

Appendix G3

Before-Reading Vocabulary Tips

1. Choose only two or three vocabulary words to introduce for a new book. If there are too many new vocabulary words, this probably means the book is “too hard” for your child. It is fine if a new book has no new vocabulary words to introduce.
2. When you read the book before previewing it with your child, look for words that your child has “heard” (receptive vocabulary) but might not use in his/her daily language (active vocabulary). These are the new words you can introduce.
3. When your child is doing the “Picture Walk,” introduce the new vocabulary word after your child talks about that particular page. For example, let’s say the new word is “helmet” and you know it comes up on page 5. See if your child talks about the picture on page 5 and uses the word “helmet” on his/her own. If your child uses the word on his/her own, just affirm by saying, “That is a helmet!” However, if the word does not come up on your child’s picture walk, after he/she talks about page 5, point out the word to your child. Say “You are going to be reading about a ‘helmet’ on this page. See it here in the picture? What is a helmet used for?” Do not dwell on the meaning or discuss too long. If needed, just give a simple explanation of the meaning.
4. After the discussion, point to the new word and underline it with your finger while saying the word out loud. Ask your child to do the same.