**Planning for Interactive Read Alouds:**

**Vocabulary Plan for Pre-K/Early Childhood**

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| **Vocabulary** | | |
| Repeated read alouds teach vocabulary words because the word is used in context and often has images to go along with the word. This contextual understanding of the word associated with visual images creates a web of meaning connected to the word. Additionally, the repeated read aloud helps a child hear the word multiple times. Repetition of the word is the recurrent exposure needed for vocabulary to become part of a child’s schema (D. Dickinson, personal communication, February 7, 2020).  As you plan your target vocabulary, consider the following questions.   * Is the word essential to the understanding of the story? * What is a child-friendly definition for the word? * What instructional strategy will I use to teach this word?   It is important to remember that young children need to hear new vocabulary used often in order to retain understanding of a word. After teaching new vocabulary during an interactive read aloud, teachers should use this vocabulary as often as possible during daily interactions. The vocabulary planning template included in this book discussion guide is designed to support teachers in planning 3-6 target vocabulary words per story.  As you consider instructional strategies, use the following information from Horst, Stewart, and True (2019):  Rich explanations should be embedded in the story naturally so they enhance children’s understanding without creating distractions. Here are some strategies to use:   * Point to an illustration of the targeted word: Cocoon. * Embed a simple definition: A cocoon is where a caterpillar becomes a butterfly. * Provide a synonym and/or a simile: A cocoon is a protected place for growing something, like a seed in a pot of dirt. Synonyms and similes help children build vocabulary based on words they already know. * Use a gesture if a word permits: Rub your tummy to demonstrate hungry. (p. 6) | | |
| **Book Title and Author:** |  | |
| **Word**  *In order of appearance* | **Child-Friendly Definition** | **Instructional Strategy**  *Point to illustrations, tell a definition, provide a synonym or simile, use a gesture* |
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