**05b – PIL - Vocabulary instruction – Supporting all learners**

TRANSCRIPT

Narrator: We know seeing and understanding what students find easy or challenging is critical for teaching and learning. In fact, it is what you say and do next that has the most impact on a child's learning. This video provides some simple strategies adults can use to support all learners to engage in vocabulary instruction. When teaching vocabulary during shared reading, you might notice that a student does not provide a response when you ask them to describe what the target word means. One way of prompting may be to provide a sentence starter and formulate your response together.

Adult: So, something that is wonderful oh, when it is?

Child: When you're really happy.

Narrator: You can use visual cues to scaffold word learning. These may include actions or gestures to represent the word or drawn or printed materials. If you think the student is developing their understanding of the word but is still having difficulty describing what the word means, you could provide a choice of two responses. One of these will be a correct response.

Adult: So, something wonderful that happens, does it make you feel really happy or does it mean that you don't like it very much?

Child: You're really happy.

Adult: Yeah. It makes you feel really happy.

Narrator: Another scenario you may see is where the student provides an inaccurate example of a word's meaning. They may describe losing their favourite toy and being upset about it as wonderful. You can respond to this by incorporating the meaning of the word and a correct example in your question. This way you are reinforcing the student's learning and supporting their success with the task.

Adult: Now, I want you to think of something that is wonderful.

Child: When I cracked my iPad.

Adult: Remember the word wonderful means it is very good and it makes you feel happy. Like, I think having a birthday party is wonderful. Do you think having a birthday party is wonderful?

Narrator: A student may already be able to provide an accurate example for one of the vocabulary words you are instructing. In this scenario, you can build on this student's spoken language by asking them to explain their reasoning.

Adult: Can you give me an example of something that is wonderful?

Child: My motorbike. We used to drive up the mountain, go back down, and we used to do jumps.

Adult: So, when you get to do jumps on your motorbike, that is wonderful. Why is it wonderful?

Child: Because, it's the feeling of when you go up in the sky. Cause it like tickles your belly.

Adult: Oh, it does. It gives you a rush, doesn't it? And it's really exciting and it makes you feel good. I think doing jumps on your motorbike would be wonderful.

Narrator: Another strategy we could use when the student may already be able to provide an accurate example for the target word is to support the student to understand and interact with related words. You may prompt the student to think of synonyms, words that mean the same things, and antonyms, words that have opposite meanings.

Adult: So what does the word wonderful mean?

Child: When you're really happy.

Adult: Yeah, when something is really good and you are really happy. We talked earlier about having a birthday party is wonderful, isn't it? So, let's think of some more words that mean the same and the opposite of wonderful. So we're going to make a little chart here. I'm going to write the words same.

Child: Not the same.

Adult: And then, yeah, we could say not the same. Another word for that is opposite. Okay, so let's think of another word that might mean the same as wonderful.

Child: Happy.

Adult: Oh, you might feel happy. When we're describing something as wonderful, it's really good. So, let's think of another word that means.

Child: Amazing.

Adult: Amazing. That is a great word. And then we're going to have to think of a word that means the opposite of wonderful. So, if wonderful means it's really good, what would be a word that would be the opposite? I'll write it this time. What about if we had the word horrible. If something is horrible it's definitely the opposite of wonderful. Can we go back to a word that means the same as wonderful? It's really good. What's your word?

Child: Scared.

Adult: Oh you’re scared, hang on. Scared and wonderful. Hang on, I thought wonderful... Remember it means that it's really good and it makes you feel happy. So, can you think of another word that means the same as wonderful. What's your word?

Child: Lovely.

Adult: Lovely, I like that.

Narrator: Remember, there are a range of strategies we can use to support all of our learners to participate in learning tasks or activities.