

## Speaking Vocabulary: Level A Kindergarten

### Skills

Speaking Vocabulary at Level A—Kindergarten addresses production of basic vocabulary. Students are expected to demonstrate the following skills: say everyday English words to label objects that are common in students' environment (e.g., eyes, glass, shoes, tomato); use comparative and superlative adjectives (those made by adding "-er" and "-est" endings); use action verbs (e.g., the girl is pouring the water); use spatial prepositions (e.g., give a complete answer to a question "Where is the book?" The book is on the table.); use common academic English words (e.g., mountain, book).

#2:

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### Instructional Activities

[Instructional Activities](#)

Each of the following instructional activities and strategies is based on best practice research for English Language Learners (ELLs). Some are designed for initial instruction, while others are more appropriate for practice and review. They may be used in conjunction with, not in place of, a coherent curriculum. They include individual, small group, or large group activities.

#### Instructional Activity: Handprint Words and Art

A structured vocabulary exercise to create art projects for different themes that you are studying (e.g., oceans, trees, thanksgiving) using the student's handprint. Directions are given for six different art projects. This activity is designed for individual or small group instruction.

#### Instructional Activity: Circles, Squares and Triangles

A direct instruction vocabulary exercise to identify examples and non examples of shapes. Script and worksheet are provided. This activity is designed for individual or small group instruction. Plus, there is an independent practice component for this activity.

### Research

- Instruction for English learners should include the acquisition of meanings of everyday words that native speakers know and that are not necessarily part of the academic curriculum (August, Carlo, Dressler, & Snow, 2005)
- Studies show oral language vocabulary proficiency for ELL students is directly connected to reading comprehension skills. (August & Shanahan, 2008).
- English vocabulary and word reading skills are related, suggesting that vocabulary knowledge supports partial phonological recoding skills in beginning readers (Gottardo, 2002).
- Researchers conclude that an enriched vocabulary development program can substantially close the gap between native and non-native speakers in vocabulary knowledge and reading comprehension (Carlo, et al., 2004).
- Studies show oral vocabulary knowledge is related to writing proficiency. (August & Shanahan, 2008).
- Most scholars believe that instruction in academic English vocabulary—done early, consistently, and simultaneously across content areas—can make a difference in English learners' ability to understand the core curriculum. August & Hakuta (1997); Bailey (2006); Francis, Rivera, et al. (2006); Genesee, Lindholm-Leary, Saunders, & Christian (2006); Goldenberg (2006); Scarcella (2003); Schleppegrell (2001, 2004); Snow & Fillmore (2000).
- At primary as well as secondary grades, instructional time should include explicit instruction of academic English vocabulary. August & Hakuta (1997); Bailey (2006); Callahan (2005); Francis, Rivera, et al. (2006); Genesee et al. (2006); Goldenberg (2006); Meltzer & Haman (2005); Scarcella (2003); Schleppegrell (2001, 2004); Snow & Fillmore (2000).
- English vocabulary and word reading skills are related, suggesting that vocabulary knowledge supports partial phonological recoding skills in beginning readers (Gottardo, 2002).
- Provide high-quality vocabulary instruction throughout the day. In addition, use instructional time to address the meanings of common words, phrases, and expressions not yet learned (Gersten, et al, 2007).
- Academic Oral Language: Instruction focused on academic English should not wait until students are able to read and write in English. Before English learners are reading, the development of age-appropriate academic English— morphology (understanding word parts), syntax (rules of sentence structure), and more complex or content-specific vocabulary—can be accelerated *orally* through planned and deliberate daily instruction. Francis, Rivera, et al. (2006); Saunders, Foorman, & Carlson (2006); Schleppegrell (2004); Fillmore (2004); Scarcella (2003).

### Selected References

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