

NM Public School Preschool Teaching Vocabulary Routines

Vocabulary Building		
Vocabulary Levels	3 Steps for Teaching Vocabulary	Explicit Vocabulary Instruction
<p>Tier 1 Words (High-frequency words)</p> <ul style="list-style-type: none"> Make up the bulk of words in any genre, spoken or written <p>Tier 2 Words (High-utility general vocabulary)</p> <ul style="list-style-type: none"> Uncommon in casual conversation but are part of the core written language that students encounter <ul style="list-style-type: none"> Importance and utility across contexts Conceptual understanding Instructional potential <p>Tier 3 Words (Highly specialized vocabulary)</p> <ul style="list-style-type: none"> Unusual words that are specific to a topic Not used in conversation <p>Tier 2 is where you should focus most of your vocabulary instruction.</p>	<p>Step 1: Identify the words that most children are <i>unlikely</i> to know. (8-10 words)</p> <p>Step 2: Select a small set (3-4 words) of vocabulary words to target that are:</p> <ul style="list-style-type: none"> Necessary for comprehension Usable in children's lives Teachable multiple times across the curriculum Related to other vocabulary being taught <p>Step 3: Determine what methods will best support children's acquisition of the selected vocabulary.</p> <p>Directly teach the word's meaning if there are no meaning clues in the text or pictures. OR Teach a word-learning strategy if there are meaning clues in the text.</p>	<ol style="list-style-type: none"> Say the word and provide a child friendly definition or explanation using multisensory connections. <ul style="list-style-type: none"> Gesture Picture Printed word Have the children repeat the word. Provide other context of the word to reinforce the meaning Have the child describe the word meaning to a shoulder buddy Repeated Reading Plan with targeted books are read at least three times over a short period of time, to build children's understanding, background and knowledge of vocabulary and ability to retell the story. (Schickendanz & Collins, 2013)
Vocabulary Routine Sentence Frames		
<p>Step 1: "The word is _____. What is the word?"</p> <p>Step 2: "_____ means _____. What does _____ mean? Start your sentence with _____"</p> <p>Step 3: "Our gesture for _____ is _____. Show me our gesture for _____."</p> <p>Step 4: Teacher uses the word in context in a sentence. "Now share that sentence with your elbow partner."</p>		

References:

Paulson, L. H., & Moats, L. C. (2010). *LETRS for Early Childhood Educators*, 46-49. Boston, MA: Cambium Learning.

Paulson, L. H., & Moats, L. C. (2018). *LETRS for Early Childhood Educators*, 76-84. Boston, MA: Cambium Learning.

PED. (2020). New Mexico Early Learning Guidelines.