



Vocabulary

Vocabulary is students' knowledge of and memory for word meanings. This includes:

Receptive Vocabulary

Words we understand when read or spoken to us

Expressive vocabulary

Words we know well enough to use in speaking and writing

Vocabulary Activities

Scan the QR code for a video demonstration of the activity



Read aloud. Continue to read aloud to your child even after he can read independently. Choose books above your child's level because they are likely to contain broader vocabulary. This way, you are teaching him new words and how they are used in context.



Preview words. Before reading to or with your child, scan through the book, choose two words that you think might be interesting or unfamiliar to your child. Tell your child what the words are and what they mean. As you read the book, have your child listen for those words.



Play "categories" with your child. Name a topic such as "farms" and ask your child to think of all the words they can relate to that topic. This is a great way to build word knowledge! Next steps: Use topics such as "ecosystems."



Use a variety of words to describe feelings and emotions. For example, your child says they is happy. You can validate that by saying, "I'm so glad you are so joyful today! You sure look happy!"



Hot potato (version 1). Play hot potato with synonyms. Choose a word, and then your child has to think of another word that means the same thing. Take turns until neither player can think of another word. For example, you may say, "Cold," and your child might say, "Freezing." Then you could say, "Chilly," and so on. Try the game again with antonyms (opposites).



Hot potato (version 2). Play hot potato with categories. For younger children, the categories can be simple: pets, clothes, family members. For older children, the categories can be quite complex: The Revolutionary War, astronomy, math terms.

Next steps:

- Hot potato (version 2nd-3rd grade)
 - Play hot potato with prefixes or suffixes. The prefixes dis-, ex-, mis-, non-, pre-, re-, and un- are common. Common suffixes include -able/-ible, -ed, -er, -est, -ful, -ish, -less, -ly, -ment, and -ness.
- Hot potato (version 3) - Play hot potato with categories. For younger children, the categories can be simple: pets, clothes, family members. For older children, the categories can be quite complex: The Revolutionary War, astronomy, math terms.



Introduce your child to a variety of experiences to help build background knowledge they can use while making sense of print by taking them to the park, museums, the zoo, etc.

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Use the language of books such as author, title, illustrator, and title page.

Discuss opposites (antonyms).

Discuss ordinal words such as first, last, beginning, and middle.

Talk about how things are similar/ alike as well as how things are different. Ex. How is a dog like a cat? How is a dog different from a cat?



Trips to everyday places build vocabulary. Discuss what you are doing and seeing as you are going through the store, for example. "I'm here in the bakery. I can find donuts, cookies, and bread." Ask your child, "What else do you think I could find here?"



Word collecting. Have each family member be on the look-out for interesting words that they heard that day. At dinner or bedtime, have everyone share the word they collected and tell what they think it means. If the child shares an incorrect meaning, guide him/her to the correct meaning. Try to use some of the words in conversation.



Related words. When you read a book about a topic, ask him/her to tell you all the words related to it. Ex: If you read a book about a dog, they might say dog, puppies, toy, food, play, leash. Add other words to help expand upon what they says.



Categories. When you read a book, ask your child to identify categories for words they has read. Ex: If you read a book about pumpkins, you could put the words pumpkin, leaf, stem, and seeds into a category about the parts of a plant.



Discuss positional words such as beside, below, under, over, etc. Make it into a game at dinner by asking your child to place his/her fork in different places in relation to his/her plate. Ex: Put your fork above your plate.