

Parent Council Meeting

FEBRUARY 8, 2021

Literacy – Building Vocabulary

Vocabulary plays an **important** part in learning to **read**. ...

It is harder for a beginning reader to figure out **words that** are not already part of their speaking (oral) **vocabulary**.

Vocabulary is key to **reading** comprehension.

Readers cannot understand what they are **reading** without knowing what most of the words mean.

From <https://www.readingrockets.org> › teaching › reading-basics

Literacy – Building Vocabulary

From the ear...
To the mouth...
To the eyes...
To the hand.

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Literary Language vs. Home Language discourse vs. Discourse

**phrases/words we see or read in books are
not necessarily how we speak at home**

e.g., “I am going to the store.”

vs. “I’m goin’ to Tims.”

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“UNLESS someone like you cares a whole awful lot, nothing is going to get better. It’s not.” from Dr. Seuss “The Lorax”

“At last, [the panda] scented him on the wind, and hurried down the mountainside to reach him.” from Beverly Randell “Pandas in the Mountain”

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Strategies for decoding words your child may use:

Decode that word!

<p>'Look' at picture clues</p>	<p>'Sound it out'</p>	<p>'Chunk it' Look for smaller words hiding inside.</p>	<p>'FLIP THE SOUNDS' Look at the poster!</p>
<p>'Go back' and reread it!</p>	<p>'Skip it' and come back!</p>	<p>Does it 'make sense?'</p>	<p>DOES IT 'SOUND RIGHT?'</p>

Decoding Strategies

If I'm stuck on a word, I can:

<p>Eagle Eye Look at the picture.</p>	<p>Lips the Fish Get my lips ready.</p>	<p>Stretchy Snake Stretch out the word.</p>
<p>Chunky Monkey Chunk the word.</p>	<p>Skippy the Frog Skip the word.</p>	<p>Tryin' Lion Try it again. Reread.</p>
<p>Flippy the Dolphin Flip the vowel.</p>	<p>Meaning Bird Ask if it makes sense?</p>	<p>Helpful Kangaroo Ask for help.</p>

THE READING ROUNDUP

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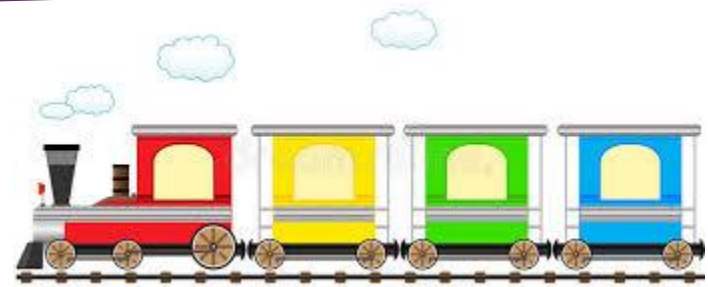
What word would you expect???



The dog is in the _____.

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Tip for the ‘sound it out’ strategy



Think of ‘sounding out’ as adding a ‘car’ to the front of the train, and building the ‘new sound’ before ‘picking up’ the ‘next sound or chunk’.

For example: We had a terrific time at the party.

“t” “t – er” “ter” “ter – if” “terrif” “terrif-ic” “terrific”

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At Home:

- read aloud to your child(ren) – select fictional stories rich in literary language, or non-fiction texts rich in content-specific language
- take a moment to skim through a new story your child(ren) bring home to see if there are any unusual words or ‘turns of phrase’ that they will benefit from repeating out loud before attempting to read on their own
- remind your child to ‘blend’ the sounds as they decode to join them together, rather than go right to the end to try to ‘remember’ the order

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At Home:

- allow your child to 'notice' their own errors – if they don't, and it still makes sense, let them continue, but go 'back' at the end of the story to help them notice (1-2 'key' areas only); if they don't, and it no longer makes sense, stop them, and support them to 'try again, look closer, use one of your strategies to solve'; if still unsuccessful, re-read the sentence for them, and let them keep going

- keep a personal dictionary of 'new' words your child has read or learned – for younger students, drawing a picture, if warranted, is always helpful

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Helpful Resources

<https://www.readingrockets.org/article/building-your-child-s-vocabulary>

<https://www.today.com/parenting-guides/helping-your-child-build-strong-vocabulary-t178404>

<https://www.theschoolrun.com/how-to-build-childs-vocabulary>

<https://www.edutopia.org/article/5-ways-support-students-who-struggle-reading-comprehension>

<https://spellquiz.com/blog/vocabulary-building-comprehension>

<https://www.elawr.org/> Early Literacy Alliance of Waterloo Region