**Step 1**

Pre-read all books before initial reading to children to determine which vocabulary is necessary for children’s comprehension of the story.

* Use child friendly definitions in conjunction with illustrations and context. For example, “*Forlorn means you are really, really sad.”* Draw children’s attention to the (sad, forlorn) faces of the owls*. “The baby owls are forlorn because they miss their mommy. When I could not find my cat, I was forlorn – very, very sad.”*
* After the story, discuss the new vocabulary in the context of the story:
* Invite children to use the word providing their own examples. For example, “Would anyone like to share a time when they were forlorn – really, really sad?” If children use the word sad in explaining their example then restate child’s sentence using the new word.

**Step 3**

Read the story.

Highlight the focus vocabulary within the context of the read-aloud.

**As you read…**

**Step 2**

Create child-friendly definitions for chosen words.

Write the definitions on sticky notes twice (two sticky notes with each definition).

**Remember…**

**Ask yourself…**

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* Typically, three words from the book are chosen.
* Typically, one or two words that are not in the book are chosen to represent the categories to be extended.
* Create two Post-it notes with definitions for each word
* Place these child-friendly definitions on the back of the book and on the page where the word can be found in the book
* Place the category words at the end of the book to share after the story is read.
* Does this word add “sophistication” to the child’s vocabulary?
* Will it be of use to children in describing their own experiences or an already known concept—e.g., happy/ecstatic (tier 2 word)?
* Can I define the word in terms that make the word more understandable for children (bring the word to life)?
* Do any of the words I chose fit into a category that I can add to the vocabulary list?