

Building Vocabulary

Four word cards are included with each of the books in the Start-to-Finish Literacy Starters series. At the Enrichment and Transitional levels, these word cards are intended to build oral language—particularly vocabulary knowledge.

Enrichment and Transitional Vocabulary

- The vocabulary words selected for the enrichment stories represent core concepts and ideas that have a particular meaning in the story, but may have other meanings in other settings.
- The word cards are NEVER intended to be used in flash card drill and practice.
- Use the vocabulary cards to build a vocabulary wall in your room and encourage everyone who enters your room to find a word and relate it to something they know or have experienced.
- Categorize, sort, and complete activities that highlight connections among words.
- As you begin using new books, don't abandon old vocabulary – continue to build on and use existing vocabulary as new words are added.
- Create webs and graphic organizers that relate the new words to experiences and vocabulary the beginning readers already know. Some beginning readers will generate these related words over time with minimal support – adding them to the organizers. Other beginning readers will require support from their parents or caregivers, who can be asked to send in photos and other relevant items that might trigger associations for the beginning readers.

The word cards that are provided with the Conventional books serve a very different purpose from those that are provided with the Enrichment and Transitional books. The conventional word cards, like the books themselves, are aimed at building word identification skills. The words are carefully selected to ensure that the most frequently occurring words and words with the most common spelling patterns are represented across the entire Start-to-Finish Literacy Starters series.

Conventional Vocabulary

- Notice that the vocabulary cards do not focus on meaning, but support beginning readers in developing fluency in word identification.
- Add these words to a classroom or personal word wall that continues to grow as beginning readers are introduced to and read more conventional texts.
- When beginning readers encounter these high frequency words when reading or need support in spelling them, refer them to the word wall for support.
- Engage beginning readers in word wall activities every day that require them to spell the words letter-by-letter. The lesson format is:
 - See the words
 - Say the words
 - Chant the words (clap, stomp, rock)
 - Write the words and check them together with the teacher