


**EARLY LITERACY ESSENTIALS AND THE SLP:
PRACTICAL INTERVENTION AND CONSULTATION STRATEGIES IN
VOCABULARY THAT WORK!**

Presentation #3 Indiana Speech-Language-
Hearing Association Convention

April 21st, 2017
Steven M. Griffin, M.A. CCC-SLP
K-6 Literacy Coordinator
Marysville Exempted Village School District
ReadingResource.net

Good Afternoon,



I hope you have had a salutary day, with plenty of time to be otiose, and that you are looking forward to a scintillating discussion about vocabulary!

- Steve

HOW WELL DID YOU DO?

- ◉ Were you able to pronounce the vocabulary words?
- ◉ Do you know what each of these words meant?
- ◉ How did you figure out the meaning of each of these words?
- ◉ Did you understand the overall message of the note?
- ◉ Could you rewrite the note in your own words?

“Many students are good ‘decoders’ - they know how to read a word by sounding out its parts. But often their comprehension of the word’s meaning is not as strong. All of the research in the area of comprehension agrees that a strong vocabulary is the foundation for reading comprehension. In fact, vocabulary is the foundation of all areas of literacy - listening, speaking, reading, and writing.”

(Trisha Callella, 2004)

THE IMPORTANCE OF MS WORDS

There’s no _____,” camp _____
 _____ told the boys. But the
 _____ warned all to
 _____ a _____.

- ◉ The paragraph above is from *Boys Life*. It has all of the multisyllabic words, which are typically the vocabulary words, deleted out. Can you make sense of it?

- ◉ You probably concluded that the paragraph was something about boys camping and a possible emergency situation, but you are still not getting much meaning from the paragraph.

“There’s no immediate danger,” camp director Travis Wyatt told the boys. But the Forest Service warned all to evacuate within a half hour.

**WHAT IS VOCABULARY?
(TRADITIONAL VIEW)**

- Vocabulary is the knowledge of words and word meanings. It refers to all the words we know that enable us to think and communicate our needs and thoughts. (Kemp & Eaton, 2008)
- It's understanding how to find out meanings
- Vocabulary is **NOT** word calling or decoding

**VOCABULARY INCLUDES?
(TRADITIONAL VIEW)**

- Understanding:
 - Parts of words (prefixes, suffixes, roots, etc.)
 - Synonyms, antonyms, homonyms, etc.
 - Content or subject related vocabulary
 - Grammatical structure or forms of words
 - Multiple meaning words (ie: key)
 - Context of the word
 - Associations of words

**WHAT IS VOCABULARY?
(UPDATED VIEW)**

- Referential Vocabulary- the knowledge of words and word meanings.
- Relational Vocabulary - the knowledge of word meanings AND of how words relate to each other.
- Both components important but the **RELATIONAL** component is the key to active reading comprehension.

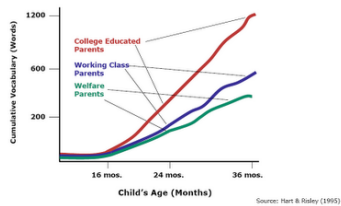
[Relating Words](#)

HOW DO WE INCREASE & DEVELOP VOCABULARY?

- ◉ Talk with children (conversation vs. instruction)
- ◉ Interactive READ ALOUD
- ◉ READING Itself
- ◉ Play word games (Scrabble, Boggle, Word Up, Mumbo Jumbo, Last Word, TriBond, Bananagrams, Buzz Word, Apples to Apples Jr., Tabook Jr.)

30 MILLION WORD GAP BY AGE 3

Disparities in Early Vocabulary Growth



RELATING WORDS ACTIVITY

DEMONSTRATION TASK

GLOVE

HAND

FINGER

FOOT

SHOE

SOCK

13

DEMONSTRATION TASK

GLOVE

GLOVE ✓

1

2

3

HAND

FINGER

FOOT

SHOE

SOCK

14

DEMONSTRATION TASK

GLOVE

GLOVE ✓

1

2

3

HAND

HAND

FINGER

FOOT

SHOE

SOCK

15

DEMONSTRATION TASK

	<div style="border: 1px dashed green; padding: 2px;">GLOVE</div>		<div style="border: 1px dashed green; padding: 2px;">GLOVE ✓</div>
1	<div style="border: 1px dashed blue; padding: 2px;">HAND</div>	↑	<div style="border: 1px dashed green; padding: 2px;">HAND</div>
2	<div style="border: 1px dashed blue; padding: 2px;">FINGER</div>	↑	<div style="border: 1px dashed green; padding: 2px;">FINGER</div>
3	<div style="border: 1px dashed blue; padding: 2px;"> </div>	↑	<div style="border: 1px dashed green; padding: 2px;">FOOT</div>
			<div style="border: 1px dashed green; padding: 2px;">SHOE</div>
			<div style="border: 1px dashed green; padding: 2px;">SOCK</div>

16

DEMONSTRATION TASK

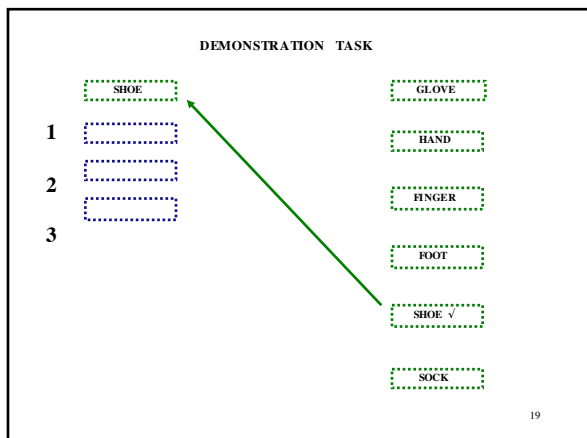
	<div style="border: 1px dashed green; padding: 2px;">GLOVE</div>		<div style="border: 1px dashed green; padding: 2px;">GLOVE ✓</div>
1	<div style="border: 1px dashed blue; padding: 2px;">HAND</div>	↑	<div style="border: 1px dashed green; padding: 2px;">HAND</div>
2	<div style="border: 1px dashed blue; padding: 2px;">FINGER</div>	↑	<div style="border: 1px dashed green; padding: 2px;">FINGER</div>
3	<div style="border: 1px dashed blue; padding: 2px;">SOCK</div>	↑	<div style="border: 1px dashed green; padding: 2px;">FOOT</div>
			<div style="border: 1px dashed green; padding: 2px;">SHOE</div>
			<div style="border: 1px dashed green; padding: 2px;">SOCK</div>

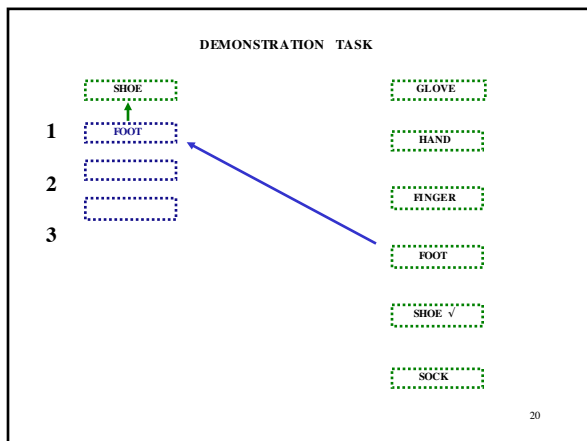
17

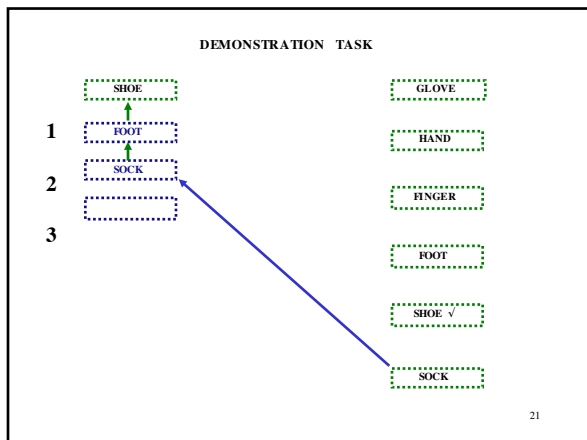
DEMONSTRATION TASK

	<div style="border: 1px dashed green; padding: 2px;">GLOVE</div>		<div style="border: 1px dashed green; padding: 2px;">GLOVE ✓</div>
1	<div style="border: 1px dashed blue; padding: 2px;">HAND</div>	↑	<div style="border: 1px dashed green; padding: 2px;">HAND</div>
2	<div style="border: 1px dashed blue; padding: 2px;">FINGER</div>	↑	<div style="border: 1px dashed green; padding: 2px;">FINGER</div>
3	<div style="border: 1px dashed red; padding: 2px;">SHOE</div>	↑	<div style="border: 1px dashed green; padding: 2px;">SHOE</div>
			<div style="border: 1px dashed green; padding: 2px;">SOCK</div>

18







DEMONSTRATION TASK

1

2

3

SHOE

↑

FOOT

↑

SOCK

↑

GLOVE

GLOVE

HAND

FINGER


FOOT








SHOE ✓

SOCK

22

EET
EXPANDING EXPRESSIONS TOOL



						
Green Group	Blue Do	What does it look like?	What is it made of?	Pink Parts	White Where	What else do you know?

MAKING BIG WORDS

129. LETTERS: a e e i u b b l l n v

WORDS TO MAKE:

The letters that you have found can be made just by changing where the letters are. It is important that you write down the spelling because not only that all the letters are the same but they are in the right place. Can you see when they will use the same letters? Different words can spell a new word.

be	bee	live	value	avenue	livable	believable	unbelievable
veil	bull	enable	believe	unbelievable	bull	enable	believe
bull	veil	enable	believe	unbelievable	bull	enable	believe
bull	veil	enable	believe	unbelievable	bull	enable	believe
bull	veil	enable	believe	unbelievable	bull	enable	believe
blue	able						

Help students to notice that sometimes an sign has an opposite relationship.

SORT FOR: un able ue be-bee

WRITING AND NEED TO SPELL:

undist (un-, -ist)


untrue (un-, -ue)

Making Words

Use the letters below to make words. Write your words in the boxes below. Use if you can!

The mystery word:

n f i h d i r s e p



WORD LADDERS

WORD LADDER

_____ O _____

_____ O _____

_____ O _____

_____ O _____

_____ O _____

_____ O _____

_____ O _____

_____ O _____

_____ O _____

_____ O _____

_____ O _____

Name _____ short e, o, u

Read the clues. Then write the words.
Start at the bottom and climb to the top.

Bat Attack!

A sick and white bear from China (change a letter and add a letter)

the earth's surface not covered by water (change one letter)

body part that captures the apple, light, and sound (change a letter and add a letter)

a metal container (change one letter)

an animal that purrs (change one letter)

You hit a baseball with this (change one letter)

what you would wear on your head

A kind of toy (change one letter)

A flying bird (change one letter)

Something you graze from (change one letter)

A grown-up bird (change one letter)

To also accompany (change one letter)

The glass lid of a jar (change one letter)

b a t

WORD VALUES

WORDS WORTH CHART

shout	scream	bellow
smash	flail	thrash
stomp	plow	trudge

OTHER IDEAS

- Role playing words or statutes of words
- Creating pictures of words
- Word webbing
- Word categorizing
- Finding magazine pictures to represent words

RESOURCES

Reading Resource
www.readingresource.net

Reading Rockets
www.readingrockets.com

Ohio Resource Center
www.ohiorc.org/literacy_k5/
