

Pre-K Essential 3, Bullet 5 Teaching Vocabulary in Clusters Sample Video

MAISA Literacy Essentials

<https://youtu.be/mv-bC5qs51M>

Narrator: Interactive read alouds with a comprehension and vocabulary focus, support children's literacy development. In this classroom, the teacher reads a set of texts about emotions and supports children to learn a cluster of new words related to this topic.

Teacher Dez'arae Adams: Right now in our classroom, we have been talking about emotions. So what I did was I went to the library, and from our classroom library as well, I just picked out some books that talked about emotions. So I picked out some nonfiction books and some fiction books. And so it's really important to make sure that you have a wide variety of sources when you're talking about different topics in the classroom. These are some of the books that I picked out for the kids. So, one talks about being angry, one talks about being sad, scared, happy, and so they have an array of books that they can choose from. And I always make sure to tell them that after we read these books, they'll be, again available on your bookshelf so you can go read them on your own.

What are some emotions? Can you name some emotions?

Students: happy, sad, mad, sad, mad, mad, sad, frustrated.

Teacher: Frustrated. Are you frustrated right now? You look like you might be a little frustrated right now. Yeah. Confused. What are some other emotions or feelings?

Students: Mad, happy, mad.

Teacher: Today we are reading two different books. We will focus on the emotion of being scared. So two books that I am going to use is *Go Away, Big Green Monster* by Ed and Burley and *Scared Is* by Laura Silas. So one is a nonfiction book and the other is a fiction book.

How about we read *Go Away, big Green Monster* First, and then we'll read *What Scared Is* all about. Being Scared is all about. Okay. Okay, Go away. Big Green Monster by Ed and Burley, big Green Monster has two big yellow eyes.

Student: His eyes is right there.

Teacher: Yes. Who can't see his face?

Student: We can't see his face.

Teacher: Well, let's turn the page and let's see what happens. A lump, blueish, greenish nose. I see his nose. Me too. Mouth. Mouth. Mouth. Mouth. A big red mouth with sharp white teeth. Why you doing that? How are you feeling right now? You're feeling scared right now. Are you feeling scared? You just feel very fun. It's starting to get scared. It is. I know you guys are feeling scared because Lauren's covering her face. Tyler's covering her face. You guys are kind of squinting your eyes and backing away.

Teacher. Yeah, that was his hair. We took away his hair. Now he's not as scary. He is getting less and less scary by the page.

Student: He baldheaded.

Teacher: He is baldheaded. Go away long bluish, greenish nose. He is not as scary as before. Are we still as scared as we were before?

Students: No.

Teacher: No. Go away. Big green monster. And don't come back until I say so.

Students: Yay. Yeah, I want to read that!

Teacher: Well, you know what? We'll put it in the library, and you can read it later, but what feeling was this book about being scary? It is very important that when you're thinking about a theme or a topic, that you have different materials that you can utilize with children because children come from so many different backgrounds already. And so you have to reach 'em all to teach 'em all. It may be a nonfiction book or it may be a fiction book that you cross-reference to get children to understand any vocabulary that you're speaking on, any background information that you need to give them.

So we read Go Away, Big Green Monster, and it was about feeling scared. Now let's find out what it means to be scared. Sometimes you cry when you're scared. I watched a scary show and now the pictures fill my head. I hope my breath and act real brave. I check beneath my bed. Why would he check beneath his bed?

Student: Excuse me, to see if a scary thing was under.

Teacher: Yeah. See if anything scary is under his bed.

Today, in the book, I'm scared, there was a new word that I introduced to the children terrified. And so to help the children understand what terrified it was, I said, well, is being really, really, really scared. And so I told them, you can be just a little scared or sometimes you can be really, really, really scared. And that's to be terrified. As I'm reading, I make it a point to give new vocabulary words to children in a way that they could understand. So a child friendly way.

Dogs. Are you scared of dogs? I'm not afraid of my dog. Yeah, you have a dog at home.

Teacher: it might seem that way. I like dogs. His owner says he wants to play, but I wish I could hide. I start to sweat. My feet go cold because I'm terrified. Terrified. That's another word for scared. That's like being really, really, really, really scared. That's terrified. So you can be scared a little bit, but then you can be really, really, really, really scared and then you're terrified.

After we introduce new words, we make it a point to include it in our vocabulary throughout the day. And so we try to find little moments throughout the day. For example, we will probably say, I was terrified when the lights went out at school, or whatever the case may be. We make sure that we

interject it throughout the day and we encourage children to interject it as well during work time or something like that.

If a child is having a conversation with another child and they say that they were scared, I might say, well, were you terrified or were you just a little scared? And we encourage 'em to use the words as well. We also make sure that we make it a point to give them those words. Like today, a child was, they came over to the small group table and they were upset because they had to sit next to each other. So one of the girls, she said, well, I'm frustrated. And so that was really an aha moment for us. Like, oh, okay, she's really using different words. Or when children say, well, I'm proud of this, or I'm confident we can see them really using the words that we're teaching in the classroom.

Narrator: Learn more at literacyessentials.org.