

HANDOUT 1

Vocabulary and English-Language Development Foundation Maps

Listening and Speaking | 59

2.0 Vocabulary

At around 48 months of age

Children develop age-appropriate vocabulary.

2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.

Examples*

Nouns/Objects

- The child hands a friend the trucks when the friend says, "I want to play with those *trucks*" during play.
- While reading a book about spiders, the child answers, "*spiders*," when the teacher asks, "What are these?"

Verbs/Actions

- When the child is playing with tools in the dramatic play area, the child responds, "the stove," when a friend asks, "What needs to be *fixed*?"
- The child says to a parent volunteer, "I have a story. Can you *do* it on the computer for me?"

Attributes

- During a cooking project, the child gives the teacher the big bowl when the teacher says, "Hand me the *big* bowl."
- While in the block area, the child says to a friend, "Look at what I made. It's *tall*."

At around 60 months of age

Children develop age-appropriate vocabulary.

2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.

Examples*

Nouns/Objects

- The child hands a friend the *fire truck*, the *dump truck*, and the *semitruck* when the friend says, "I want to play with the fire truck, dump truck, and semi" during play.
- While reading a book about dinosaurs, the child answers, "That's a *Apatosaurus* and that's a *Tyrannosaurus*," when the teacher asks, "What are these?"

Verbs/Actions

- When the child is playing with tools in the dramatic play area, the child responds, "the stove," when a friend asks, "What needs to be *repaired*?"
- The child says to a parent volunteer, "I have a story. Can you *type* it on the computer for me?"

Attributes

- During a cooking project, the child gives the teacher the plastic fork when the teacher says, "Hand me the *plastic* one."
- During dramatic play, the child says to a friend, "Look at my necklace. It's *shiny*."

* Key word forms in the examples are italicized.

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2.0 Vocabulary (Continued)

At around 48 months of age	At around 60 months of age
2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.	2.2 Understand and use accepted words for categories of objects encountered in everyday life.
Examples*	Examples*
<ul style="list-style-type: none"> When painting at the easel, Min paints a picture of a doll and a dollhouse and says, "This is my doll and her dollhouse. They're my favorite <i>toys</i>." While playing store, Peter tells Judy, "I want to buy some <i>food</i>," and Judy says, "OK. We have milk, bread, and corn." Frieda puts some hats on the shelf and puts some dresses in a box when the teacher asks, "Can you please put the dress-up <i>clothes</i> away?" During play Lorenzo brings an elephant, a giraffe, a goat, a hippopotamus, and a lion to the table and says to Miguel and Larry, "Here are the <i>animals</i> for our zoo." 	<ul style="list-style-type: none"> After reading a book about reptiles, the child points to pictures of a snake, a lizard, and a turtle when the teacher asks the children to find the pictures of <i>reptiles</i>. When the children and teacher are making a pretend city, the teacher says, "Now, we need some <i>vehicles</i>," and Sammy brings a car, a truck, a tractor, and a motorcycle. During play the child puts the apple, banana, and pear into one bowl and puts the broccoli, carrots, and corn into another bowl and says to a friend, "These are the <i>fruits</i> and these are the <i>vegetables</i>." During play Anne tells Cathy, "You go get the <i>furniture</i> for the house. We need a chair, a table, a sofa, a desk, and a dresser."
2.3 Understand and use simple words that describe the relations between objects.	2.3 Understand and use both simple and complex words that describe the relations between objects.
Examples*	Examples*
<ul style="list-style-type: none"> While playing a game, the child is able to collect all the circles when the teacher says, "Find all the things that are the <i>same</i> shape as this" (while showing a picture of a circle). During play Alice tells Mary, "Ortiz is <i>under</i> the table." The child puts all the marbles <i>in</i> the box when a peer says, "Now let's put them all <i>in</i> the box." During story time the child points to pictures of a dog and a cat and says, "These are <i>different</i> animals." 	<ul style="list-style-type: none"> After reading a story about the zoo, the teacher asks, "What animals are <i>smaller</i> than an elephant?" The child correctly identifies a lion, a tiger, a bear, and a zebra. During circle time the teacher invites Stephen to sit <i>next to</i> Mark, and he does. While playing in the block center, DeAndre tells Susan, "Put the red block <i>in front of</i> the tower." During snack time the child complains, "Your quesadilla is <i>bigger</i> than mine!"

*Key word forms in the examples are italicized.

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1.0 Children use nonverbal and verbal strategies to communicate with others.

Focus: Vocabulary production

Beginning	Middle	Later
1.2 Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).	1.2 Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).	1.2 Use new English vocabulary to share knowledge of concepts.
Examples	Examples	Examples
<ul style="list-style-type: none"> As reported to the teacher by a parent or other family member, uses her home language to name familiar items at home and make requests (with assistance of interpreter if necessary), such as, "Tengo hambre" (I'm hungry) in Spanish. Uses his home language appropriately with other children in the dramatic play area (as heard by the bilingual assistant). Spontaneously uses her home language during unstructured school activities. Interacts with ease while using his home language with his parents during drop-off and pick-up times. 	<ul style="list-style-type: none"> Mouths "tar" after peers chorally say "star" when the teacher points to a picture of a star during circle time and asks, "What is this?" Says, "Me paint" and smiles in response to another child's statement, "I like your painting." Names many animals featured in the book <i>Brown Bear, Brown Bear, What Do You See?</i> after hearing it read aloud several times. Begins to refer to friends by their first name. Names common objects aloud in English, such as "juice," "blocks," and "music." 	<ul style="list-style-type: none"> Communicates, "My mommy had a baby. He cries, cries" when talking to a peer about a new baby brother. Says, "Bà ["Grandmother" in Vietnamese], come see the tadpoles! They have two legs now!" at the end of the day. Communicates, "I'm sticky," to a peer during an art activity that requires the use of glue.

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