

LESSON 4 » RESPONDING TO WORDS YOUR CHILD IS SAYING; TEACHING NEW WORDS



I can help my child be a reader!

LESSONS FOR PARENTS IN SUPPORTING EARLY LITERACY





TRAINER'S NOTES

LESSON 4 » RESPONDING TO WORDS YOUR CHILD IS SAYING; TEACHING NEW WORDS

*Whatever you do, wherever you are,
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WHAT ARE THE OUTCOMES?

1. Parents will learn how to:
 - respond to what the child said and add a little more information.
 - teach new words from books.
 - tell when a child is interested in reading a certain book.
 - tell when it is time to stop reading to their children.
2. Parents will review:
 - three kinds of questions to ask children.
 - how to remember the strategies to use to encourage children to talk: CAR.
3. Parents will increase the number of times they talk with their children each day.
4. Parents will increase the number of times they read with their children each day.

THIS LESSON LINKS TO THESE IOWA EARLY LEARNING STANDARDS

Infant and Toddler Early Learning Standards

Area 4 – Communication, Language, and Literacy

4.1: Language Understanding and Use

4.2: Early Literacy

Preschool Early Learning Standards

Area 10 – Communication, Language, and Literacy

10.1: Language Understanding and Use

10.2: Early Literacy



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THIS LESSON LINKS TO EVERY CHILD READS MODULES FOR EARLY CARE AND EDUCATION PROVIDERS:

Every Child Reads: Birth to Three

Module III (Engaging in conversation with infants and toddlers)

Module IV (Reading with infants and toddlers using interactive strategies)

Every Child Reads: Three to Five Years

Language Module, Principle 1

(Children need to have many experiences and interactions to develop background knowledge and language skills.)

Reading Module, Principle 1

(Children need opportunities to interact with books.)

MATERIALS/EQUIPMENT

WHAT MATERIALS/EQUIPMENT WILL I NEED TO TEACH THIS LESSON?

- Chart paper, tape and marking pens (#1, #20, #21 #22, #34, #42)
- One small toy car for each family. The families will take the cars home with them so make sure they are big enough to not be a choking hazard. An alternative is to find pictures of cars and laminate them. (#1)
- Video clips showing a parent responding to a child's comment and adds more information. (#27)
- TV and DVD player (#27)
- Hat, bowl or bag to put index cards in (#31)
- 3x5 index cards (#31 and #66)
- Books to distribute to families (#44)
- Permanent markers (#37)
- Sticky notes (#45)
- Handouts: L4-H1 (#43) L4-H2 (#51)
- Materials for the parent-child activity (#76)



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PREPARATION

BEFORE TEACHING THIS LESSON

- Duplicate one copy of “Teaching New Words from Books” for each participant, L4-H1. (#43)
- Duplicate one copy of “Teaching New Words to Children” for each participant, L4-H2. (#51)
- Prepare chart paper for #20, #21, #23, #35 and #42.
- For #27, you will need to select a clip that shows a parent adding more information. Example: *Language is the Key: Talking and Play*, chapter 4, “Respond...” You may show the whole chapter instead of a clip.
- For #3 in the script, prepare phrase and sentence cards. See the end of Lesson 4 Trainer’s Script for examples.
- For #39, prepare a demonstration using the book you will distribute to families this month, that models how to:
 - a. make comments when reading books
 - b. ask questions when reading books
 - c. respond to what a child says and add a little more information
 - d. teach a new word
 - e. point to pictures when reading.
- For #63, prepare a demonstration, using a book, that models for families how to:
 - a. read only one sentence
 - b. read only a few words on a page
 - c. talk about the pictures on a page without reading the words
 - d. point to pictures
- Prepare an activity for the parents and children to do together that will allow the parents to practice the strategies taught in this lesson. (#76)



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OUTLINE

TRAINER'S OUTLINE

I. Standard Introduction

- A. Participant Introduction
 - 1. Name
 - 2. Child's name and age
 - 3. Child's favorite book

II. Review Parent Follow-Up Activity

- A. Review:
 - 1. comments
 - 2. questions
- B. What are you talking about with your child?
- C. How do you know your child wants to talk about these topics? What do you see or hear that tells you your child is interested in the topic or subject?
- D. What kinds of questions helped your child talk more? "Yes/No?" "WH?" "Open-ended?"
- E. Which questions were the easiest for your child to answer?
- F. What did you do to remind yourself to wait five seconds before asking another question or making a comment? Did it work?
- G. What new words did you teach your child or introduce him to?
- H. What new things about your child's world did you teach him/her talking or reading to him/her?
- I. When do you find time to read to your child? Do you have a routine?

III. Present Key Points

- A. A third way to encourage children to talk is to respond to what they say and add a little more information.
- B. Present examples and talk about what new words and ideas a child could learn from them.



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IV. Model the Key Points

- A. Show a clip of a parent and child having a conversation that includes a parent responding to what the child said and adding a little more information.
- B. Ask the families these questions about the clip:
 - 1. What did the parent say when she responded to what the child said and added a little more information?
 - 2. What did the child do?
 - 3. Did the parent wait five seconds before asking another question or making a comment?

V. Conduct an Activity with the Adults to Reinforce Key Points

- A. Read a sentence or phrase and write what you could say to respond and add a little more information.

VI. Present Key Points

- A. Review CAR.
- B. Ask parents to write CAR on their toy cars.

VII. Model the Key Points

- A. Read the book and model:
 - 1. Making comments
 - 2. Asking a variety of questions
 - 3. Responding to what a “child” (one of the participants) says and adding a little more information
 - 4. Teaching a new word
 - 5. Pointing to pictures
- B. Discuss the strategies you modeled during the demonstration.



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VIII. Conduct an Activity with the Adults to Reinforce Key Points

- A. Select one or two words to teach the first time you read the book.
- B. Discuss the reasons why you selected those words.
- C. Define the words.
- D. Discuss how to teach new words when talking with children.
- E. Write questions you can ask when reading the book.

IX. Present Key Points

- A. How can you tell when a child likes a book?
- B. How can you tell when a child does not want to read with you?
- C. If your child isn't interested in reading with you, what do you do?
 1. Try:
 - a. making comments about the story or pictures
 - b. asking questions about the story or pictures
 - c. asking your child to point to something in the book or to turn the page
 - d. letting your child lie on the floor or walk around as you read
 - e. taking a short break
 2. Do not get mad at or punish your child.



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X. Model the Key Points

- A. Using the book provided, model:
 - 1. reading only one sentence on a page
 - 2. reading only a few words on a page
 - 3. not reading the words but just talking about the pictures
 - 4. pointing to pictures.

XI. Summarize Key Points and Assign Parent Follow-Up Activity

- A. Review key points of the lesson.
- B. Parent Follow-Up Activity:
 - 1. Write how many times you will read with your child between now and the next meeting.
 - 2. Write one new word from the book, you will teach your child.
 - 3. Write one thing you will do to encourage your child to read with you if your child doesn't seem to want to do so.
 - 4. Write how many new words you will teach your child when talking with him or her.

XII. Conduct a Parent-Child Activity to Reinforce Key Points

XIII. Closing Remarks



TRAINER'S SCRIPT

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Place small toy cars on the registration table. As the participants arrive, ask each adult to select one of the toy cars (or pictures of a car).

CONDUCT A FOCUS ACTIVITY

1. Please tell us:
 - a. your name.
 - b. the name and age of your child.
 - c. your child's favorite book.



Write the book titles of the favorite books mentioned on chart paper. You will refer to them later.

REVIEW PARENT FOLLOW-UP ACTIVITY

2. Let's review what we talked about during our past sessions. One way to start a conversation with children is to make a comment or statement. An example might be, "You are playing in the sand." You describe what your child is doing.
3. Or, you can describe what you are doing: "I am washing the clothes. Look at all the dirty socks!"
4. The third type of comment is when you describe an object or what is happening: "See the big, red bird fly away."
5. Another way to start a conversation is to ask a question. We talked about three kinds of questions we can ask children when we are talking and reading with them—yes/no, "WH" and open-ended questions which often start with "WHY" or "HOW."



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6. Making comments and asking questions help children learn new words about the world they live in and lets them practice something they will do all of their lives—talking with another person. All of these things will help them do well in school.
7. According to one research study, the most important thing about parents talking with their children is that they just do it! “Parents who just talk as they go about their daily activities expose their children to 1000-2000 words every hour....What children need is time, not tricks.” (Hart, B. and Risley, T. *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore: Paul H. Brookes Publishing Co., 1995).

In other words, children don't need fancy toys or computers to learn new words and about their world. They need you to take the time to talk with them. Take time to talk with your children every day when you are reading with them and doing daily activities.

8. **What is our slogan? *Whatever you do, wherever you are, talk and read with your child!***
9. Please find your index card from the last session.

If the participants are not willing to talk in a large group, divide them into small groups and assign 2 or 3 questions to each group. After five minutes, call them back together and discuss the questions as a large group.

10. What are you talking about with your child?



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11. How do you know your child wants to talk about these topics? What do you see or hear that tells you she is interested in the topic/subject?
12. What kind of questions helped your child talk more? “Yes/No?” “WH?” “Open-ended?”
13. Which questions were the easiest for your child to answer?
14. What did you do to remind yourself to wait five seconds before asking another question or making a comment? Did it work?
15. Since we last met, what new words did you teach your child or introduce to him? These could be words from books or when you were having a conversation.
16. What new things about your child’s world did you teach her when you were talking or reading with her?
17. When do you find time to read to your child? Do you have a routine? In other words, are there certain times of the day when you usually read to your child?
18. Young children enjoy routines. It gives them a sense of security if they know what is going to happen next. So, if you usually read before bedtime or right before your other children come home from school, that is good. If you do so often, like every day, you have a routine. However, you can also sprinkle your reading times throughout the day.



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19. Reading a book is also a good way to distract your child if he is doing something you don't want him to do. You can say or sing his name and, when you have his attention, sit with him and read one of his favorite books. Let him turn the pages, ask him questions or make comments, use different voices—do things to get him interested in the book.



PRESENT KEY POINTS

Write the following examples on chart paper.

20. Another way to encourage children to talk with us is to respond to what the child says and then add a little more information. For example, if your child says, “Dog ball,” you could say, “Yes, the dog is pushing the ball with its nose.” You say “yes,” and then you add more information: “Is pushing the ball with its nose.”
21. If your child says, “apple,” and points to it, you could say, “Do you want to eat this big, red apple?” In this case, you are asking a question which shows your child that you heard her and then you mention that the apple is big and red—you are adding more information.
22. When you repeat what your child said and add more information, you are introducing him to new words and ideas. You are also encouraging him to talk more because he will probably respond to what you said.



Write the next example on chart paper.



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23. Here is another example. Your child says: “Go play” and points outside. You say, “You want to go outside and play. It is cold outside. You will need to wear your coat and scarf to keep warm.”

24. What might be some new words or new ideas a child would learn from this conversation?

Depending on the child, some responses might be the following:

a. New words: outside, cold, coat, scarf.

b. New ideas: when it is cold, we need to dress warmly.

Coats and scarves keep us warm.

25. When you add a little more information, you are saying some new words that the child didn’t use when she was talking. You might also be introducing her to new ideas and information that will help her when she’s in school.

26. You can use this strategy when talking with your child during daily activities and also when talking about a book you are reading.

Present additional examples, if needed, like the one in #23, to show how adding additional comments in a conversation introduces new word concepts.

MODEL THE KEY POINTS

27. Let’s watch a video clip of a parent talking with his child. Watch for times when the child says something, and then the parent responds to what the child says and adds a little more information. After we watch the video, we will discuss what you saw.



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Show and discuss a video clip, that illustrates a parent and child having a conversation where the parent responds to what the child says and adds a little more information. You can also show the whole chapter.

For example, you can use Chapter 4, “Respond...” from *Language is the Key: Talking and Play* is an example of a clip.

28. What are some examples of what the parent said when she responded to what the child said and added a little more information?
29. What did the child do?
30. Did the parent wait five seconds before asking another question or making a comment?

CONDUCT AN ACTIVITY WITH THE ADULTS TO REINFORCE KEY POINTS

31. Please find a partner.



Write on 3x5 cards a single phrase or sentence. Make one for each participant. See examples at the end of this trainer script (page 25). Put the cards in a hat/bowl/bag and pass it around the group.

32. I am going to pass around a bowl with cards in it. Each of you take one card.
33. On each card is written something a child might say when talking with her parent. Write what you could say, if you were the parent, that would respond to what the child said and add a little more information. Write what you could say on the card. Take about five minutes and work with a partner. Do one person’s card first and then the other’s.



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Call the group together after four minutes.

34. Please read to the group the phrase or sentence on your card. Then read what you and your partner decided you could say.

After each participant reads his/her card, ask the group for other suggestions. If the participants can't read well, pick up the cards and do the above activity as you read the cards to the group.

PRESENT KEY POINTS

Write the following on chart paper:

C=Comment,

A=Ask questions,

R=Respond and add a little more information

35. We've talked about three ways to start conversations with children and encourage them to talk with us. They are:
C=Comment
A=Ask questions
R=Respond and add a little more information
36. It spells CAR which is the way to remember how to start conversations with your children that will encourage them to talk!



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Distribute permanent markers.

37. Please find your car and write CAR on it in capital letters using these permanent markers. Where can you put your car so you will see it and remember to use these strategies when talking and reading with your children?

Examples: on the window sill in the kitchen or on top of a chest of drawers.

MODEL THE KEY POINTS

38. I am going to read this book and model some strategies. Notice which ones I use and we will discuss them later. Notice how I respond to what you say and add a little more information. Also watch to see how I teach new words.
39. When I ask questions, pretend you are a 2 or 3 year old and answer the questions like they would.

Model reading the book to the parents using the following strategies:

- making comments.
- asking a variety of questions.
- responding to what a “child” (one of the participants) says and adding a little more information.
- teaching a new word.
- pointing to pictures.



Write your comments, questions and the new word you are teaching on sticky notes and attach them to the book so parents can see them.

40. What strategies did you see me use?
41. Any questions about why or how I used the strategies?



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CONDUCT AN ACTIVITY WITH THE ADULTS TO REINFORCE KEY POINTS

Write the word you taught when reading the book and its definition on chart paper.

Explain your definition. The following is an example.

42. The word I taught you when I read the book was “_____.”
I explained what “_____” was when I said, “_____.”
43. Notice that I explained or defined the word. I didn’t ask a question. In other words, I didn’t say, “What is that?” Instead, I explained what “that” was. When you first teach a word, you have to explain or define the word. Then you can ask about it.

Instead of pointing to a picture of a cup in the book and saying, “What is that?” to the child, I said, “This is a cup. You can put milk in it.”



Distribute L4-H1, “Teaching New Words from Books.” Give the participants about three minutes to read it. If they can’t read well, read it to them.



Discuss the key points in the handout.

Distribute a book to families.

44. Please select one or two new words to teach your children the first time you read the book to them. Choose a word that is:
- an important word for your child to know in order to understand the story.
 - a word he might also hear someone say at home, in the grocery store, etc.



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45. Do not choose the same word that I taught.

After a few minutes, call the group back together.



Distribute sticky notes to the participants.

46. What are some of words you want to teach your children that are in this book?



Record responses on chart paper. As a group, define as many of the words as you have time to do. Encourage the participants to write the definition of each word on sticky notes so they remember what to say.

47. Teach only one or two words each time you read the book. If you teach more, your child may become confused.

48. When deciding what words to teach, choose words that are:

- words your child will need to know to understand the story.
- ones she might also hear someone say at home, in the grocery store, etc.

49. You can teach the new word before you start reading the book or when you see the word for the first time in the book.

50. Questions or comments about teaching new words that are in books?

51. Here is some information about teaching new words when you and your child are talking.



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Distribute L4-H2, “Teaching New Words to Children.” Give the participants about three minutes to read it. If they can’t read well, read it to them.

Discuss the handout. When you come to the third item, “Think of new ways to name a familiar item,” do the following activity.

52. Let’s think of some new ways to name some familiar items. Instead of calling something a “truck,” what could you call it? (semi, pick up, vehicle). What about a sofa? (davenport, couch, loveseat). Rock? (stone). Light? (lamp).
53. We’ve talked about how to teach new words when talking and reading with children. Let’s talk about questions. What questions do you want to ask your child when you read this book to him?



Record questions on chart paper.

54. Choose some questions you like and write them on sticky notes. Write one question on each note and then put the note on the page where you will ask the question.
55. When we started our meeting, all of you mentioned the title of your child’s favorite book. What tells you your child likes that particular book? How do you know it is a favorite?

Suggested responses: child laughs or smiles when she sees the book, points to it, brings the book to the parent, chews it, looks at it, turns pages.

56. What does your child do or say that tells you, “I’m done. No more reading for me!”



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Suggested responses: squirms, walks away, closes the book, pushes it away, throws it, says “no.”

57. If your child isn't interested in reading a book with you, what do you do?

Mention the following if the group does not: *Follow your child's lead.*

58. Don't force him to read with you. However, before stopping reading, you might try to get your child interested again by:

- making comments about the story or pictures.
- asking your child questions about the story or pictures.
- asking your child to point to something in the book or to turn the page.

If you do the above, the child will be interacting with you. Children are very active, and they often get restless if we ask them to sit and listen for long periods of time. They want to be doing something.

59. You can also:

- let your child lie on the floor or walk around as you read—she does not have to be sitting by you to enjoy the story.
- take a short break. Let your child play with her toys or do something else for a while and then invite her to read with you again.

60. Don't get mad at your child or punish him for not wanting to read with you. If you do, your child may start not wanting to read with you because he is afraid of “getting in trouble.” You can find other times to read.



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61. Read often but for short times. Children have short attention spans. Sometimes, ten seconds is all they want to read. That is okay. How long your child is willing to read with you may depend on if she's hungry, tired, sick, etc. Each child is different. Each day is different. Keep trying to gradually increase the amount of time you read together.
62. Watch your child for signs like we have talked about that tell you he's had enough. Avoid meltdowns when reading! Make reading fun for both you and your child.

MODEL THE KEY POINTS

63. You don't have to read the whole book at one time. You can read only a few pages or you can read only one sentence on a page or only a few words on the page—you don't have to read every word. You can also look at the pictures and talk about them.

Using the book you have distributed to families or a different book, read a few pages and model:

- **reading only one sentence on a page.**
- **reading only a few words on a page.**
- **not reading the words on a page but talking about the pictures.**
- **pointing to pictures.**

64. Questions or comments?
65. It is really important to read to your child because she will learn many words that she won't hear when talking with people. She will also learn about things—such as the beach, going to a zoo, space travel, and so on, that she can't experience in her home or neighborhood. Books bring the world into your child's world.



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SUMMARY AND ASSIGN PARENT FOLLOW-UP ACTIVITY

Distribute 3x5 index cards.

66. We now have three ways to encourage children to talk with us:
 - Comment
 - Ask questions
 - Respond and add a little more information
67. We also discussed how to teach new words when talking and reading and how to tell if a child is interested in a certain book or not interested in reading with us.
68. Write how many times you will read with your child between now and the next time we meet. Then write “read” next to the number.
69. Write: a) a new word from the book that you will teach your child, and b) a thing you will do to encourage your child to read with you if he doesn’t seem to want to do so.

After the participants have finished writing, ask a few of them to tell the group what they will do to encourage their children to read with them.

70. Now write how many new words you will teach your child when talking with her. Then write “talk” next to the number.
71. Please put your card where you can see it and remember to read and talk with your child. Maybe you can put it next to your toy car.
72. Your children will be coming soon and you will have a chance to practice responding to what they say, adding a little more information and teaching them new words.



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Explain the activity.

73. When you do the activity with them, ask questions and make comments. Listen to what they say and add a little more information. Teach them new words. Have a conversation with them!
74. Practice looking at them when you are talking and try to wait five seconds for them to respond before you make another comment or ask another question.
75. Focus on talking with your child and not the other parents.
76. What do you think your child will be interested in talking about when you do the activity with him?

CONDUCT A PARENT-CHILD ACTIVITY TO REINFORCE KEY POINTS

Plan an activity for children and parents to do together that will give them an opportunity to practice responding to what a child says, adding a little more information and teaching new words.

Examples of parent and child activities

- do a craft/art project such as decorate the parent follow-up index card with stickers, etc.
- do a craft/art project such as making big question marks to display in their homes.
- play a board game.
- take a walk outside.
- sort rocks, shells, etc.
- play at the sand or water table.
- play in the housekeeping or block center.
- play with toys.
- read a book.



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As the activity is occurring, walk around the group. If you notice a parent not practicing the strategies correctly, try to find an opportunity when you can talk with the child, while his or her parent is watching you, and demonstrate how to use the strategies correctly. Do not call attention to the “mistake.” Instead, demonstrate another example of the correct way to use the strategies with a child.

If many parents are not using the strategies correctly, model it at the next session.

END

CLOSING REMARKS

77. Thanks for coming! See you at the next session on _____. Please bring your index card with you.



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Phrase and Sentence Cards:

Write a sentence or phrase on a 3x5 card—one per card. Prepare one card for each participant. Adjust these examples to match the age of the children of your parent participants.

See cat run
Flower pretty
Go
Mama go
Dog eating
See house
Stove hot
We go store
Grass wet
Up
More milk
TV on
Tree big
Toy broke
Bad dog
Me sad
Jump



Handouts

LESSON FOUR

TEACHING NEW WORDS FROM BOOKS



EXPLAIN WHAT THE WORD MEANS.

- **With people, places or things:**
 - › Balloon: Show a balloon, or point to a picture of a balloon in a book, and say, *“This is a balloon.”*
 - › Smooth: Show a smooth rock and say, *“This rock is smooth. Feel this smooth rock.”*
- **With action words: Act out the word; then have children act it out.**
 - › Under: *“I am putting my hand under my chair. Put your hand under your chair.”*
 - › Guess: Hold a coin in one of your hands and ask the child to guess which hand it is in. Say, *“You don’t know which hand has the coin, but can you guess?”*
- **You can also show a video clip where the word is illustrated: “Clifford is running.”**
- **With describing words:**
 - › Soft: *“This stuffed animal is soft. Feel it. It is soft.”*

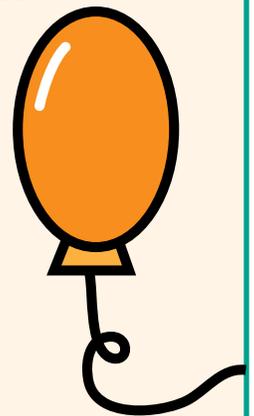
Adapted from: Every Child Reads: Birth to Kindergarten Training Curriculum, Parent Follow-up Module(Reading). Des Moines, IA: Iowa Department of Education, April 2001.

REPEAT THE NEW WORD OFTEN.

“Say the word ‘guess’ with me.”

USE THE NEW WORD OFTEN THROUGHOUT THE DAY.

- **After you read the book:**
 - › **Balloon:** Blow up a balloon and bat it around.
 - › **Delighted:** Make a picture of someone looking delighted or cut pictures of people from magazines who look delighted.
 - › **Smooth:** Cut up a piece of fruit that has a smooth surface (apple) and eat it as a snack.

**Resources:**

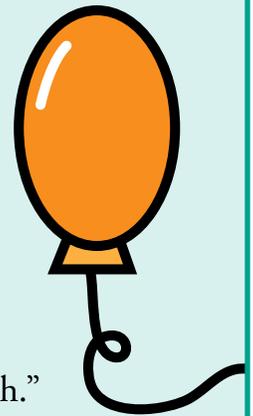
- Beck, Isabel (1998). *Understanding beginning reading: A journey through teaching and research*, pp. 11-31, in Osborn, J. and Lehr.F. (Eds), *Literacy for all: Issues in teaching and learning*.
- Iowa Department of Education, 2005. *Reading Module, Principle 1, Handout R-5.*

TEACHING NEW WORDS FROM BOOKS



Adapted from: Every Child Reads: 3 to 5 Year Olds

- Use interesting new words when talking with children. Explain what they mean
“Let’s race our toy cars. Whoops! We had a collision! A collision is like a crash.”
- Demonstrate what the word means, if possible.
 - › With people, places or things: (balloon) Show them the object.
 “This is a balloon.”
 - › With action and some other words: (skip, happy, under)
 Act out the word. Say, “I am going to skip. Watch me.”
 “This is what I look like when I am happy.” Make a happy face.
 “I am putting my hand under the chair.”
 - › With describing words: (smooth)
 Show them something that is like the describing word. Show them a smooth rock and say, “This rock is smooth. Feel this rock. It feels smooth.”
 - › Think of new ways to name a familiar item.
 Instead of “Come and sit with me in the chair,” say “Come and sit with me in the recliner.” You will introduce a new word and help children begin to understand that some things can be called by more than one name.
- Try to turn the word into some kind of simple play activity.
 - › Balloon: Blow one up and bat it around.
 - › Under: Hide



Resources:

- Beck, Isabel (1998). *Understanding beginning reading: A journey through teaching and research*, pp. 11-31, in Osborn, J. and Lehr.F. (Eds), *Literacy for all: Issues in teaching and learning*.
- Iowa Department of Education, 2005. *Reading Module, Principle1, Handout R-5*.

