

Vocabulary Instruction - K

Grade Level: Kindergarten

School: McKinley Elementary School

Location: Tacoma, Washington

Materials: *Honk!: The Story of a Prima Swanerina* by Pamela Duncan Edwards

Videographer: Dima Yaremenko

Elapsed Time: 6:15

Introduction: Even as students enter kindergarten, they have vast differences in their vocabularies. If we are to narrow the achievement gap that students from different economic levels exhibit in the upper grades, we must provide explicit vocabulary instruction in the primary grades. One of the best sources of vocabulary words is the books that we read aloud to students. In this video, the students have listened to the book *Honk!: The Story of a Prima Swanerina*. They are being introduced to the meanings of three words from the story.

This video is a great reminder of the difficulties in delivering instruction and maintaining the attention of the students. There is no doubt about it... teaching is hard work.

Focus: As you watch this video, ask yourself:

Did the Teacher:

- 1) Introduce the word?
- 2) Present a student-friendly explanation?
- 3) Illustrate the word with examples?
- 4) Check students' understanding?
- 5) Review the words?

What other good practices did you observe?

What suggestions would you give the teacher?

Feedback:

Did the Teacher

- 1) Introduce the word?
- 2) Present a student-friendly explanation?
- 3) Illustrate the word with examples?
- 4) Check students' understanding?
- 5) Review the words?

The teacher used all of these steps in introducing and reviewing the words.

What other good practices did you observe?

During the lesson, the teacher actively involved the students by having them:

- Say answers as a whole group.
- Share ideas with their partners.
- Share ideas with their partners and then with the class.
- Respond with movement and facial gestures.

The instructor augmented the vocabulary instruction by:

- Adding the use of gestures and movement.
- Checking understanding using examples and non-examples.
- Conveying the usefulness in learning the three words.
- Adding humor.

What suggestions would you give the teacher?

If I taught this lesson again, I would do these things:

Create a better environment for attending by:

- Putting the last two rows of children in chairs so they would be more visible.
- Reorganizing the seating arrangement so that the inattentive students were closer to the teacher.
- More carefully selecting the partners.
- Reorganizing the schedule of activities so that the students would have an activity at their desk before this lesson.

Teach the word practice rather than practiced. It was confusing to switch between the two words.