

Dear Parent / Guardian,

Ready Set Learn is a program designed to help children make the transition into kindergarten. You can find the sessions on the district website at [www.pvbears.org](http://www.pvbears.org). There is a link for "Ready Set Learn" in which you can locate the video presentation and accompanying parent packet.

This is the THIRD of five sessions that will be posted throughout the year. This session focuses on Building Vocabulary. Please watch the video and follow along with the parent packet to learn how you can help your child prepare for reading and math in kindergarten.



If you have any questions, please feel free to email Lori Hagerman, K-12 Curriculum Supervisor, at [hagerman.lori@pvbears.org](mailto:hagerman.lori@pvbears.org)



PLEASANT VALLEY SCHOOL DISTRICT

# Ready, Set, Learn

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Parent Packet

## Chatting with Children: Building Vocabulary



## **Components of Early Literacy/Math**

<b><i>Early Literacy /Math Skill</i></b>	<b><i>Example</i></b>	<b><i>Session Date/Time/Location</i></b>
<b>Book and Print Awareness</b>	Listening to books read aloud & learning about the way print is used in books	Virtual
<b>Number Sequencing</b>	Sequencing using first, second, third, etc.	
<b>Letter Recognition</b>	Learning to differentiate the letters in the alphabet	Virtual
<b>Number Recognition</b>	Learning to differentiate numbers	
<b>Vocabulary Building</b>	Learning what words mean and using new words	Virtual
<b>Math vocabulary</b>	Learning words specific to math	
<b>Sound Awareness</b>	Listening to and recognizing the sounds of the English language	Virtual
<b>Counting sounds</b>	Counting the sounds that you hear	
<b>Letter Sounds</b>	Recognizing that sounds and letters in English connect	Virtual
<b>Match numbers and objects</b>	Recognizing numbers and matching the correct number of objects	

## **Literacy Milestones: Birth through Kindergarten**

<b>Pre Reading Skill</b>	<b><i>Birth-Age 3</i></b>	<b><i>Ages 3-4</i></b>	<b><i>Kindergarten</i></b>
<b>Book and Print Awareness</b>	<input type="checkbox"/> Pretends to read books <input type="checkbox"/> Names objects in books <input type="checkbox"/> Talks about characters in book <input type="checkbox"/> Begins to recognize own name	<input type="checkbox"/> Enjoys listening to storybooks <input type="checkbox"/> Understands print carries a message <input type="checkbox"/> Identifies familiar signs/labels	<input type="checkbox"/> Understands left to right tracking of print <input type="checkbox"/> Names book title <input type="checkbox"/> Names book author
<b>Letter Recognition</b>		<input type="checkbox"/> Identifies some letters correctly	<input type="checkbox"/> Identifies and names all capital letters correctly <input type="checkbox"/> Identifies and names all lower case letters correctly
<b>Vocabulary Building</b>	<input type="checkbox"/> Associates frequently spoken words with objects <input type="checkbox"/> Starts with 200 words and builds to 1000 words by end of age 2	<input type="checkbox"/> Learns and correctly uses 20-25 new words per week	<input type="checkbox"/> Uses new words correctly in context <input type="checkbox"/> Uses the correct grammatical constructions of sentences
<b>Sound Awareness</b>	<input type="checkbox"/> Responds to and imitates tones and rhythms	<input type="checkbox"/> Participates in rhyming games	<input type="checkbox"/> Understands words consist of sounds
<b>Letter Sounds</b>		<input type="checkbox"/> Makes some letter sound matches when writing <input type="checkbox"/> Attempts reading through letter sound matches	<input type="checkbox"/> Understands sequence of letters represent sounds in a word <input type="checkbox"/> Learns most 1:1 letter sound matches

# Open Ended Questions

Skill: Teaching Vocabulary to Emergent Readers

Resources: Open-Ended Questions Lesson

Open-Ended Questions Checklist

Goal: Your child will be able to generate more than a one or two word response to an open ended question.

**\*Using open-ended questions encourages children to use more language and requires more than a one or two word response. “Yes” and “no” questions do not encourage responses that generate a genuine conversation. Open-ended questions require children to think critically and to use their imaginations.**

**\*Talking with your child will help to increase his or her vocabulary. This may take some practice. Use the following checklist of open-ended questions as a guide to engaging your child in conversation. The opportunity to promote such a conversation could present itself at any time, even at the grocery store!**

## Modeling (Example Scenario)

Scenario: Dad and his son Frankie are at the grocery store. Frankie is squirming and does not want to be there. Frankie picks an apple up out of the bin. Dad's first reaction is, "Put that down now, Frankie. Don't touch anything here again." This reaction might be typical, but Dad doesn't realize this is an opportunity in disguise! If Dad were to ask a "yes/no" question: Frank picks up the apple and Dad says, "Is that a banana?" Frankie laughs and says, "No Dad." "

If Dad remembers his Open-Ended Questions when Frankie picks up the apple he can say:

Dad: **"Tell me about this."**

Frankie: "It's an apple. Can you buy one?"

Dad: **"Yes we can buy one, but what else can you tell me?"**

Frankie: "It is sweet and it is a fruit. I don't like getting them on Halloween. I would rather eat candy."

Dad: **"What could you do with this?"**

Frankie: "I could bake an apple pie or make apple juice."

Dad: "Another name for apple juice is apple cider. **What else could this be used for?"**

Frankie: "I could toss it up and down like this or throw it like a baseball!"

Dad, I'm hungry!"

Dad: **"What did you notice about an apple that makes it different from a baseball?"**

Frankie: "I would never eat a baseball. A baseball is easier to throw, and doesn't rot. A baseball is white and this apple is red."

Dad: **"But how are those two things the same?"**

Frankie: "Baseballs and apples are round! Dad, you talk too much!"

**Guided Practice:** Think about the open-ended questions just presented. Look at the following scenario. Brainstorm open-ended questions and how a child might answer. You can also use the list of open ended questions on page 7 of this handout. Do this activity as a group.

Scenario: "Mom and her daughter Julie are walking down the street on a sunny summer day. Julie sees a playing card on the ground. She picks it up and inspects it....."

"What might be your first reaction?"

"Give an example of a question that would require a yes/no response."

"Review the open-ended questions listed below (taken from your checklist on page 7). What could you ask and what response might you hear from your child? How can those reactions be used to develop dialogue?"

- **Tell me about this.**
- **What else can you tell me?**
- **What could you do with this?**
- **What could this be used for?**
- **What did you notice about this that is different from that?**
- **How are these things the same?**

**Independent Practice with presenter:** Use the open ended questions on page 7 of this handout. Read the scenario below. Brainstorm and talk through the questions. Ask the presenter questions in the role of a parent. The presenter responds to the questions as if he or she were Frankie.

Scenario: "Dad and Frankie are going camping tomorrow. Frankie ate too much candy after dinner and refuses to go to sleep. Dad goes into the room, it is midnight and Frankie is wide awake!"

What might be your first reaction?

Give an example of a question that would require a yes/no response.

Review the open-ended questions listed below (taken from your checklist on page 4). Think about what you could ask your child. The presenter is going to respond to the questions as if he or she is Frankie.

- **What might happen if ...?**
- **How could we do that differently?**
- **How does that make you feel?**
- **When you did that, what did you do first? Next? Last?**
- **Why did that happen?**

**Independent Practice with child at home:**

Here are some examples you can try with your child in reference to their time at tonight's session:

- I heard you were doing some really fun things in the gym. What was the first thing that you did?
- I heard you were doing some really fun things in the gym. What was the last thing that you did?
- Tell me about the book you painted.
- What happened in the story that was read to you?
- What was your favorite part of the story? Why?
- What are some of the other things that you did?
- How did playing in the gym make you feel? What was your favorite activity? Why?

## Open-Ended Questions Checklist

- ☐ Tell me about this.
- ☐ What else can you tell me?
- ☐ What could you do with this?
- ☐ What could this be used for?
- ☐ What did you notice about this that is different from that?
- ☐ How are these things the same?
- ☐ Why do you think that?
- ☐ What might happen if ...?
- ☐ How could we do that differently?
- ☐ How did that make you feel?
- ☐ When you did that, what did you do first?
- ☐ What did you do next?
- ☐ What did you do last?
- ☐ Why did that happen?

# Word Chains

Skill: Teaching Vocabulary to Emergent Readers

Resources: Word Chains Lesson

Word Chain (Semi Complete)

4 Word Chains (Empty)

Corn Plant Poem

Rain Poem

Goal: Your child will be able to generate words related to the new word (wonder word) you give to him/her.

## Purpose of Word Chains

\*Linking words to one another helps children to relate to new words and put them into categories. We would consider these words relatives.

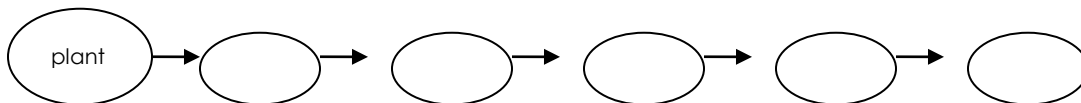
\*If words are grouped into relatives, it is easier for children to remember and retrieve those words.

\*We can use word chains to help children learn word relatives.

## Modeling (example with presenter)

*Presenter will say:*

"We will be using the poem, Corn Plant, to choose a wonder word for some word chaining. As was explained in the large group session, a wonder word is a word your child may not know, but it is useful and appropriate to teach. The word I chose as a wonder word is *plant*. Let's think of words that we can relate to the word *plant* and fill in the links with those words."  
(Use semi-complete word chain on page 11.)



### **Guided Practice:**

*Presenter will say:*

"Please read the poem about the rain. Let's decide on a wonder word together and fill in the empty links on the word chain together."

*(Use empty word chain on page 12.)*

**Independent Practice:** Choose another wonder word from the Rain poem to fill out the word chain links with your child at home. Remember that a dialogue should be taking place.

*(Use word chains, empty)*

### **Directions for Using Word Chains**

- *Wonder words* are the most useful words to teach your child. They are words that your child may not know, but they are appropriate for your child to learn.
- Begin by choosing a poem or story to read to your child. We will be using the attached poems.
- Choose a wonder word.
- Next, you think of words that relate to the word you chose. For example, if the word is school, you may come up with words such as pencil, books, reading, desks, and chalk.
- You will have to model this for your child and guide them through the process.
- Word chains are attached to this packet for recording the words.

## **Corn Plant**

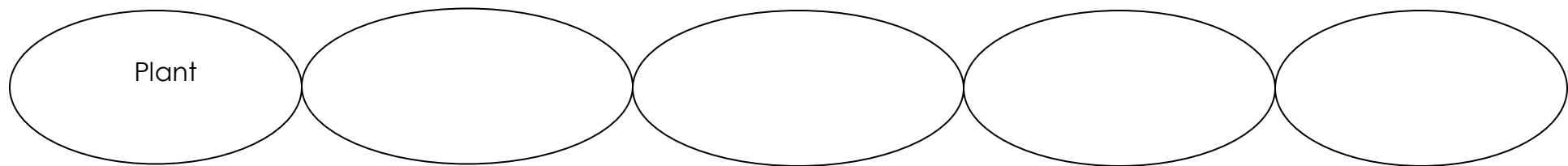
We are here at the farm this morn,  
We are here to plant some corn.  
We will dig in the land so hard,  
Dig and rake in the big barn yard.  
We will set the seed in its place,  
We will leave a lot of space.  
We will place the corn in its mark,  
Pat it and press it into the dark.  
If the rain will drop and the sun will beam,  
The corn will rise just like a dream.  
If weeds and bugs do us no harm,  
We will eat hot corn here at the farm.

## **Rain**

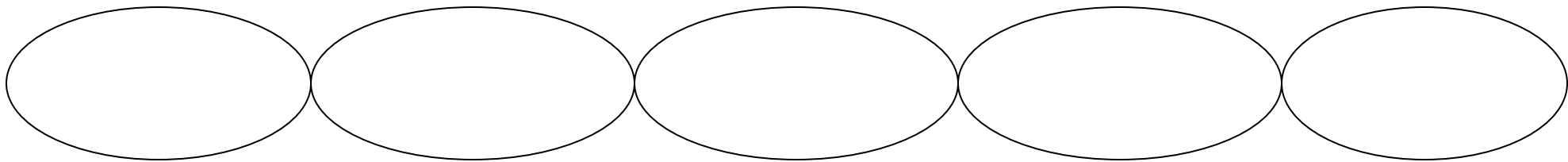
Rain and rain and rain.  
Rain on the land and the sea.  
Rain on the plant and the tree.  
Rain on the dust in the street.  
Rain on the wee, green wheat.  
Drop on the lakes and fill up the dams.  
Drip into pails and into tin cans.  
Drop on the ponds and into the wells.  
Drop on the hills and onto the dells.  
Soak the road and run in the drain.  
Soak the crops and soak the plain.  
Soak the leaves and soak the grass.  
Drip on the sills and slip on the glass.  
Rain and rain and rain.

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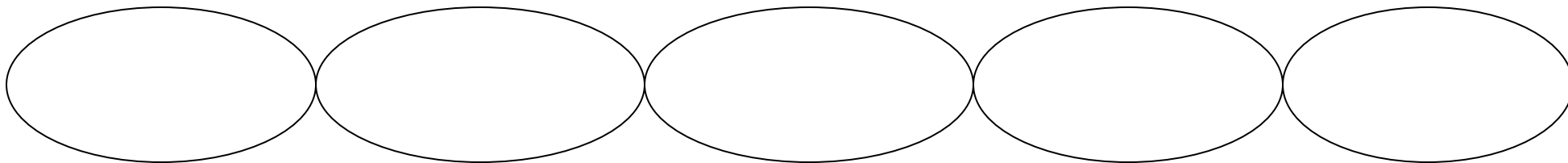
## Word Chains



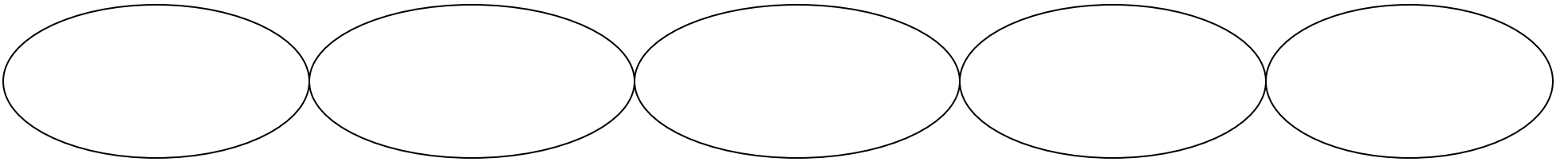
## **Word Chains**



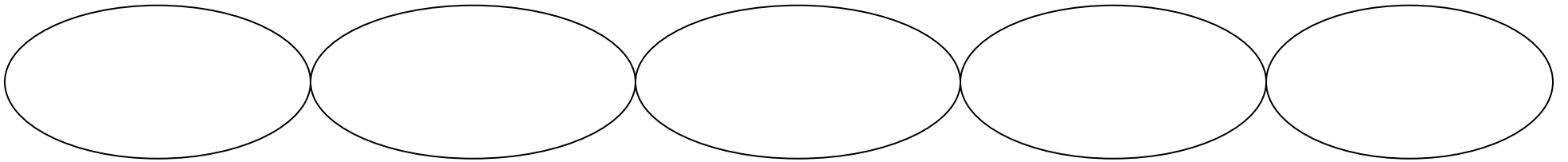
## **Word Chains**



## **Word Chains**



## **Word Chains**



# A Picture is Worth a Thousand Words

Skill: Teaching Vocabulary to Emergent Readers

Resources: Hidden pictures coloring page (p. 18 in packet)

Lesson written below

Goal: Your child will be able to generate conversation related to the given picture.

Pictures are a great way to spark conversation. It could be a coloring book picture, a picture from a book, a magazine picture, or a family photograph. It serves as a wonderful springboard for getting your child engaged in conversation. You will be using a hidden picture coloring page to practice engaging your child in meaningful conversation. At home you can try this with any picture that will promote a conversation with your child.

## **Modeling:**

Pull out the picture on page 18 in this packet. Say the following

"Look at this picture. It looks like it is a picture of the outdoors. I know this because I see the sun and plants. I wonder what is happening in the picture. I wonder why the frog is hanging on that leaf."

## **Guided Practice:**

Continue the conversation by now involving your child.

"What else do you see happening in the picture besides the frog hanging on the leaf? What is the rabbit doing? I wonder why he is hiding behind the tree. Maybe he is scared of something. What do you think?" (The idea is to elicit a response that is more than a yes/no response. Model another idea if it is necessary.)

## **Independent Practice:**

Continue the conversation to encourage your child to keep talking about the picture. Below are some sample questions you could ask to keep the conversation moving:

- What else is in the picture?
- What is happening here? (Point to something in the picture)
- Why do you think all of the animals are hiding?
- What do you think would happen if all of the animals came out of hiding?

**Incorporate Math Concepts:**

- How many animals do you see?
- How would you group the items in the picture? (plants, animals, fruit, etc.)
- Which animal did you find first, second, third.....last?
- Which objects/animals are located near the top of the page?
- Which objects/animals are located near the bottom of the page?
- Do you see more plants or animals? How do you know?



Can you help save the animals from the forest fire?  
Bring them to safety by finding them in the hidden picture.  
Hint: Look for a deer, a rabbit, a frog, a bear, a duck, a snake, a bird, an owl, a fish.

# Pulling It All Together

## **Skill: Teaching Vocabulary to Emergent Readers**

Resources: Open Ended Questions (p. 4)  
Word Chains Lesson/choosing wonder words (p. 8)  
A Picture is Worth a Thousand Words Lesson (p. 16)  
Fancy Nancy: There's No Day Like a Snow Day (book)

Goal: Your child will increase his/her vocabulary and generate conversation based upon the story read.

You have received a book to read to your child. Below are some ideas explaining how to pull together all of the things we have learned tonight and apply them to the reading of a book. Listed below are examples of how to use each activity with the book, Fancy Nancy: There's No Day Like a Snow Day . You could apply these activities to any book or poem.

### **Open Ended Questions:**

"Read the book to your child. As you are reading, discuss what you see happening in the pictures. That act alone will promote a great conversation between the two of you. Below are a few open ended questions you could ask:"

- What do you like to do on a snowy day? Why?
- Tell me about the story we just read.
- What was your favorite part of the story? Why?

### **Word Chains/Wonder Words**

You don't always have to do a full blown word chain. You could choose a wonder word. Then you could help your child brainstorm words that relate to the wonder word. It doesn't have to be written every time. It is like a word association game. For example, in this book, you could use the words **joyful** or **frolic** as wonder words. You may have to get them started. Then turn it into a game to see if they can beat you to thinking of the next word.

## A Picture is Worth a Thousand Words

This happens very naturally when you have a children's book with bright, colorful pictures. Choose any picture and strike up a conversation about it. You can even use the book cover. For example, hold up the book cover and say, "I wonder why Fancy Nancy looks so happy. Why do you think she looks so happy?" You can use any page in the book to strike up a conversation. You could do it after you have finished reading the book. You could also do this while you are reading the book.

**You don't, however, want to do that every time you read to your child. Sometimes it is fun to just read the book and have your child enjoy the uninterrupted flow of the story.**

