



# Vocabulary Development

Early Elementary Standard 1.3 – Employ multiple strategies to construct meaning, including word recognition.

## Kindergarten Language Arts

This vocabulary exercise uses a scenario of your choice – toy farm, garden, house, playground, kitchen, etc. Have the scenario available in the classroom. Beside it, have index cards and colorful markers. Each of the objects in the scene should have a label card in two languages, written one under the other. English is always in one color and the second language is in another color. Our examples use Spanish as the second language. It could also be Chinese! Use a language that is prevalent in your community. Introduce only six words per session for this age group.

The information below provides an example of labels that might be created for a beach scene.

**Scene: The Beach**

<b>Vocabulary</b>	<u>Set 1</u>	<u>Set 2</u>	<u>Set 3</u>
	beach	cloud	wind
	ocean	boat	sailboat
	wave	shore	sandcastle
	sand	wind	saltwater
	sun	ball	umbrella
	bucket	water	shade

introduces use of compound words

→

Introduce vocabulary with scenes familiar to the students and then work up to the unfamiliar (i.e., city kids won't be familiar with farms and children in Florida won't identify with snow scenes). Be sure to introduce new and infrequently experienced concepts in this way in all curriculum areas.

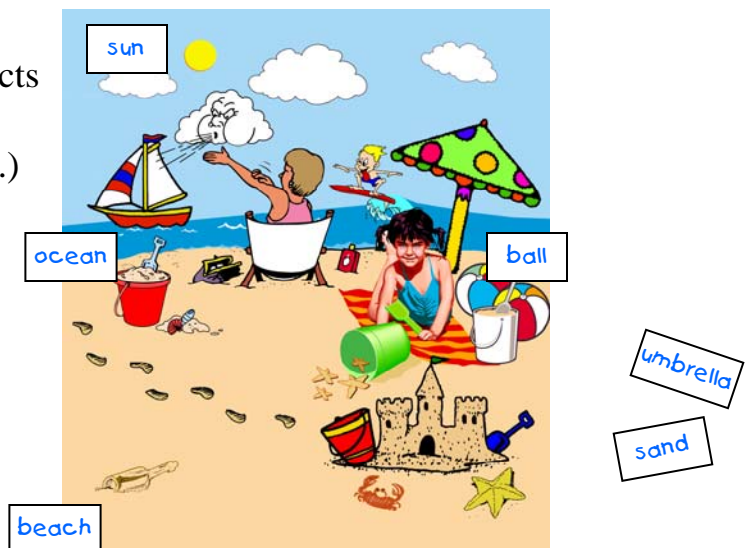
Children must understand the concept before they can remember its name. Make sure you present the concept in a concrete manner, which means as hands-on as possible and in a familiar context. That's why a complete scene is best. Real toy scenes or large poster scenes are effective, but they must be manipulative and labels must be removable for practice.

"How many of you went to the beach this summer or last summer? Who likes going to the beach?" (Teacher has brief discussion about it.)

"Well, today I have brought this poster and some objects we would find at the beach on this tray so we can learn words we use at the beach. Let's review them." (Teacher verbalizes with students all the images in the poster as well as the objects on the tray.)

"Now I'm going to show you some vocabulary label cards for the objects and pictures." (Teacher holds up a word, reads it three times and places it with tape or velcro in the picture or tray by the label's corresponding concept.)

"I'm going to hand some out to you to attach." (Teacher conducts an interactive exercise, helping students read and place the labels.)



"What a good job you all did! Now you're ready to make your own vocabulary cards. First, watch how I write the words, then you can do it. Remember, objects have names, just like we do." Hold up the object from the scene and say its name in each language.

# A Day at the Beach



sun

umbrella

ocean

bucket

sand

beach

# A Day at the Beach



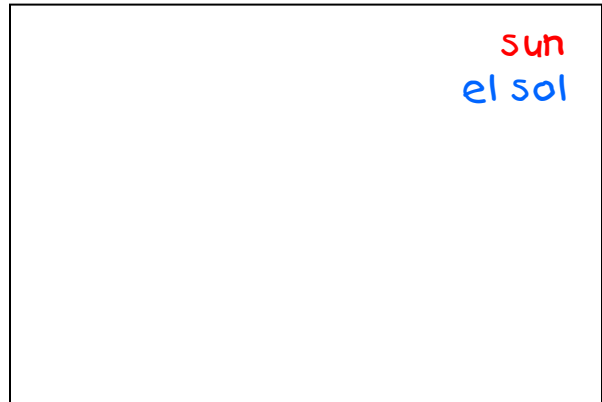
After introducing the words with students, have them make their vocabulary cards following the four-step procedure below.

## STEPS FOR STUDENTS

### Step 1 – Write the Word

Write a vocabulary word in color on an overhead projector. Write the word in large letters, very slowly, emphasizing the strokes and making the letter or syllable sound while you write it.

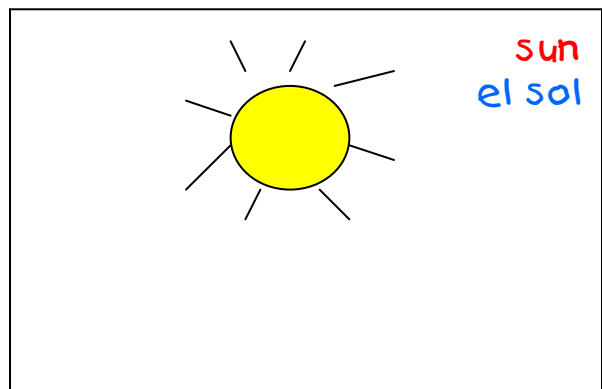
Write the word again, but this time on a large index card (5 x 9). Be sure the children watch the process. For a small group of perhaps 6 children, be sure they are sitting on either side of you, watching you print correctly. Students then write the word on their own card.



For those who have difficulty writing, have preprinted cards available, the letters of which students can trace three times.

### Step 2 – Add a Visual

Hand out index cards with these words printed on them (maximum 6 each lesson – some students may only be able to handle 3). The word should be written in English in one color and in the second language in another color. The word is printed in the top left- or right-hand corner, depending on the results of the student's test for left- or right-brain preference (as outlined in the introduction to this strategy).





The students should trace the letters with pencil point or fingertip. Invite the students to draw the object using as many colors as they like. They can also choose to draw 2 or 3 versions of the object.

### Step 3 – Write a Definition

Write a simple definition of the word. Ask students to participate by adding their words.

Repeat and point to the words used to define the vocabulary word. Invite students to copy one or two of these words on their card or to use creative spelling to write their own definition.



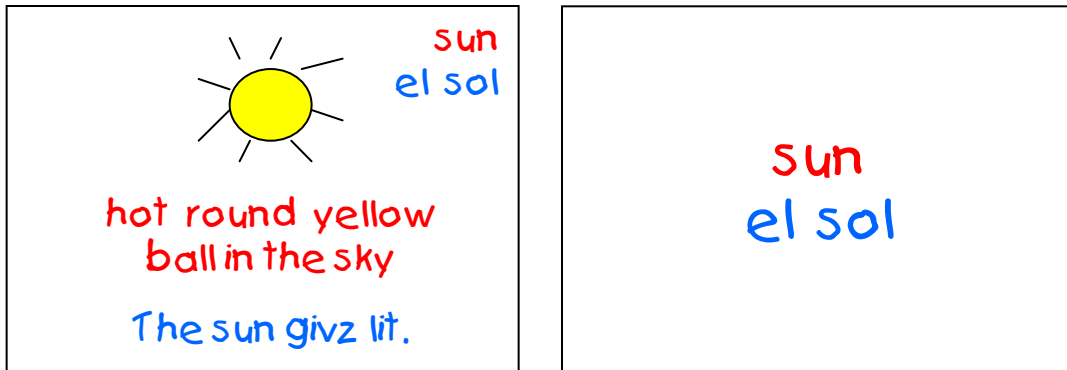
### Step 4 – Create a Sentence

Have students write the word in a sentence (with their own spelling). Then have students turn their card over and, in the center, write the word in English and in a second language.



## Creative Use of the Cards

Pair up the students. Students trade cards and then read their partner's sentence to him/her. Allow enough time for them to take turns.



Create two or three lists using the same vocabulary words but in different order. In pairs, students read a word list to their partner. If the partner thinks the word has been read incorrectly, he or she can check the word against the control (the drawing on the vocabulary card). Each student reads from a different list.

### List 1

sun  
beach  
ocean  
wave  
sand  
bucket

### List 2

ocean  
sand  
bucket  
sun  
wave  
beach

### List 3

bucket  
beach  
sun  
sand  
wave  
ocean

## Creative Use of the Cards (cont.)

Using a toy scene and label cards, have students read the cards and place them with the appropriate object in the scene.

On a sheet divided into six sections, each numbered 1 to 6, have students write the word and then draw a picture representing it.

Let students draw a scene with all 6 picture objects and label each of the six. The scene may be more detailed but only the reviewed vocabulary words are labeled and used. Students use the vocabulary cards to check their work.