44

SAY: Sessions 2 and 3 of Dialogic Reading share the same goal and format. The goal of sessions 2 and 3 is for children to learn the vocabulary by labeling the items in the illustrations. The labels do not need to appear in the text. This session may last multiple days as children learn the vocabulary to describe objects and actions in the book. Follow the steps on the slide for sessions 2 and 3 of Dialogic Reading. *Review the slide pointing out the notes below.*

**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.

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1. Remind the children that you already read the the book to them and that you will now talk about the pictures.
2. As you point to specific, identifiable objects/actions, ask What, Who, and sometimes Where questions. When you ask the questions about the object, encourage children to respond with specific language to label the picture. Remember to plan target words that include nouns, verbs, and adjectives.
3. After the child responds to your initial question, ask a follow-up question about color, shape, purpose, or function. The function of an object is the purpose for which it is designed or exists and how it is used.

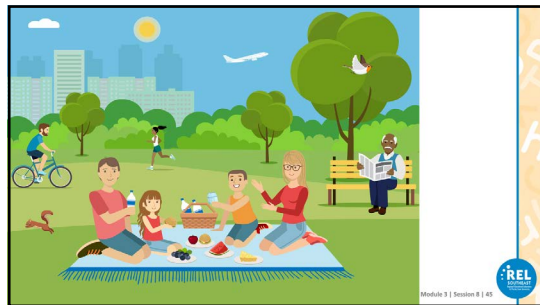
Children need to know the vocabulary of the book to be successful during sessions 4 and 5 of Dialogic Reading.

SLIDE 45

SAY: Let's review the types of questions to ask during Sessions 2 and 3 using the picnic scene on page 22 in the Participant Guide.

Examples to elicit nouns, verbs, and adjectives:

- Point to the picnic basket and ask, "What is this?"
Picnic basket is a noun.
- Point to the man on the bike and ask, "What is he doing?"
Riding is a verb.
- Point to the squirrel and ask a child to describe it. This is eliciting adjectives, such as soft or furry. By asking children to describe a noun, you are eliciting the use of adjectives.



After a child's response, follow-up with questions such as, "What color is it?," "What shape is it?," and "What do we use it for?" Follow-up questions for labeled verbs relate to how, when, and where the action is taking place. For example, "How did he pedal his bicycle?" or "Where is she running?"

Young children and children with very limited vocabulary will be more familiar with questions about shapes and colors. As children become more familiar with shapes and colors, ask function questions to ensure that they understand the meaning of the target word.

What are other questions we could ask about this picture?

SLIDE 46

SAY: During session 4 of Dialogic Reading, you will continue to ask labeling questions while adding **open-ended questions**. Open-ended questions encourage many different responses and provide children opportunities to practice language skills. Open-ended questions cannot be answered with a single word or *yes* or *no*.

After a child answers an open-ended question, you should respond using repetitions, expansions, or multiword statements. A **repetition** is simply repeating the child's answer. An **expansion** provides a few additional words based on the child's response. Expansions assist children in developing language that is more sophisticated by connecting what they say to what the adult added. Model multiword statements that include new vocabulary and descriptive words. Take a minute to review the examples of expansions on pages 23–24 in the Participant Guide. As you review the expansions, notice how the teacher “matched” her response to what the child originally said. Meaning, the more words the child says originally, the more you can expand. *Allow participants to review the expansions for one minute.*

Model multiword statements. Children will often list objects they see on the page. Teachers can support more sophisticated language in these instances by choosing one item in the list and saying, “Tell me more about _____.”

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?

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SLIDE 47

SAY: By session 5 of Dialogic Reading, children should have a firm understanding of the vocabulary. During session 5, ask questions that relate to the story plot (or main part of the story), concepts depicted in the book, and children's personal experiences. *Review the examples on the slide.*

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?*

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SLIDE 48

SAY: One way to remember the interactive process of Dialogic Reading is the acronym, PEER. *Review the slide.*

Dialogic Reading Prompts: PEER

- Prompt the child to say something about the book. *What is this? (while pointing to the blanket) Child says, "Blanket."*
- Evaluate the child's response. *That's right!*
- Expand the child's response by rephrasing and adding information to it. *It's a blue picnic blanket.*
- Repeat the prompt to make sure the child has learned from the expansion. *What is this?*

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SLIDE 49

SAY: There are five prompts that can be used to begin the PEER sequence just described. To help remember these prompts, use CROWD. CROWD is an acronym that can help you remember the types of prompts to ask children during Dialogic Reading. These prompts are most effective in supporting vocabulary development and expressive language development when they are used sequentially—beginning with prompts that support new vocabulary learning and gradually building to prompts that support expressive language and children's comprehension of the book. *Review the slide.*

Dialogic Reading Prompts: CROWD

- Completion: Ask child to complete a sentence or a phrase. *While pointing the airplane say, "This is a _____."*
- Recall: Ask about details of what you read. *Who was flying in the airplane?*
- Open-ended: Ask about a picture in the book. *What is happening in this picture?*
- W: Ask *wh* questions that begin with Who, What, Where, When or Why. *What is this? Why would you use this?*
- Distancing: Ask about something from the book that relates to a child's life. *When grandma visited last month, how did she get here? What did she tell us about her airplane ride?*

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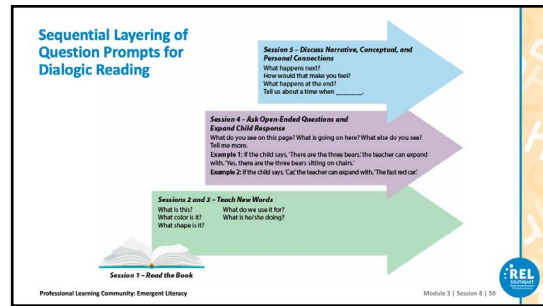
SLIDE 50

SAY: This graphic is on page 25 in the Participant Guide. It illustrates the idea of layering more knowledge and varying the type of questions asked throughout the five sessions of Dialogic Reading. Notice how each arrow begins in a new session and continues throughout the rest of the sessions. Each new type of prompt gets added to the previously introduced prompts. The new prompts are prioritized but the other prompts remain.

For sessions 2 and 3, questions are particularly helpful in providing differentiated instruction. Children who had difficulty with some of the target words earlier can be asked those labeling questions again. This will help children better understand the meanings of words before being asked to use them in open-ended responses.

For session 4, continue to ask questions from sessions 2 and 3 while adding open-ended questions and expanding on children's responses.

For session 5, continue asking questions from sessions 2–4 while adding questions that allow children to discuss their personal experiences and recall the story plot.



SLIDE 51

NOTES

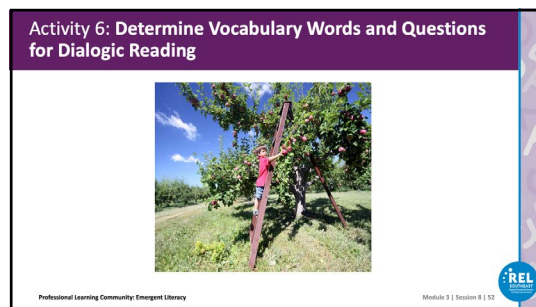
- Allow about 20 minutes for this activity.
- Participants will work in pairs. Assign each pair one illustration to complete. If a pair completes their assigned illustration prior to time to share, they can complete the other illustration.

SAY: Step 4 of each PLC session includes collaboratively applying what we have learned. So, let's collaborate and plan for Dialogic Reading. Turn to **Activity 6: Determine Vocabulary Words and Questions for Dialogic Reading** on pages 27–29 in the Participant Guide. This activity includes realistic illustrations that work well for Dialogic Reading sessions. Imagine that these pictures are found in children's story books. In pairs, you will use the assigned picture to determine vocabulary words to teach and different types of Dialogic Reading questions to ask while referencing the picture. We will do one example together, and then you will get your own picture to discuss with your partner.

SLIDE 52

NOTES:

- This is a continuation of Activity 6.
- The goal is to review the first illustration and discuss the words and questions so participants can use it as an example to complete their assigned illustration. You can present the information to the participants or treat it as a discussion where they suggest words and questions. Or use a combination of presentation and discussion.



SAY: Let's review the first illustration in Activity 6 so you can use it as an example when you work in pairs on another illustration. The picture is of a boy standing on a ladder in an apple orchard. What words might we consider discussing based on this picture? *Discuss words.* Now, what questions might we use to elicit discussion about our words for each session of Dialogic Reading.

Words to consider: *cloudy, gather, harvest, juicy, ladder, orchard, pluck, reach, shadow, shady*

Sessions 1–5: Labeling Questions

- What is the boy climbing? *ladder*
- What do we call this land with all these apple trees? *orchard*
- What are the dark pictures on the grass called? *shadow*

Sessions 1–5: Follow-up Questions

- What do we use a ladder for? *to get to places that are higher*
- What happens on an orchard? *Trees are planted to grow fruit.*
- What causes a shadow? *The tree blocking the sun's light causes the shadow to appear.*
- What color are the apples? *red*

Sessions 4 and 5: Open-Ended Questions

- T: What is happening in this picture? C: *picking apples* T: Yes, the boy is picking apples in the orchard.
- T: Tell me what you see in this picture. C: *The boy is climbing.* T: Yes, the boy is climbing a ladder.

Session 5: Story Plot Questions

- What did the boy do before he picked the apples? *set up the ladder*
- What is the boy going to do with the apples he picks? *bake an apple pie*

Session 5: Personal Experience Questions

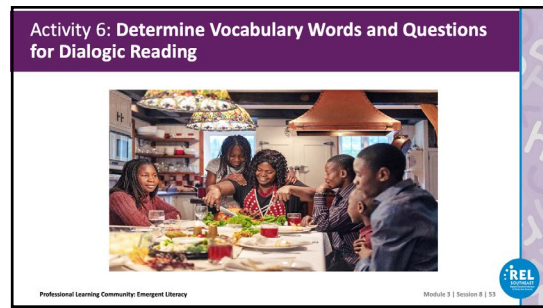
- Where would you go to pick apples?
- Tell me about a time you had to climb a ladder to reach something.
- Tell me about a time when you saw your shadow. Where were you? What caused the shadow?

Assign each pair picture #1 or picture #2. Allow 10 minutes for participants to complete their assigned picture

SLIDE 53

NOTES: This is a continuation of Activity 6.

SAY: Let's share! Keep in mind that there is not one right answer—however, the words you chose and the questions you developed should reflect key points that we have read about and discussed for Dialogic Reading. Ask pairs assigned to picture 1 to share. Suggested answers are below if support is needed.

**Picture 1**

Words to Consider: *candle, family, feast, prepare, serve, slice*

Sessions 1–5: Labeling Questions

- What is the mother doing? *cutting/slicing*
- What has the mother prepared? *a feast*
- Who is eating the meal? *family*
- What is the family doing? *having dinner/a feast*

Sessions 1–5: Follow-up Questions

- Which family members might be eating the meal? *mother, cousins, uncles, grandparents, brothers*
- Who else might be there? *neighbors, friends*

Sessions 4 and 5: Open-Ended Questions

- T: What is the family doing? C: *Eating dinner.* T: The family is eating dinner together.
- T: Tell me what you see in this picture. C: *I see the mom cutting.* T: The mom is cutting, or slicing, the ham.

Session 5: Story Plot Questions

- What made the family gather together for a feast? *holiday; birthday*
- What will they do after the feast? *They will watch a football game.*
- What else could they do? *Clean up the table and do the dishes.*

Session 5: Personal Experience Questions

- Tell about a feast you have had with your family.

Notes

SLIDE 54

NOTES: This is a continuation of Activity 6.

SAY: Now, let's share ideas about picture #2! Keep in mind that there is not one right answer—however, the words you chose and the questions you developed should reflect key points that we have read about and discussed for Dialogic Reading. *Ask pairs assigned to picture 2 to share. Suggested answers are below if support is needed.*

Picture 2

Words to Consider: *carrots, excited, garden, gloves, harvest*

Sessions 1–5: Labeling Questions

- What is the boy holding? *carrots*
- What is the boy wearing on his hands? *gloves*
- What are the mother and son doing? *gardening/harvesting vegetables*
- How does the boy feel after pulling up the carrots? *happy/excited*

Sessions 1–5: Follow-up Questions

- What color are the carrots? *orange*
- What color are the gloves? *blue*
- What are gloves used for? *to protect our hands*
- What is an apron used for? *to keep our clothes clean*

Sessions 4 and 5: Open-Ended Questions

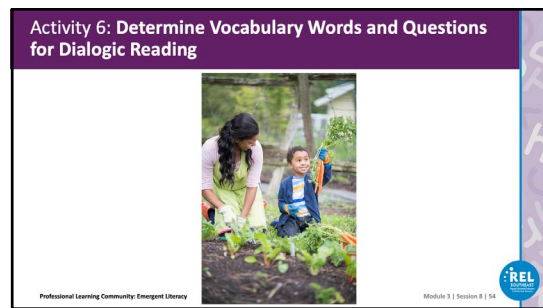
- T: What is happening in this picture? C: *The boy pulled up a carrot.* T: The boy pulled up a carrot in the garden.
- T: Tell me what you see in this picture. C: *I see a garden.* T: I see a garden where a mom and son are working.

Session 5: Story Plot Questions

- What will the mother and son do with the carrots? *make a salad*
- What happened right before the son pulled up the carrots? *He pulled up another stem, and there was no carrot. He was sad.*

Session 5: Personal Experience Questions

- Tell about a time when you planted a vegetable garden.
- Tell about a time when you got excited about something you found.



SLIDE 55

NOTES:

- Allow about 20 minutes for this activity.
- If needed, pause and rewind the video to review aspects of it.

SAY: Now, let's watch **Video 2: Dialogic Reading With Narrative Text** (<https://youtu.be/JWW2iweXJug>). The

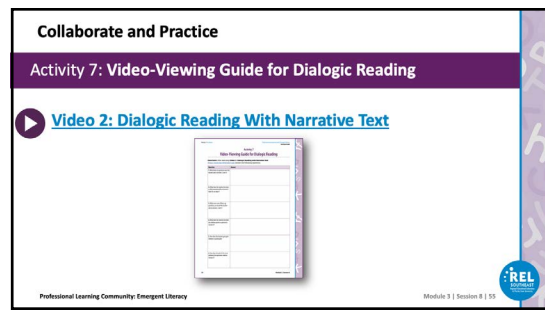
lesson spans five days, and we will watch short clips from each of the five sessions. The teacher uses a narrative text called *D.W. the Picky Eater*. Turn to **Activity 7: Video-Viewing Guide for Dialogic Reading** on page 30 in the Participant Guide. You will answer questions during and after the video. Please take moment to scan the questions in Activity 7 before I start the video.

Play the video. Allow participants time to answer the questions and then ask volunteers to share answers.

Key Points About the Video

Emphasize the following information if the participants do not.

- 1. The teacher asks labeling questions. Many of the labeling questions are followed by a color, shape, or function question to help children more deeply understand the concepts and the meaning of the words.*
- 2. The children did not know the label for placemat. They called it a mat. The teacher prompted by asked, "What kind of mat?" When the children still aren't sure, the teacher labels the object and prompts everyone to say placemat. The teacher should not prompt the children to guess the label for an object. This could lead to other children misunderstanding the correct answer/label. For dining room, the children said, "table." The teacher asked a clarifying question, "What kind of room is this where they are eating?"*
- 3. What shape is the placemat? What do we use a refrigerator for? What is a menu used for? What do we use a booster seat for? What color is the spinach?*
- 4. She prompts them by saying, "What is that?" She says, "Use your words." If the children just provide a one-word answer for what they see, the teacher can say, "Tell me more about that object."*
- 5. The teacher specifically names a more reluctant child and asks them to talk about what they see. In session 4 the children have more freedom to talk about what they know and what interests them. This can be a good time to encourage more reluctant speakers.*
- 6. The plot of the story influences questions asked in session 5.*
 - The teacher asked plot-related questions: "What happened after D.W. pounded her fist on the table?" The teacher rereads part of the text in session 5 to help children remember parts of the story, such as how D.W.'s mom felt when D.W. pounded her fist on the table in a restaurant.*
 - The plot also leads to a discussion about children having tantrums in restaurants. One child asks what a tantrum is, which provides an opportunity for the teacher to teach the children another new word.*
 - When the mother in the story asks the waiter for the recipe, the children begin a discussion about using recipes with their families at home.*

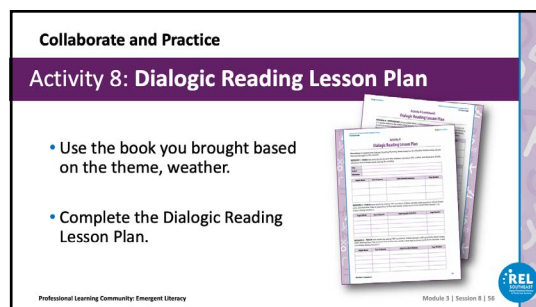


SLIDE 56

NOTES:

- Allow about 15 minutes for this activity.
- Since participants worked in pairs to develop the network of words around weather in the previous session, they can elect to work with that same colleague to plan this lesson. However, since they are using a book they brought to the session, they may decide to work independently.

SAY: Turn to **Activity 8: Dialogic Reading Lesson Plan** on pages 31–32 in the Participant Guide. You can work in pairs or independently for this activity. Use the book you brought based on the theme of Weather to complete the Lesson Plan for Dialogic Reading.



SLIDE 57

NOTES:

- Allow about 5 minutes for this activity.
- Explain the DO, WATCH, READ activities.
- Announce the date and time of the next PLC session. Ask participants to note it on page vi of the Participant Guide.
- Follow up with an email so participants will note it in their calendars.

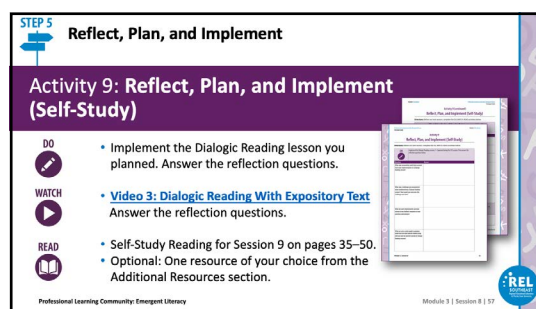
SAY: Now, let's look at **Activity 9: Reflect, Plan, and Implement** on pages 33–34 in the Participant Guide to review what you will DO, WATCH, and READ before the next PLC session. These activities will take about 30–60 minutes.

DO Implement the Dialogic Reading lesson that you planned in Activity 8 during today's session. Answer the reflection questions.

WATCH Video 3: Dialogic Reading With an Expository Text (<https://youtu.be/wH3AWoentBq>). Answer the reflection questions.

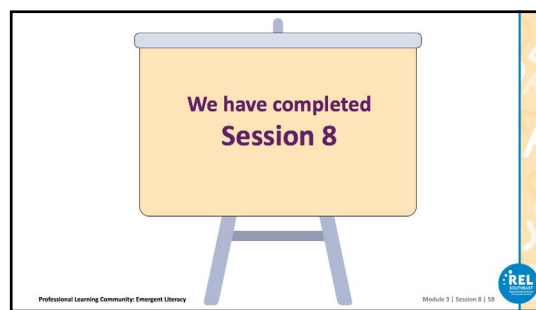
READ

- Self-Study Reading for Session 9 on pages 35–50 in the Participant Guide
- If you'd like to, read at least one resource from the Additional Resources section pages 48–50. Note any questions and one thing you learned about the reading(s).



SLIDE 58

SAY: We have now completed Session 8! Thank you for your teamwork during our emergent literacy PLC session!



Preparing for Session 9

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

Self-Study Reading

Read pages 35–50 of the Participant Guide.

Gather and Prepare Materials

Slide	Materials
76–77	Vocabulary in Action: Ms. Smith's Classroom and Considerations for English Learner Students and Students With Disabilities (Participant Guide, pages 43–48) <ul style="list-style-type: none"> • Highlighters

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)

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

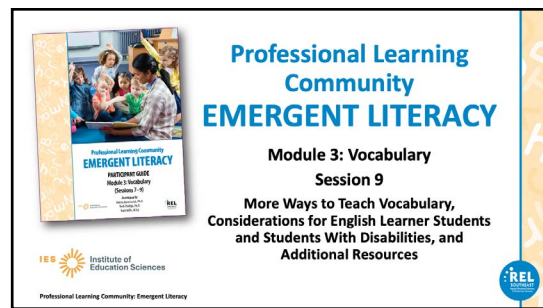
Slides and Speaker Notes

SLIDE 59

NOTES:

- Session 9 will take approximately 60 minutes.
- Prior to Session 9, participants will have read content from the Participant Guide:
 - Explicit Instruction for Specific Words
 - Play-Based Interactions With Teacher Guidance
 - Examples of Effective Vocabulary Instruction
 - Considerations for English Learner Students and Students With Disabilities
 - Additional Resources
- Under "SAY" in these speaker notes:
 - Regular text indicates what you should **say**.
 - *Italicized text indicates something you and/or the participants should do.*

SAY: Welcome and thank you for continuing to participate in our Professional Learning Community on Emergent Literacy! Today, we will meet for 60 minutes to conclude Module 3: Vocabulary. *Briefly introduce yourself and facilitate introductions of participants, if needed.*



SLIDE 60

SAY: As a quick reminder, the purpose of this PLC is to engage in **collaborative learning** experiences to support preschool teachers in applying **evidence-based language and literacy strategies** in their instruction. I look forward to continuing to learn together!

SLIDE 61

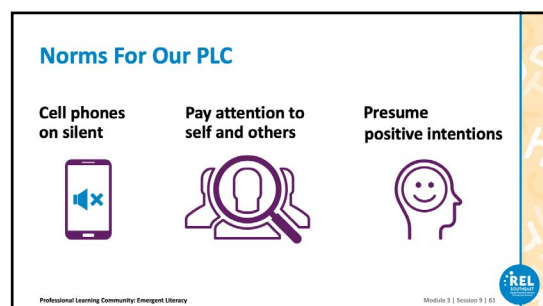
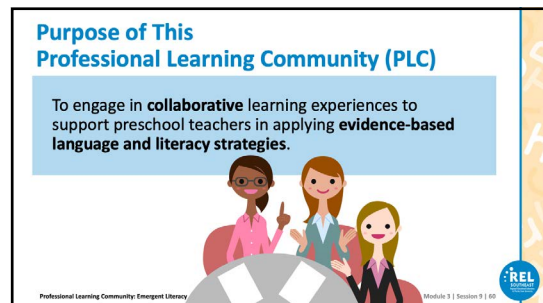
NOTES: Consider your group to determine how much detail about the norms will be helpful to review.

SAY: PLCs typically have norms that the group can agree to in order to be productive. Here are three norms, or ground rules, for our way of work.

Cell phones on silent will help us have an uninterrupted session.

Pay attention to self and others: This means contributing, listening, and being aware of how you and others are responding to each other. Be sure to give everyone a chance to talk and encourage others who seem reluctant to join in. Sometimes people who are reluctant to talk are thinking. They may not be comfortable jumping in, but they may have something important to say.

Presume positive intentions: This means pausing before responding. Usually when people contribute to a conversation, they intend to be constructive. So, always respond positively to keep the discussions productive.



SLIDE 62

NOTES:

- Allow up to 10 minutes for this debrief.
- If you have a small group, ask for volunteers to share with the whole group. If you have a large group, consider having triads discuss and then ask a volunteer from each small group to share with the large group.

SAY: At the end of Session 8, you were asked to complete **Activity 9: Reflect, Plan, and Implement** on pages 33–34 in the Participant Guide. Please turn to this activity so we can debrief and share our reflections.

DO Using the guiding questions in Activity 9, ask volunteers to share their reflections about the Dialogic Reading lesson they planned during the previous session and implemented prior to this session.

WATCH You were asked to watch **Video 3: Dialogic Reading With Expository Text** (<https://youtu.be/wH3AWoenTBg>). Review the reflection questions and ask for volunteers to share their answers.

Key Points About the Video

Emphasize the following information if the participants do not:

1. Reading the entire book verbatim. She may pause to ask a couple labeling questions, but the main task is to read the entire story.
2. Teachers can ask follow-up questions after the initial labeling questions in Sessions 1–3. Follow up questions can include color, shape, or function questions. These questions help children more deeply understand the concepts and the meaning of the words.
3. Instead of plot-driven questions, questions/prompts for expository text may include cause and effect or sequencing type questions, particularly in Session 5. If the book is longer than a typical shared reading book, the teacher may decide to read half the book in one session and the other half in a second session later that day.
4. Open-ended questions. The teacher can choose one of the listed objects or items and prompt the child to tell her more about that one item. The teacher could also let the child choose by saying, “You just named a lot of things. Which item do you want to tell me more about?”
5. The teacher continues using the term in her conversations with the children. She uses the terms when she is modeling answers on various pages.
6. Recall questions, distancing questions, and retell prompts such as “What happened next?”
7. The children’s responses get longer and begin to include target words introduced or encountered in Sessions 1–3.

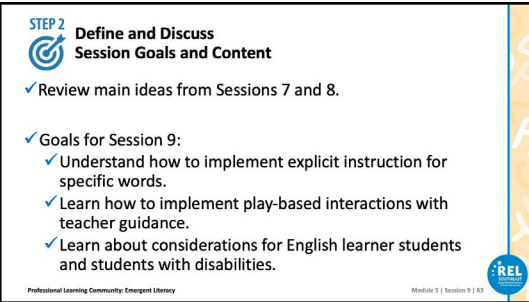
READ You were asked to read Session 9 on pages 35–50 in the Participant Guide. You also had the option to select and read a resource from the section titled Additional Resources. What questions did you record about your reading? Would anyone like to share which resource they selected to read and one thing they took away from reading it?

SLIDE 63

SAY: During Session 7, we learned when vocabulary develops and why it is important to teach. We also discussed how vocabulary is used in different contexts and how language interactions contribute to vocabulary knowledge. Finally, we learned about building a network of words.

During Session 8, we learned how children learn new words and practiced building and teaching from a network of words. We also learned a research-based way to teach vocabulary called Dialogic Reading. For Session 9, we will look at explicit instruction for specific words and how to implement play-based interactions with teacher guidance. We will also discuss instructional considerations for English learner students and students with disabilities.

To do this we will have discussions, engage in collaborative activities, and watch and reflect on preschool classroom videos.



STEP 2 Define and Discuss
Session Goals and Content

- ✓ Review main ideas from Sessions 7 and 8.
- ✓ Goals for Session 9:
 - ✓ Understand how to implement explicit instruction for specific words.
 - ✓ Learn how to implement play-based interactions with teacher guidance.
 - ✓ Learn about considerations for English learner students and students with disabilities.

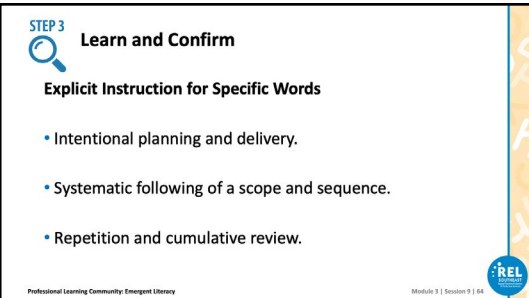
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SLIDE 64

SAY: Explicit vocabulary instruction uses the features of effective instruction we talked about in Modules 1 and 2 of this PLC.

Intentional planning includes teaching a productive theme and important concepts that support the theme. It also involves building a network of words and teaching those words to help children learn the concepts. Intentional delivery is carefully planning and implementing engaging activities to support vocabulary learning as well as scaffolding instruction as you engage children in language interactions.

Systematic vocabulary instruction builds on vocabulary that children already know. It also involves a scope and sequence, which for vocabulary instruction includes implementing research-based instructional strategies described in this module. Repetition and cumulative review are also part of teaching vocabulary systematically. To learn new vocabulary words, children need to have opportunities for repeated exposures to the same words and their meanings on multiple occasions.



STEP 3 Learn and Confirm

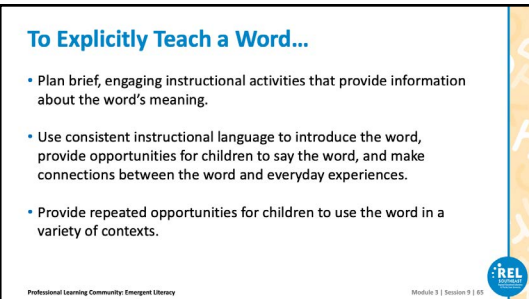
Explicit Instruction for Specific Words

- Intentional planning and delivery.
- Systematic following of a scope and sequence.
- Repetition and cumulative review.

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SLIDE 65

Review the slide.



To Explicitly Teach a Word...

- Plan brief, engaging instructional activities that provide information about the word's meaning.
- Use consistent instructional language to introduce the word, provide opportunities for children to say the word, and make connections between the word and everyday experiences.
- Provide repeated opportunities for children to use the word in a variety of contexts.

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SLIDE 66

SAY: It isn't possible to explicitly teach every vocabulary word that children need to learn. You can use instructional time efficiently by following a systematic plan, which includes using a three-step instructional routine when explicitly teaching a vocabulary word.

First, create a simple, child-friendly definition that uses familiar words to explain the target word. For example, enormous means really big. We'll talk more about child-friendly definitions in a moment.


Second, provide opportunities for children to say the target word by asking them to repeat the word after you say it. What is a word that means really big?

Third, engage children in active responses by providing opportunities to complete an activity related to the word and its meaning where they are actively engaged, verbally or nonverbally. *Review the example on the slide.*

As part of the self-study after this session, you will watch a video of a teacher who implements this instructional routine really well!

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.



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SLIDE 67

SAY: Here are tips to create a child-friendly definition. *Review the slide.*

SLIDE 68

NOTES: Allow 3 minutes for this activity.

SAY: Review each definition on the slide. For each word there is a dictionary definition and a child-friendly definition. With a shoulder partner, select the definition that is child-friendly and discuss reasons to support your selection. *Provide 2 minutes for shoulder partners to discuss. Ask for volunteers to share.*


Point out the following if participants do not:

Consume: *to eat. This definition is child-friendly because it uses only a few words and those words are familiar to the children. Children may not know what destroy or expend means from the dictionary definition.*

Predict: *To say ahead of time that something will happen. Although this uses more words than the dictionary definition, children may not know what declare or advance means.*

Tips to Create Child-Friendly Definitions

- Use familiar words to explain the target word.
- Use a sentence that *describes* the target word and includes words like *someone or something*.
 - Ecstatic is when someone is very happy.
 - A spatula is like a spoon with a long handle. It is used for mixing food together or scraping food away from the side of a bowl.
- Use familiar synonyms: **enormous** means big.
- Use familiar antonyms: **loud** is not quiet.



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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.





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SLIDE 69

NOTES: Participants will need their network of words from **Activity 2 in Session 7** on page 10.

SAY: Now that we know an instructional routine to explicitly teach vocabulary, let's review word knowledge activities that we could use with the instructional routine. Turn to the table in the Self-Study Reading on pages 37–40 that describes these activities. Take a moment to review the table and circle two to four activities that are new to you and that you'd like to try in your classroom. Then discuss the activities with a shoulder partner. Which words from your network of words are appropriate for the activities? Why?

SLIDE 70

NOTES:

- Allow 20 minutes for this activity.
- Participants will need their network of words from **Activity 2** on page 10 and the table of activities on pages 37–40.
- Participants will independently develop two lessons. Then they will work in triads and implement one lesson. The other lesson is for their self-study in their own classrooms.

SAY: Step 4 of each session is to collaborate and practice. Now that we've read and talked about an instructional routine to explicitly teach specific words and word knowledge activities, let's practice! Turn to **Activity 10: Explicit Instruction for Specific Words Lesson Plan** on page 51 in the Participant Guide. You will develop two lesson plans to explicitly teach words from your network of words. Develop your lesson plans independently. Then role-play with two colleagues by implementing one of your lessons in a triad. So, you will teach your lesson to two colleagues and then you will participate as a child twice as your colleagues teach their lessons.

You will implement the other lesson with your class before our next session.

Allow 10 minutes for participants to complete their two lesson plans. Another 5 minutes will be used for each teacher to implement one of their lessons within a triad. Then, use the next slide to facilitate a discussion.

SLIDE 71

NOTES: This is a continuation of from slide 70.

SAY: Let's use the guiding questions on the slide to compare the content of the lessons you just implemented in your triads. *Discuss each question asking volunteers to share their thoughts. Allow 5 minutes for this discussion.*

SLIDE 72

SAY: Another research-based instructional practice you read about in the Self-Study Reading is play-based interactions with teacher guidance. Review the slide.

SLIDE 73

SAY: How you act and what you say are critical to children's learning. To implement play-based interactions with teacher guidance, you will:

1. Determine which words from your network that you want to target. For example, during your five senses theme, your network of words may include describing words such as *rough, smooth, sweet, savory, sharp, shrill, deep, and rumbling*. It may also include verbs such as *breathe, sniff, identify, blare, clatter, and perform* and nouns such as *herbs, instruments, commotion, and materials*.

2. Enhance the classroom environment with specific props and activities to trigger the target words. For example:

- Include props at a science center such as A Texture Tray with materials of different textures to touch and describe.
- Include jars of spices to smell and discuss their scents while playing "What's That Smell?"
- A Comparing Sounds center could include bongo drums, triangles, bells, and tambourines for children to shake, play, and create music with while talking about the different sounds.

3. Through your interactions and conversations, support children's learning by embedding opportunities to learn new ideas and words, while at the same time, allowing the children to direct the play.

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.



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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.

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Notes

SLIDE 74

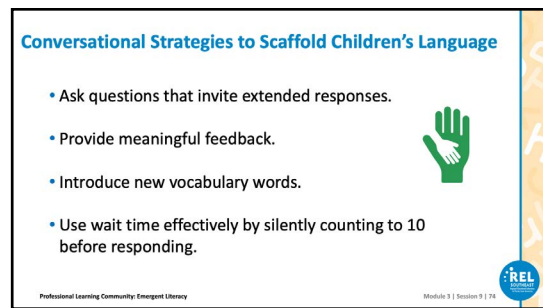
SAY: In the Self-Study Reading you read about these conversational strategies to scaffold children’s language during play-based interactions with teacher guidance.

Asking questions can be as simple as asking the child to describe what he or she is doing. When you ask a question, listen closely to the child’s response. Ask questions about the child’s knowledge of vocabulary in the play-based setting. For example, if the child is cooking at the kitchen center, ask, “What are you making to eat?” When the child responds with, “green beans,” ask, “What else is in your *meal*?” This prompt will help the child **extend the response** and help you determine how well the child understands the vocabulary word, *meal*.

Providing meaningful feedback to children’s comments. You can do this by asking more questions, defining words using child-friendly definitions, and making explicit connections between children’s background knowledge and new information and language.

Introduce new vocabulary by labeling things children are playing with. You could use verbs to describe action and new adjectives to support a description of the child’s play. For example, you could say, “What are you using to stir the vegetable soup?” The child responds, “Spoon.” You can say, “Yes, it is a special kind of spoon called a *ladle*. See the end of the *ladle* is shaped like a bowl? A *ladle* is used to stir and serve soup.” As the child continues to serve the soup, you can say, “Thank you for being *careful* when you serve the soup. I know you are being *careful* because you are watching what you are doing and serving the soup slowly. By being *careful*, the soup won’t spill!” As you use a spoon to “eat” the soup you could say, “I want to *devour* this soup because I’m so hungry! It probably isn’t polite to *devour* food because when you *devour* food, you gulp it down really quickly.” Introducing new vocabulary words can provide opportunities to hear descriptive language about the activities engaged in during play.

Use wait time after you ask a child a question during play. Children need time to think about words they need to put together to express their ideas. One strategy is to count to 10 in your head before responding in order to provide enough wait time. Wait time lets children know that what they say is important. If the child does not know how to respond, it is important to provide an answer to teach information that may not be known or to support language skills still being developed.



Notes

SLIDE 75

NOTES:

- Allow about 15 minutes for this activity.
- If needed, pause and rewind the video and review aspects of it.

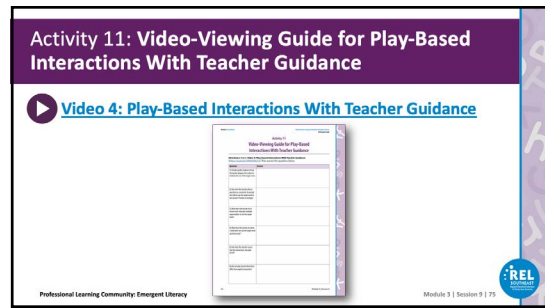
SAY: Turn to **Activity 11: Video-Viewing Guide** for Play-Based Interactions With Teacher Guidance on page 52 in the Participant Guide. Review the video-viewing guiding questions. *Allow 1 minute.* As you watch the video of a preschool class engaging in play-based interactions with teacher guidance in multiple contexts, record reflections about the questions.

Show **Video 4: Play-Based Interactions With Teacher Guidance** (<https://youtu.be/93K68UIBa7w>). After the video ask participants to share reflections from Activity 11.

Key Points About the Video *Emphasize the following information if the participants do not.*

1. Paint to blend at the art center; dairy products at the kitchen center; cheese (dairy) at snack time; cows at the blocks center while building a dairy farm; blending mud and water to make mud pies outside.
2. The teacher asks questions that require the use of the target word to answer. She makes comments during play that include the target words. Examples: What do we need to do with the water and dirt to make a mud pie (blend)? What word do we use when we think something tastes really yummy (delicious)?
3. The teacher engages in conversation with each child. She keeps each child actively engaged. She works in small groups. She asks each child questions to elicit the target word.
4. The teacher prompts the child by saying the first sound in delicious. "How does it taste? /d/"
5. The teachers smiles and has fun with the children. She focuses on the activity—painting, making mud pies, shopping at the kitchen center.
6. Children can initiate/direct the play. Play-based does not use the I Do, You Do, We Do instructional routine.

In the Reproducible Materials section at back of the Participant Guide is a template for planning play-based interactions with teacher guidance (page 78–79). You may use this template to guide your planning for play-based interactions.



Notes

SLIDE 76

NOTES:

- Allow 10 minutes for this activity.
- Participants will need a highlighter/pen/pencil.

SAY: You read about Ms. Smith's classroom in the Self-Study Reading on pages 43–46. This classroom scenario includes vocabulary instruction in Ms. Smith's classroom throughout the day and over the course of multiple days.

The targeted words for instruction are from the network developed for a Five Senses theme. The activities might be repeated across several weeks by embedding a different set of target words in the overall five senses network that Ms. Smith prepared in advance.

Use the information on the slide as you review Ms. Smith's classroom scenario. You can highlight/underline evidence in the Participant Guide to support your answers. *Allow five minutes for participants to work independently. Then, ask for volunteers to share.*

Emphasize the following information if the participants do not:

1. *Child-friendly definition example: Rough means when I touch something it is not smooth or silky. Rough is bumpy and may scratch my hands.*
2. *Mrs. Smith read a book (Cold, Crunchy, Colorful: Using Our Senses) out loud that is connected to the five senses theme.*
3. *Example of play-based interaction: Dramatic play center is set up as an optometrist office and includes props (diagram of the eye, eyeglasses) connected to the sense of sight. Mrs. Smith encourages children to take turns being the patient, the optometrist (doctor who examines eyes), and the optician (person who helps patients select frames).*
4. *The goal of Odd One Out is to help children learn how to describe objects in their environment by some of the features that those objects share.*
5. *Mrs. Smith incorporates review of the words during dismissal time by prompting children to talk about items they touched that were rough and smooth as well as what they heard, tasted, smelled, and saw that day.*

Vocabulary in Action: Ms. Smith's Classroom

1. Highlight an example of a child-friendly definition.
2. How did Mrs. Smith connect a read-aloud to the classroom theme?
3. Highlight examples of play-based interactions with teacher guidance?
4. What is the goal of the teacher directed small group activity: Odd One Out?
5. How does Mrs. Smith incorporate review of the words throughout the day?

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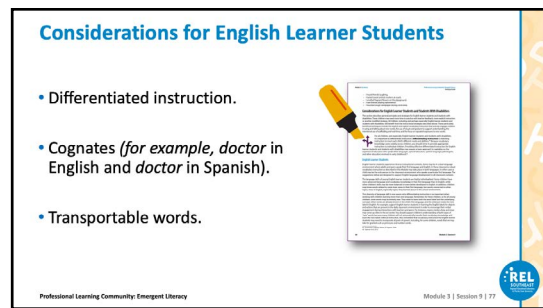
SLIDE 77

NOTES:

- Allow about 3 minutes.
- Participants will need a highlighter/pen/pencil.

SAY: Please turn to *Considerations for English Learner Students and Students With Disabilities* in the Self-Study Reading on page 46. It describes the importance of **differentiating instruction**, especially for English learner students and students with disabilities. It also explains that for English learner students, some words may be entirely new, so the child needs to learn the label and what the word means. For other words children may already know it in their first language so they would need to learn the label only in English. It explains **cognates** and how using cognates can support some English learner student's language learning. Cognates are words in two languages that share a similar spelling, pronunciation, and meaning, such as *doctor* in English and *doctor* in Spanish. Finally, this section discusses the the importance of transportable vocabulary knowledge. **Transportable words** are words that connect across networks of words or contexts such as *describe* and *protective*.

Take a moment to review the considerations for English learner students on pages 46–47. Highlight one strategy that you plan to implement in your classroom. Share with a colleague how you plan to implement something new in your classroom that will support your children's vocabulary knowledge. *Provide about 3 minutes for this activity. Then facilitate a discussion by asking volunteers to share with the group.*



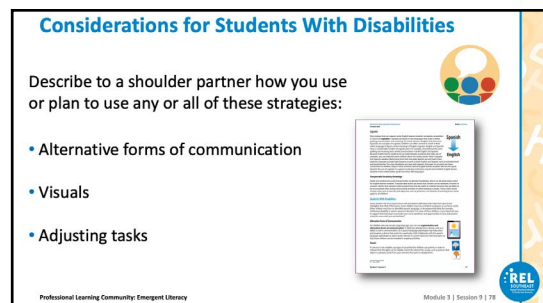
SLIDE 78

NOTES: Allow about 3 minutes.

SAY: Let's continue to review *Considerations for English Learner Students and Students with Disabilities* from the Self-Study Reading on page 47. This section discusses principles and strategies for students with disabilities. It describes alternative forms of communication, such as a tablet. It also describes the use of visuals such as pictures that depict vocabulary words. Finally, it explains how to adjust tasks to provide children opportunities to demonstrate their understanding.

Take a moment to review the considerations on pages 47–48. Describe to a shoulder partner how you might use alternative forms of communication, visuals, or adjusting tasks to support children's vocabulary knowledge.

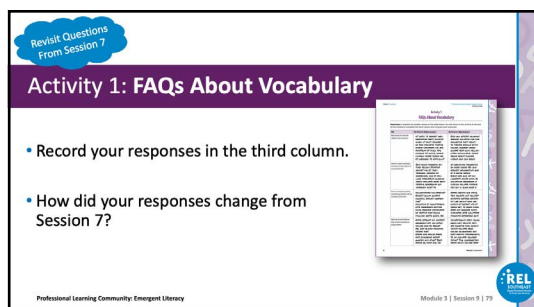
Provide several minutes for this activity. Then facilitate a discussion by asking volunteers to share with the group.



SLIDE 79

NOTES: Allow about 5 minutes for this activity.

SAY: Locate **Activity 1: FAQ's About Vocabulary** from Session 7 on page 8 in the Participant Guide. Remember these FAQs about vocabulary from Session 7? Take 5 minutes to read each frequently asked question and record a response in the third column. Then compare your responses from Session 7. How did your responses change from Session 7?

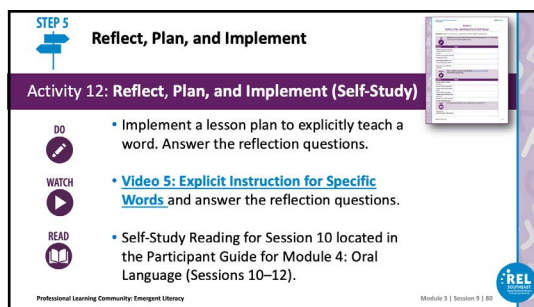


Participants work independently for 5 minutes to answer the FAQs. Ask for volunteers to share their responses.

SLIDE 80

NOTES:

- Allow about 5 minutes for this activity.
- Explain the DO, WATCH, READ activities.
- Announce the date and time of the next PLC session. Ask participants to note it on page vi of their Participant Guide.
- Follow up with an email so participants will note it in their calendars.



SAY: Now, let's look at **Activity 12: Reflect, Plan, and Implement** on page 53 in the Participant Guide to review what you will DO, WATCH, and READ before the next session. These activities will take 30–60 minutes.

DO Implement the lesson plan to explicitly teach a specific word that you developed during this session (Activity 10). Then answer the reflections questions in Activity 12.

WATCH Video 5: Explicit Instruction for Specific Words (<https://youtu.be/k43FasPgojA>). Answer the reflection questions.

READ Self-Study Reading for Session 10 on pages 1–12 in the Participant Guide for Module 4: Oral Language. Note any questions you have about the reading and one thing you learned from your reading.

SLIDE 81

SAY: We have now completed Session 9, the final session in Module 3: Vocabulary! Thank you for sharing your knowledge and working as a team in our emergent literacy PLC!



