

ACTIVITY 6

Vocabulary Inspired Book Reading



INTENT:

Participants develop a plan for building vocabulary through a book reading.

OUTCOMES:

Participants will become familiar with how to plan for vocabulary development when reading a book to children.

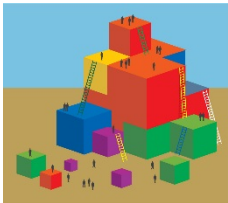


MATERIALS REQUIRED:

- *Pete's a Pizza* by William Steig (for presenter)
- Books (for table groups)
- Chart paper hung on the wall
- Markers
- Handout 3: Tiers Vocabulary Template
- Handout 10: Vocabulary Reading Steps



TIME: 20 minutes



PROCESS

Part 1: Getting Ready

- Have participants to find Handout 10: Vocabulary Reading Steps and read the steps for background knowledge.
- Ask participants if they have any questions.
- Model how you might do this with *Pete's a Pizza*. You may choose to read a few of the pages for a visual and auditory experience.
- Follow Steps one, two, and three on Handout 10: Vocabulary Reading Steps.
- Provide chart paper for groups to list the key vocabulary words.

Part 2: Center Extensions

- Advance the slide to Part 2. This is an image from the NAEYC article "Sagacious, Sophisticated, and Sedulous: The Importance of Discussing 50-Cent Words with Preschoolers." It demonstrates how to embed vocabulary extensions in the environment and throughout the day.
- Share the example of how one program that followed this model and planned opportunities to extend vocabulary throughout the routine and environment using *Pete's a Pizza*.
- Advance through slides 47-52.
- Consider how you would do this with your focus book and vocabulary.
- Work with your groupmates to chart your ideas in a way that other's would understand at a glance.

Part 3: Chart Walk

- Provide time for participants to walk around and gather ideas from the various charts.
- Encourage participants to take notes and/or photographs.