**Script for Vocabulary:**

**Slide 1:***In this section, we will look at Vocabulary*

**Slide 2:**
Photo: Mural – Children at play by [dassel](https://pixabay.com/en/users/dassel-989431/) on Pixabay: <https://pixabay.com/en/children-graffiti-merry-colorful-1581769/>

*Vocabulary is recognizing words and knowing the meanings of all kinds of words, of objects, actions, concepts, feelings, and ideas.*

**Slide 3:**
Photo: Little boy looking at books; Getty Images https://www.gettyimages.com/license/637250202

*Exposure to and understanding words helps children to both sound out words when they learn to read and to understand what they will read.*

*Research notes: children with larger vocabularies have higher reading and school achievement.*

**Slide 4:***A strong vocabulary is needed in order for children to understand, but a strong vocabulary also helps with decoding, as they are sounding out words.*

*Let’s say a child is learning to read and sees this word bison. He tries to sound it out.*

*[demonstrate]*

*Some children enter school knowing 5,000 words; some children knowing 20,000 words*

*This affects how easily they can correctly decode words.*

**Slide 5:**Book: *Dinosaur Roar!* by Paul and Henrietta Stickland

*Children’s books have 3 times as many rare words as we use in conversation with young children.*

*In any language, there are very common words, less common words, and rare words--words which are hardly used at all.*

*In conversation with young children, we use 9 rare words per 1,000 words. However, in children’s books there are 3 times as many rare words.*

*The language of books is richer than the language of conversation. So, children who have heard the language of books, are more familiar with those rare words when they start reading books**themselves. Exposure to these words as we share books with them, helps them later both with decoding the words and with understanding them.*

**Slide 6:***Here are some activities that build children’s vocabulary.*

**Slide 7:***Talking with children of all ages using all kinds of words exposes them to hearing and understanding words in context.*

*Their understanding of words over time will go from the more concrete to the more abstract. They will understand the word for juice before they understand the word opposite or loyalty, but we still want to use these words with children before they can understand the concept.*

**Slide 8*:***Photo: Toddler with frog book by [nickelbabe](https://pixabay.com/en/users/nickelbabe-335857/) on Pixabay: <https://pixabay.com/en/toddler-learning-book-child-423227/>

*Children will not understand all the words you say.*

*That’s okay.*

*Children build their vocabulary by hearing different words.*

*Here are some suggestions for books to share with babies and toddlers.*

**Slide 9:**
Book: *Hip, Hop* by Catherine Hnatov

*When talking as we share books,*

 *Talk about the pictures in books and point to them*

 *Talk in “parentese” (until 9 months old)*

*Use more words than the ones in the text itself. For example on this page, use the picture of the dog and the simple text to start a conversation – Maybe he’s wagging his tail. Maybe he’s hungry or excited. What do you think? Did you know when I was 10 years old, I had a dog named Sparky and go on from there. Model for parents how you can use simple board books into conversation starters, and the adult is building the vocabulary.*

 *Use books to talk about your own experiences or things you might do with your child*

 *Use words to describe the pictures—maybe he is wagging his tail, open mouth, hungry? Excited?*

**Slide 10:**Photo: Books: *What’s Up, Duck?* by Tad Hills*; llama llama mad at mama* by Anna Dewdney*; Trucks*

*Toddlers and twos are able to learn many words even if they cannot say them all.*

*Sharing books with them about concepts such as opposites and spatial relationships like up and down, about feelings, more than just happy and sad—frustrated, content, and using factual books which build on their curiosity about the world are all great ways to build children’s vocabulary.*

**Slide 11:**Photo: Encourage by [MorningbirdPhoto](https://pixabay.com/en/users/MorningbirdPhoto-129488/) on Pixabay: <https://pixabay.com/en/word-encourage-scrabble-tiles-1940813/>

*For toddlers and twos, in addition to everything you would do with younger children (except parantese):*

* *Use concept words for position, color, size, shape*
* *Repetition is important for learning words, so repeat words used in books as you talk*
* *Do not replace or skip unfamiliar words, but use familiar words to explain unfamiliar ones.*
* *Add information or ideas. For example – dinosaur fierce, dinosaur meek. Use a synonym for meek - gentle, shy, quiet, for an older child – someone who doesn’t like to stand up for himself. Fierce might be tough, scary, wild.*
	+ *Words might not roll off tongue – might even have to go look them up in thesaurus before storytime.*

**Slide 12:***The River Ran Wild* by Lynne Cherry, Sandpiper Press, 2002 – topic: conservation

*Jamaica’s Find* by Juanita Havill, Sandpiper Press, 1987 – topic: honesty

*The Little Engine That Could* by Watty Piper, Grossett & Dunlap, 1978 – topic: perseverance

*For preschoolers, we can use a higher level of books than for 2 year olds even though types of books are the same. They are longer, have longer sentences, and have more involved plots.*

*So, for example, for Jamaica’s Find, we can talk about the idea of honesty. For River Ran Wild, we can use words like conservation and ecology and talk about those words.*

*The Little Engine That Could does not use the words perseverance or determination, but we can add these words to enrich vocabulary and understanding.*

**Slide 13:***For preschoolers, in addition to activities mentioned before,*

*We can talk about the different meanings of a word, bark. A dog barks – woof, woof. And the bark on a tree.*

*We can talk about differences in words with similar meanings—scamper and run, scamper is a light, quick kind of running.*

**Slide 14:**Book: *From Iron to Car* by Shannon Zemlicka

*The words found in factual books are different from the words found in story books. For every storytime targeting ages 2 and up, include at least 1 factual book – not necessarily all the way through. Important for children to get exposed to those books and for parents to see.*

**Slide 15:**Photo: Child with building blocks by [Design\_Miss\_C](https://pixabay.com/en/users/Design_Miss_C-3811984/) on Pixabay: <https://pixabay.com/en/games-children-child-girl-toys-2801332/>

*Children DO use words/vocabulary when they talk. You may ask them an open-ended question and get quite a lot of words in response. However, they are responding to you with words they already know.*

*To build vocabulary, it is not enough to have children talk. You must add less familiar words, or description, or talk about the differences in words with similar meanings, do something to boost their vocabulary.*

**Slide 16:** *Now that we have looked at supporting vocabulary through books, let’s look at how we can support it through the other practices.*

*Talking in storytimes: new words related to the theme of your storytime, “new word of the day”,*

*Give some thought to expanding your own vocabulary. “First we will . . .” “Initially . . . “*

*Encouraging parents to talk and use new words wherever they go throughout the day:*

 *Tools at a doctor’s or dentist’s office, brand names at a grocery store—hefty trash*

 *bags, what does hefty mean?*

*Used to hear the phrase – don’t use a 50 cent word when a 5 cent word will do. Now we think you should use the 50 cent word and the 5 cent word – so children learn those rarer, more complex words.*

*Writing activity where children are dictating a story or talking about a picture they drew and you are writing down their words, add a new word and write it down also.*

*If you have an informal playtime, model adding new words and new ideas: “You have made a very complex structure there.”*

*“My, you are being so rambunctious today!”*

**Slide 17:***Over in the Forest*

*Note some less familiar words: snakelets (a baby snake), slither, elephant calves, lumber (walk from side to side very heavily – I might have them act it out)*

**Slide 18:***And then back to our Planning Tool, this time for Vocabulary, and Worksheet once again.*

*Even as we are becoming more intentional, it is important not to turn our storytimes into classes.*

*They should still be our fun storytimes. What we are doing in being intentional is connecting those fun activities we are doing and the early literacy components which will help them later enter school ready to learn to read.*

*We are not becoming schools. There is room for informal and formal learning. Libraries are for informal learning. We are open to everyone. Support adults and children wherever they are.*

*Not grading them in anyway. If anything, we observe what is happening and evaluate ourselves. How can we make it more interactive? How can we be more intentional?*

*Even though making connections into later formal reading.*

**Slide 19:**Acknowledgements / Closing slide