



Putting the pieces together: A checklist for making new words sparkle

Review the following checklist to ensure that you are setting the stage for vocabulary learning and Shooting for the SSTaRS to make new words sparkle.

I select books that...

- include interesting new topics
- include unfamiliar words that are important in the story and are repeated many times
- have illustrations that make the meaning of unfamiliar words clear
- have interesting storylines that help children understand the new words
- include non-fiction as well as stories
- I have read ahead of time to pre-select new vocabulary and plan how to introduce and explain these new words
- allow me to gradually add new words, selecting no more than five new words per book
- include a variety of types of new words (not just nouns but also verbs, adjectives and adverbs)
- allow me to select words that are less familiar and occur less frequently in daily conversation
- allow me to “step it up” by introducing similar but less frequently occurring or more specific Step 2 or Step 3 words for Step 1 words

I Shoot for the SSTaRS by...

- Stressing** the new words before reading the book, while reading the book and after reading the book
 - Showing** the meaning of the word with illustrations, props, facial expressions, gestures and/or tone of voice
 - Telling** the children something about the meaning of the word
- and**
- Relating** the word to the children’s experience and knowledge, other known words and other situations
 - Saying** words again, highlighting and discussing them while reading the book, as well as at the conclusion of the reading and then during other everyday activities
 - rereading the book at least three times, highlighting and expanding on specific vocabulary during each reading

I make new words sparkle throughout the day by...

- using new words in conversations during daily routines
- incorporating new words into centre activities

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