

**Increasing the Vocabulary Knowledge of Kindergartners in
Economically Disadvantaged Urban Schools**

by

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This action research project was designed to investigate the effect of a vocabulary intervention on the vocabulary knowledge of kindergartners from economically disadvantaged urban communities. The participants were eight African-American kindergarten girls. This intervention was designed to address the features of robust vocabulary instruction which include (a) selecting Tier 2 words, (b) providing student-friendly explanations of the words, (c) contextualizing the words within a read-aloud text, and (d) offering interactive activities that engage students in using the words in multiple contexts. The students of the study completed the pretests, posttests, and delayed posttests on the 16 words selected for instruction. Statistically speaking, there was a significant positive difference in the behavior of all the students pre- and posttest. The analysis of the post-test and the delayed posttest scores revealed that there were no statistically significant differences, indicating the students retained their understanding of the target word meanings. This study provides evidence that young children can learn sophisticated vocabulary if instruction is designed to support them.

Keywords: Kindergarten, Vocabulary instruction, Economically disadvantaged, Urban communities, Urban schools, Urban teaching, Internalize word meaning, Tier 2 words, Teach Tier 2 words, Teach sophisticated vocabulary.

Table of Contents

Preface.....	ix
1.0 Introduction.....	1
2.0 Review of Supporting Scholarship and Professional Knowledge.....	2
2.1 Theoretical Perspectives	2
2.2 Instructional Research	4
3.0 Applied Inquiry Plan	11
3.1 Inquiry Design	11
3.2 Participants	12
3.3 Design.....	12
3.4 Instructional Conditions	13
3.5 Fidelity	14
3.6 Measures.....	15
3.7 Data Collection and Scoring	15
4.0 Findings.....	17
4.1 Pretest/Posttest/ Delayed Posttests Results	17
4.2 Students' Responses to the Lessons	18
4.3 My Learning About Vocabulary Instruction.....	20
4.4 Adjustments	20
4.5 What Worked Well.....	22
4.6 What I Would Change	24
5.0 Discussion.....	26

5.1 Future Steps	29
Appendix A Target Vocabulary Words.....	30
Appendix B Vocabulary Word Definitions	31
Appendix C Vocabulary Intervention Lessons Book 1	32
Appendix D Assessment Items.....	46
Bibliography	50

List of Tables

Table 1 Mean Performance Scores on Vocabulary Assessments	18
Appendix Table 1 Target Vocabulary Words	30

List of Figures

Figure 1 Example of Illustrations for Vocabulary Words	27
Appendix Figure 1 Target Vocabulary Words Definitions Book 1.....	31
Appendix Figure 2 Target Vocabulary Words Book 1 (continued).....	31

Preface

I would like to thank my advisor, Dr. Linda Kucan, for her inspiration, guidance, and critical feedback that gently nudged me to think and write more critically in order to deepen and widen the analysis of my data. It was in her Critical Readings course that I developed an interest in vocabulary instruction, and I will be forever grateful for her knowledge, enthusiasm, and passion for comprehension and vocabulary instruction. I have truly enjoyed working with and learning from her in the past three years.

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1.0 Introduction

As an educator who has taught in urban school districts for several years, I am interested in supporting students' literacy development with a focus on their vocabulary learning. I am particularly interested in the vocabulary development of students in the early grades. I currently teach kindergarten students in an economically disadvantaged community in the mid-Atlantic region. According to DATAUSA, the 2016 median income of this community was \$14,692 (2016). The setting of this inquiry comprised my kindergarten classroom of African-American students, all native English speakers, and all girls.

According to the Reading Systems Framework (Perfetti & Adlof, 2012), vocabulary is the gateway between decoding and comprehension. The National Reading Panel (2000) endorses this perception that a reader's vocabulary knowledge affects their comprehension of text. As I was working with my current students, I reflected on past years working with second- and third-grade students, and found the students who struggled the most with decoding, reading, fluency and, subsequently comprehension, demonstrated limited vocabulary knowledge. I also found the curriculum used in my place of practice recommends various research-based best practices for vocabulary instruction, such as shades of meaning, word sorting, and morpheme matrix, but does not mandate vocabulary instruction within the English language arts (ELA) instructional block.

2.0 Review of Supporting Scholarship and Professional Knowledge

The following questions guided my review of the literature related to vocabulary development and instruction:

1. What theoretical perspectives suggest the importance of vocabulary instruction and the relationship between vocabulary and comprehension?
2. What are the important features of vocabulary instruction established in the literature?
3. What specific kinds of vocabulary interventions are effective in supporting young children's vocabulary development?

2.1 Theoretical Perspectives

Two important theoretical perspectives that have contextualized the importance of vocabulary development are sociocultural theory (Bodrova & Leong, 2007) and the Reading Systems Framework (Perfetti & Adolf, 2012). From a sociocultural perspective, language is a primary tool for thinking (Bodrova & Leong, 2007). Children need access to that tool in order to succeed in school and life. As per Bodrova and Leong (2007), it is through language that our experiences are translated into “internal understandings” (p. 14).

According to Vygotsky, language has “two main functions... a communicative or *cultural tool* [used] for sharing and jointly developing knowledge... [and] as a *psychological tool* for organizing individual thoughts, for reasoning, planning, and reviewing our actions” (Mercer, 2000, p. 10). As a cultural tool, the language that exists within communities provides access to learning

and understanding how community members are connected. These connections are often witnessed through familial, social, and communal interactions such as celebrations and other social gatherings as well as the kinds of dialects spoken in different communities. As a psychological tool, “Vygotsky believed that language plays a greater role in cognition [because it] is an actual mechanism for thinking” (Bodrova & Leong, 2007, p. 14) that is “flexible, innovative, and adaptable to the demands of changing circumstances” (Mercer, 2000, p. 4).

The importance of vocabulary in literacy development is foregrounded in the Reading Systems Framework (Perfetti & Adlof, 2012), where vocabulary knowledge is the gateway between decoding and comprehension. Although children are taught to read by learning how to decode letters into sounds (phonemes), blend those sounds together to make words (morphology), and string these words together to make sentences (syntax) that are then written (orthography), the ability to understand the meaning of those words (semantics) and the various contexts in which the words are used are crucial for comprehension. The Reading Systems Framework emphasizes the importance of a reader’s lexicon or mental dictionary and the specific features of the entries or words that populate that dictionary. Perfetti (2011) specified these features in his Lexical Quality Hypothesis, wherein the features of high-quality lexical entries include the understanding of a word’s *phonology*- pronunciation, *morphology*- units of meaning such as affixes, *semantics*- meaning, *orthography*- spelling, and *syntax*- how a word functions in a sentence, its’ part of speech (Kucan, 2012).

Teachers can support vocabulary development by instructing students in these specific features of words. Research has shown that the way to do this is to enact instructional approaches that can support learning in active and engaging ways. The following sections will describe the

principles for those approaches and provide specific examples of how these principles have been enacted in vocabulary intervention studies.

2.2 Instructional Research

Instructional research related to vocabulary development for young children has focused on approaches to engage students in learning academic vocabulary through interactions around read-alouds. For Beck and her colleagues, academic vocabulary comprises a category they call Tier 2 words. According to Kucan (2012), “they are words that are precise, interesting, and sophisticated, words that mature language users include in their conversation, words that authors include in their stories and articles” (p. 363). Baumann and Graves (2010) refer to such words as general academic words, but their description is the same. Tier 2 and general academic words are the words that students will encounter across diverse contexts that need to be taught from an early age.

There are a growing number of studies that focus on young children's academic vocabulary development, such as Beck and McKeown (2007), Silverman (2007), and Coyne, McCoach, Loftus, Zipoli, and Kapp, (2009), who have examined useful vocabulary instructional methods. Each research team asserts that incidental vocabulary acquisition is inadequate; therefore, in-depth and strategic instruction is required.

Beck and McKeown (2007) developed Rich Vocabulary Instruction in tandem with Text Talk as the vehicle to increase exposure and provide opportunities for teaching Tier 2 words to kindergarten and first-grade students. Text Talk engages students in read-aloud discussions with trade books that include interesting and sophisticated vocabulary. An essential aspect of the Text

Talk approach was the use of vocabulary instruction following reading. The vocabulary words were introduced by the teacher (1) using each word in the story context, (2) providing student-friendly explanations of word meanings, and (3) having students articulate the words. Next, the students were presented with examples using each word in varied contexts. Across the week, the students engaged in a variety of activities to reinforce the meanings of the words and how they were being used.

The results of Rich Instruction through Text Talk were promising because the students who received Rich Instruction demonstrated an increase in their vocabulary knowledge significantly more than their peers in control groups that experienced incidental exposure to the target words (Beck & McKeown, 2007). However, the authors noticed that the kindergartners and first graders did not fully internalize the words and their features such as phonological (sound) and lexical (meaning), for a prolonged time after the initial instruction.

As a result, Beck and McKeown (2007) augmented their Rich Instruction format, titling it More Rich Instruction in a second study that yielded better long-term results. More Rich Instruction enhanced the original format by expanding the instruction from three days to five. Interestingly, the enhancement of instruction came through simplification, beginning with a book talk on the first day to teaching six words over two days, followed by a review of the said words on days four and five (Beck & McKeown, 2007). The posttest included four questions for each word, two required yes or no responses to questions about the definitions of words and two required true or false responses. Examples of the latter questions are, “Would it be extraordinary to see a monkey at the zoo?” and “Would it be extraordinary to see a monkey teaching school?” (p. 262).

As theorized, the students who received More Rich Instruction outperformed students who received regular instruction on pretest to posttest assessments “with gains about twice as large for words given more instruction, in both kindergarten and first grade” (Beck & McKeown, 2007, p. 262).

Similar to Beck and McKeown (2007), Silverman (2007) pursued effective strategies to improve vocabulary instruction by conducting two studies. Her first study examined “the effects of each instructional method on children’s word-learning immediately following the kindergarten intervention. The second study examined these effects 6 months after the end of the intervention, when the children were in first grade” (Silverman, 2007, p. 100). Silverman compared three forms of instruction: (a) contextual, (b) analytical, and (c) anchored (Silverman, 2007). Contextual instruction, as described by Silverman (2007), was influenced by Teale and Martinez (1993) and Dickinson and Smith (1994) and occurred when target words from the text were defined by the teacher, who then encouraged the students to make word-to-self connections, i.e., how they connect the new word to personal experiences. Analytical instruction, according to Silverman (2007), was influenced by Dickinson and Smith (1994) and Beck and McKeown (2001) and occurred when contextual instruction combined with making other connections to new experiences and external incidences, in addition to identifying proper word usage in various contexts. Anchored instruction was also influenced by Beck and McKeown (2001), as well as Juel et al. (2003), who emphasized the importance of the phonological and orthographical aspects of literacy, i.e., the word sounds and its written form (Silverman, 2007).

To ensure fidelity of implementation, Silverman (2007) personally trained each teacher with the assigned method of scripted instruction, answered all questions, and recorded each observation, which was later coded by two raters. Silverman (2007) also pre-assessed children’s

prior vocabulary knowledge and then analyzed the different groups to determine their comparability. She said, “SES and home language are two of the most robust indicators of children’s vocabulary knowledge in the early grades” (p. 104). The pre-assessment did not identify a considerable variance in the results on the picture vocabulary test, nor the oral vocabulary test for any of the conditions, anchored, analytical, or contextual.

The results of the first study indicated that in the picture vocabulary test and the oral vocabulary tests, children in the analytical and anchored conditions outperformed children in the contextual group. Study two was conducted six months after the end of Silverman’s (2007) vocabulary intervention when the children had graduated to first grade. The results revealed that a considerable positive difference between the anchored condition and analytical conditions and the contextual condition. Thus, Silverman’s (2007) findings uphold those of Beck and McKeown (2001) and Dickinson and Smith (1994) [which states] that engaging children in the active analysis of word meanings is more effective in promoting their learning of new words than instruction that merely has children relate words to the context of a story and personal experiences in a less analytical, more context-bound way” (Silverman, 2007, p. 107). The findings also support the research by Beck and McKeown (2001), Juel et al. (2003), and Biemiller and Boote (2006), showing that instruction that is more anchored add attention to the phonological and orthographic properties of words.

Coyne, McCoach, Loftus, Zipoli, and Kapp (2009) adopted different approach by contemplating whether vocabulary instruction should focus on breadth, how many words one knows or depth, the comprehensive knowledge of word meaning in varied contexts.

Considering the limited time available for instruction, teaching for breadth appears to be the route to take, which is a goal of direct instruction (Coyne et al., 2009). The authors note that

embedded vocabulary instruction is designed to provide contextual word definitions during read-aloud is time-efficient; however, embedded instruction limits exposure to new words, limits usage in varied contexts, and reduces opportunities to “actively engage in learning tasks that require them to discriminate, manipulate, and interact with word meanings” (Coyne, McCoach, Loftus, Zipoli, et al., 2009).

In contrast, extended vocabulary instruction emphasizes an in-depth knowledge of words, how they relate when used in wide-ranging contexts, the nuances between word meaning in those contexts, including the variations of those words and their synonyms, as well as the discussions surrounding each aforementioned aspect of word learning (Coyne et al., 2009). Coyne et al. (2009) refer to Nagy (2007) who notes that “there is an implicit hypothesis that extended instruction may lead to greater word consciousness or metalinguistic awareness” (p. 3).

Teachers may be discouraged from utilizing extended vocabulary instruction due to the significant time requirements, which in turn limits the number of words that can be effectively taught, as well as tough decisions on word selection for instruction as noted by Coyne, Simmons, Kame’enui, and Stoolmiller (2004).

With all of this in mind, Coyne et al. (2009) designed their study to compare embedded instruction and incidental exposure.

Coyne et al. (2009) selected nine target words from the fictional text *Goldilocks* by James Marshall (1998). The words selected appeared once in the text positioned near an illustration; the correlating synonyms were thought to be unfamiliar to the students, but the meanings were familiar; and lastly, the students were totally unfamiliar with the target words due to their rarity, which is not suggested by the authors for classroom teachers (Coyne et al., 2009). For example,

the words selected by Coyne et al. (2009) were *weald*, *duvet*, *domicile*, *parlor*, *lass*, *shards*, *torrid*, *fatigued*, and *dismayed*.

Instruction for embedded and extended interventions designed by Coyne and colleagues (2009) included an interactive aspect where students were introduced and required to repeat the target words before listening to the selected text, then raise their hands when they heard the target words during the read aloud. Embedded instruction required they (a) identify the word and reread the corresponding sentence; (b) they were then given a student-friendly definition; (c) this was followed by the sentence reading with the definition instead of the target word; (d) then, the corresponding illustration was revealed; (e) finally, the students repeated the word together (Coyne et al., 2009).

Extended vocabulary instruction includes each aspect of embedded instruction, along with additional activities that require individual and group participation such as (a) exposure to the target word in different contexts in conjunction with the supporting illustration. For example, “other things could also be torrid. If a pan on the stove got very hot, the pan would be torrid. A fire is also torrid, or very hot” (p. 8). Next, the participants (b) answered open-ended questions about the word that provided usage of the word in context, such as “would wood burning in a fire be torrid?” to which they answered with a yes or no response (p. 8). Then, (c) the students had to answer open-ended questions again that included at least two of the three target words in that session; for example, “would you need a duvet if it was torrid in your house?” (Coyne et al., 2009).

The students in the control group were exposed to the targeted vocabulary words incidentally, which means no instruction on or discussion about the target words occurred.

The findings on the multiple measures indicated that extended instruction resulted in more full and refined word knowledge while embedded instruction resulted in partial knowledge of target vocabulary.

Based on the review of the literature, my study design focused and interactive vocabulary intervention, making use of the features known to be effective in supporting student vocabulary learning with Tier 2 words selected from read-aloud texts. The research questions are as follows:

1. Do kindergartners demonstrate the gain in knowledge of target vocabulary as measured by pretest/posttests/delayed posttest measures after participation in a focused and interactive vocabulary intervention?
2. How did the students respond to the lessons?
3. What did I learn about vocabulary instruction as a result of implementing this intervention?

3.0 Applied Inquiry Plan

This action-research project (Buss & Zambo, 2016; Denscombe, 2010) focuses on increasing the vocabulary knowledge of economically disadvantaged urban kindergarten students through focused and interactive vocabulary instruction (Beck & McKeown, 2007; Silverman, 2007; Coyne et al., 2009). Through this method, I hope to increase the depth of word knowledge of kindergarteners reducing the vocabulary gap that generally doubles in the primary grades (Biemiller & Slonim, 2001; Coyne et al., 2009). My inquiry involved the design and enactment of vocabulary intervention and the design and administration of assessments to measure student vocabulary learning.

3.1 Inquiry Design

My inquiry design is grounded in action research. Action research, according to Denscombe (2010), is (a) practical because it addresses the challenges faced in the real world, (b) affects change within places of practice by addressing those challenges through practical measures, (c) is cyclical, in that the changes implemented can and should be reviewed and assessed to determine the next steps toward improvement, and (d) the active participation of practitioners enable researchers to determine the feasibility of the research.

Through my action research, I explored ways of increasing the vocabulary knowledge of kindergarteners that reside in economically disadvantaged urban communities by providing focused and interactive vocabulary instruction and measuring the effects of that instruction.

3.2 Participants

The participants in this inquiry were African-American girls from one kindergarten classroom in an economically disadvantaged urban school on the mid-Atlantic coast. The parents of all the students assigned to the classroom were informed of the study, and their children were invited to participate in the study on the first day of school. Parent letters and consent forms were included in the parent packet distributed on that day and made available to the parents and guardians of all the students enrolled and were assigned to the study classroom prior to the pretest. Only students whose parents or guardians returned the signed consent forms prior to the pretest were included in the study. It should be noted that the community in which the study took place is known to be highly transient. Therefore, all the students that began the study were not included in the final analysis as they relocated during the study, had multiple absences, or missed the post assessment. Eight students completed the pretest and posttest but only 7 completed both the posttest and the delayed posttest.

I served as the teacher in the study.

3.3 Design

This study was a single-site action-research project. The students were taught sophisticated Tier 2 words selected from unit texts via focused and interactive vocabulary instruction. The target vocabulary words were introduced to students prior to the first reading of the text. In subsequent read-aloud sessions, the students had the opportunity to discuss the meanings of the target words in context and use them when responding to the questions asked.

Pretests, posttests, and delayed posttests were administered prior to, immediately afterward, and seven weeks following the posttests, respectively. In so doing, a determination was made through the analysis of the scores if and/or by how much had the students' vocabulary knowledge increased through focused and interactive vocabulary instruction.

I also analyzed my teaching log and reflections to document the student responses to the instruction.

3.4 Instructional Conditions

I designed the vocabulary intervention based on the features of robust vocabulary instruction described by Beck, McKeown, and Kucan (2013). These features include (a) selecting Tier 2 words, (b) providing a student-friendly explanation of the words, (c) contextualizing the words within the read-aloud text, and (d) providing interactive activities that engage students in using the words in multiple contexts.

The vocabulary lessons took place over four instructional days each week, for four weeks. The vocabulary introduction preceded the close reading or read-aloud lesson of the unit text from which the target words were selected. Subsequent vocabulary instruction followed the text-dependent questions (TDQ's) on days two and four and was the sole focus on day three. The instruction began with the introduction of the four target words per text, which were displayed on charts. (See Appendix A.) I pointed to the words, identified them by reading them aloud, and then instructed students to repeat them twice, often three times for those students who were distracted. I shared student-friendly definitions for each word, along with the examples of how the words were used within the unit text and displayed a photographic representation for each word. Day

two began with rereading selected pages of the text that aligned with the TDQs, followed by a reintroduction of the target words and definitions. The students were then encouraged to provide their examples using the selected target words along with a teacher provided sentence stem such as “I can *prevent* _____ by _____.”

On days three and four, focused and interactive vocabulary instruction that was designed to focus students’ attention on the multiple contexts in which the target words could be used. On day three, the students participated in an activity titled *Making Choices*, where they required to determine whether the scenarios presented correctly represented the selected target words. If they agreed, they said the target word, and then stated why it was an accurate representation. For example, “The children looked both ways before crossing the street.” The students responded, “*Obey!* Because they followed the rules to cross the street.” If they disagreed, they were to remain quiet, and say nothing. However, some students said the word anyway; therefore, we, the students and I, adapted the response to a thumbs down in conjunction with the phrase “No ____.” For example, “Does *obey* mean sneaky?” Students responded, “No, obey!” On day four, an activity called *Relating Words* was carried out, where I asked questions, each containing a target word. Students answered each question by giving examples. For instance, “What might you do to *prevent* your pet from getting sick?” Appendix B includes the lesson sequence for the first book.

3.5 Fidelity

This study was intended to support and advance the claims of researchers that focused and interactive vocabulary instruction has the potential to increase vocabulary knowledge of kindergartners in economically disadvantaged urban schools (Beck & McKeown, 2007;

Silverman, 2007; Coyne, McCoach, Loftus, Zipoli, & Kapp, 2009) Therefore, it was vital that instruction was consistent. Hence, during the study, the focused and interactive vocabulary lessons were videotaped and used as documentation and as a reflective tool.

3.6 Measures

The students were assessed on their knowledge of 16 Tier 2 words, which were selected from four of the unit texts. The assessment measured the students' accuracy in identifying the correct use of each target word in its context (two items) and its meaning (two items), for a total of 64 questions. For example, "If your doctor, dentist, school, and recreation center are all close to your home, are they a part of your community?" (Yes), and "Does a clown cling to the balls when he's juggling?" (No).

3.7 Data Collection and Scoring

The data was collected from the pre-, post-, and delayed posttest. I also kept a teaching log to record the observations of each day's lesson and how the students responded.

I administered the pretest orally to the whole class. The post- and delayed posttests were administered in small groups. The students responded to questions about the meanings of words or their appropriateness in scenarios by coloring in a smiley face for YES and a sad face for NO. The pretest was administered the week prior to the intervention over two days. The posttest was administered the week following the final focused and interactive vocabulary instruction lesson.

The delayed posttest was administered in the same manner, approximately seven weeks following the posttest. The same items were used on all forms of the vocabulary assessment, but the order of the items was altered.

In all the tests, four questions were allotted for each of the 16 words (64 items). To earn a point for a word, the students had to answer three of the four questions correctly to demonstrate sufficient depth of word knowledge. Appendix C includes the assessment items.

I also videotaped the lessons and kept a teaching log that documented examples of student responses to the lessons. I analyzed these sources to provide anecdotal evidence of student vocabulary learning.

4.0 Findings

In this section, I present the findings from an analysis of two data sources: (a) pretest/posttest/delayed posttest scores and (b) teaching log and reflections. These data provide evidence to answer my research questions:

1. Do kindergartners demonstrate the gain in knowledge of target vocabulary as measured by pretest/posttests/delayed posttest measures after participation in a focused and interactive vocabulary intervention?
2. How did the students respond to the lessons?
3. What did I learn about vocabulary instruction as a result of implementing this intervention?

4.1 Pretest/Posttest/ Delayed Posttests Results

Each assessment included 64 multiple choice questions, four items per word for 16 words. Students had to get three of the four questions for each word correct in order to earn a point. Thus, 16 was the highest possible score. The results of the paired *t-test* revealed that the average score on the pretest was 6.5 (40.65%) and the average score on the posttest was 11.5 (71.88%). Table 1 displays the results of the paired *t-test*. As shown in Table 1, all the students demonstrated statistically significant positive differences between the pre- and posttest. The analysis of the posttest and the delayed posttest scores revealed that there were no statistically significant differences, which indicated that the students retained their understanding of the target word meanings.

Table 1 Mean Performance Scores on Vocabulary Assessments

	Pretest	Posttest	Delayed Posttest
	M(SD)	M(SD)	M(SD)
Student Sample	6.5 (2.14)	11.5 (3.25)	13.71 (2.29)
(N=8)	(N=8)	(N=8)	(N=7)

Note: All assessments included 64 items

Further analysis was done using a simple item analysis in order to determine which target words were known by the students. A word was considered “known” if the students correctly answered three of the four questions related to the target words on the pre- and posttests. The analysis of the pretest revealed five of the eight students knew only one of the 16 target words, the word *deliver*. In comparison, the posttest revealed that 13 of the target words were known by five or more students. Whereas, the results of the delayed posttest showing that 15 of the 16 target words were known by five or more students. These results reveal that the students retained their newfound vocabulary knowledge.

4.2 Students’ Responses to the Lessons

The students’ responses to the lessons were positive and increased in intensity during the course of the intervention. Their responses ranged from calm where they quietly participated during the first week of instruction to overexcited where they tried to say the definitions with me, tried to anticipate my statements by trying to complete my sentences as I spoke, as well as applauded after every student had shared a response. The girls often tried to find a daily excuse to give me a group hug. For instance, when giving an example of *cling* on week two, day two,

Vanessa said, “I would cling to my teacher because I love her.” As Vanessa hugged me, the others yelled “group hug” as they all proceeded to hug me at once.

Their interest and enthusiasm in learning about the vocabulary words continued throughout the intervention. For example, when I introduced the target word *audience*, “The sentence in the story is, ‘The audience roared,’” many of the students roared like a lion.

I read the definition of *audience*, then stated, “Quickly and quietly, if you’ve been to the movies and you were a member of the audience, raise your hand.” All the students raised their hands. I responded, “Oh, wow! We’ve all been to the movies and been in an audience. And, are you listening to something right now?” After a few seconds, Alaina replied, “Oh, it’s you!” A few others enthusiastically replied “Yes,” and then pretended to throw roses at me.

The girls were very focused on identifying, learning, and demonstrating their understanding of the target words. They began arguing with each other about what the words meant and how they should be used. Other students wanted to explain the target word meaning and its use to the class. For example, Shauna stood next to me, held my hand and said, “I want to talk to the class about *applaud*.” I gave her the go-ahead, “*Applaud* means that you clap for something. I clapped because I watched a movie at the movies.” She had seen *Frozen 2* and had encountered a couple of classmates at the movie theater.

The students’ excitement was often palpable as they asked several questions even after the timer went off to indicate the end of the lesson. I found myself answering those additional questions because the students were truly interested, and some of them perplexed. I felt obligated to provide them with the clarifications they sought. For example, Candice often attempted to respond but seemed unable to make accurate connections. For example, when sharing a time that she would have applauded, Candice began very slowly, “*Applaud* means when you...” but then

trailed into silence. Because the girls were so interested in the words, I answered their questions and clarified their responses during transitions to and from the classroom, during recess, and bathroom breaks, particularly on day three after the Making Choices activity.

4.3 My Learning About Vocabulary Instruction

I found that focused and interactive instruction, along with using the words in daily interactions, increased my students' awareness of the words and how the words could be used. I found that designing the lessons required careful thinking so that the student-friendly definitions and the activities were accessible to students and were meaningful. I also found that I had to spend additional time answering students' many questions or correcting their misunderstandings.

4.4 Adjustments

I had to adjust my instruction to ensure every component of the ELA block was addressed within the allotted time. Hence, I adjusted the number of text-dependent questions asked during close reading to ensure that sufficient time was provided for vocabulary instruction. The activity Making Choices required more time as the students had many questions and clarity was required; therefore, instead of splitting the time between close reading and vocabulary instruction, I focused only on the Making Choices activity. I also had to be more stringent on the number of students I called on to answer the questions and hold those conversations about the words outside our class time, such as while lining up to use the bathroom or during recess duty, lunch duty, or in aftercare.

Other changes in my lesson plans included the introduction and rereading of the target words. The original script, although thorough, felt awkward and I often stumbled over the words. I tended to slip into the rhythm and cadence of my speech pattern when speaking to kindergartners which was repetitive in nature. For example, the original script said, “The first word is *routes*. In the story, I read the sentence “Their delivery *routes* visit homes and businesses” If you walk to school the same way most days, that is the *route* you take to school. A *route* is a path someone usually takes to go somewhere. Say the word with me, *routes*. Again, *routes*.” What is the word that means a path someone usually takes to go somewhere? (*routes*) “Yes, *routes* mean a path someone usually takes to go somewhere.”

My adjustment in introducing and rereading the target words was,

T: The first word is *Route*. What’s the word?

S: “*Route*.”

T: *Route*. In the story, I will read the sentence: “Their delivery *route* visits homes and businesses. So, if you walk to school the same way most days, that is the *route* you take to school. A *route* is a path, someone usually takes to go somewhere.

T: Say the word with me.

All: *Route*.

T: Say it.

S: “*Route*.”

T: Again.

S: *Route*.

T: *Route*. As you can see in the illustration up here (pointing to the chart), there is a path that the train takes every day.

T: What's the word that means a path someone usually takes to go somewhere?

S: *Route*.

T: Yes, *route* is the word that means a path someone usually takes to go somewhere.

Another change was the use of equity sticks. I initially used equity sticks to ensure each student was provided with an opportunity to respond to the questions. However, that strategy lengthened the time of the lesson when the names of students who did not understand how to use the target words were called in succession. By calling on the students who were able to grasp the meaning and apply it to an example, provided opportunities for the others to learn from their peers, sometimes leading to a willingness to try to connect with the target words.

The final change was shifting writing from between close reading and vocabulary instruction to after vocabulary instruction to maintain the connections students made during close reading and transitioning directly into vocabulary instruction.

4.5 What Worked Well

The students had a wide range of abilities, from a student with a developmental delay who mimicked directions and classmates to students with short attention spans who were highly distractible, to a few astute students who were able to immediately process and apply their new knowledge. What worked well was repeating the words and sentences two and three times.

My students were very eager and often after I had read the sentences the first time, they would echo the parts of the sentence that they remembered the second time. Repetition ensured they heard me and also secured the attention of those who may have been distracted. It was also

important for me to review the meanings of the target words prior to each activity and repeat the meaning when asked. I also acknowledged when students used words correctly and restated the meanings of words.

Another approach that worked well was explaining why a sentence was not an accurate representation of a target word. Some students got very confused and mixed up the meanings with different target words or did not understand how to use the words. For example, while conducting the activity Making Choices, the students were given the sentence for the target word *active*, “Baby animals like to run around and play. Active or not active?” Camira responded, “Yes, active.” When asked why she said active, she responded, “I said active because when I go somewhere and I know where I’m going, uhhm, I can easily find the cafeteria.” Two of her classmates corrected her. My explanation of why the sentence was inaccurate was, “That’s a route. Being able to easily find the cafeteria because you know where it is, that’s because you take the same route. Active means if you’re busy doing something or running around and playing.”

Other adjustments that worked well included adding illustrations to represent how the word was used in the text or a different use of the word. The students often looked at the illustrations that I kept posted on the wall, to help them remember the word and its use. They used target words and referenced the illustration. For example, Candice often said, “Ms. McCoy, Jewel is clinging to your leg like the girl is clinging to the tree.”

I also made it a point to revisit the target words after a week of the instruction by briefly pausing when reading the target word in another text. If the students did not realize that I had read one of the target words, I would pause midsentence, which often alerted certain students that I had said a target word causing a kind of chain reaction with other students realizing I had said the word. They then began listening for other target words. At first, we stopped to say the words but

then, we adjusted to a thumbs up so as not to distract from the text that we were reading at the time. The students tended to go off on tangents and bringing them back was challenging because they all wanted to provide examples.

The last adjustment I made was with the administration of the assessment from the whole group to small group and the format of the answer sheet. Due to the age of the students and the varying levels of kindergarten readiness that includes correctly identifying numbers, small-group assessment made monitoring the students and ensuring they filled in the answer sheets correctly more manageable and time-efficient. For example, I was able to quickly make sure that each student pointed to the correct number and fill in a space in that row. Regarding the answer sheet, instead of one sheet with two columns of 16 questions which was overwhelming, I adjusted the answer sheet to one sheet with four columns of eight questions. This layout was received better by the students, as it had a clear marker for each brain break; and they were then able to see their progress through the assessment more clearly.

4.6 What I Would Change

Overall, the structure of the intervention worked well. The main aspect of the vocabulary instruction that I would alter is I would conduct the Making Choices activity over two days to ensure there is enough time to delve deeper into the target word meanings to support student understanding. This will be similar to the strategy used by Beck and McKeown (2007), where they expanded the instructional days for Rich Instruction from three days to five, making it More Rich Instruction, which provided additional time to review the target words and internalize their meanings. Additionally, it reduced the pressure to rush through instruction leaving students with

misunderstandings or going over the allotted instruction time, taking away from other vital instruction.

5.0 Discussion

Although this inquiry documented the vocabulary learning of only eight students, it does provide evidence to support the findings of Beck and McKeown (2007), Silverman (2007), and Coyne and colleagues (2009).

Similar to Beck and McKeown (2007), I used trade books that included interesting and sophisticated vocabulary words. I provided vocabulary instruction following close reading instruction. However, I introduced the target words before rather than after reading. My vocabulary instruction covered a span of four days while Beck and McKeown's More Rich Instructional approach covered five days. Like Beck and McKeown, I used four questions per target word in my assessments. Although this led to my kindergartners being assessed on 64 questions (16 target words, four questions per word) over two days, I wanted to ensure that the students were able to demonstrate their depth of word knowledge.

Parallels also existed between Silverman's (2007) Analytical Instruction and my own intervention. Day two's vocabulary instruction mimicked Silverman's (2007) Analytical Instruction, when the students were asked to make a connection to the target word by giving examples of how they may have or would interact with the word. For example, for the target word bough, Nefertari said, "I could walk and balance on a bough, like that thing you stand on in gymnastics," referring to a balance beam. For the target word swivel, Robyn stated, "I can swivel on a floaty to get back on the floaty cause I was swimming with the floaty." And for the word route, Na'Kayla said, "A route that I would take is to the cafeteria... [I would] go out the door, go down the steps, go down the other stairs, open the door, and go down the stairs until I see the basement. Then I'll go where the table is, I'll go get my lunch, and then I'll go to the table."

Although my intervention did not focus on the orthographical aspects of the target words like Silverman’s Anchored Instruction, I did focus on the phonological aspects, ensuring that the students correctly pronounced the words and used them in their responses to questions, statements, and classroom conversations. An example was when the students gave their responses, I ensured they answered in complete sentences using the target words. For instance, “you can say, a *route* I can take is” Additionally, if the student(s) pronounced the word incorrectly, they were instructed to repeat it correctly after I had modeled the correct pronunciation.

My students also provided evidence of their developing word consciousness, which Coyne and colleagues had emphasized. For example, Leslie told me, “Ms. McCoy, I found a *cling* book!” as she showed me the front cover of Eric Carle’s “*Slowly, Slowly, Slowly,*” *Said the Sloth* (2002). Like Coyne et. al (2009), I also made use of illustrations to support the students’ recognition of word-use in different contexts, although I did not use illustrations from the texts. Figure 1 provides an example.

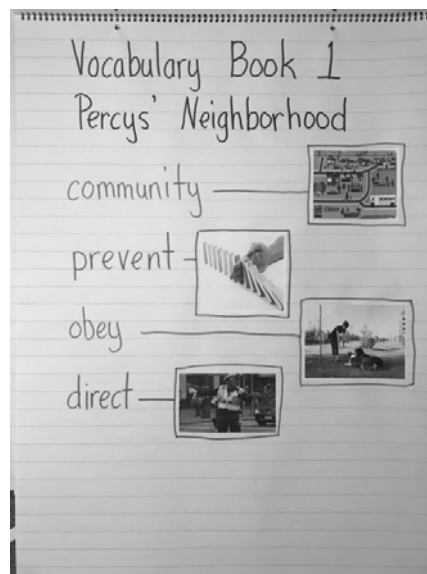


Figure 1 Example of Illustrations for Vocabulary Words

My interactive design differed from Coyne et al. (2009) in that the interactive activities were mostly separate from the close reading, either occurring before reading with the introduction of target words or after reading with the text-dependent questions and the interactive vocabulary activities including Making Choices and Relating Words. This was in an effort to minimize distractions on the other aspects of literacy learning such as comprehension as well as the attention needed to address common core standards such as using the illustrations to better help students understand the text. (CCSS RL.K.7 and RI.K.7)

This being said, the vocabulary instruction in my intervention was similar to the Extended Instruction as described by Coyne and his colleagues. The students had to answer questions in a slightly different format, but the questions were open-ended and elicited supporting details. The questions also asked the students to provide examples of how the target words could be used. For example, for the question, “How can you be active?” Na’Kayla responded, “I can be active by doing the chicken dance,” as she clucked like a chicken and did the chicken dance.

I also got evidence that the vocabulary learning influenced students’ word consciousness. For example, while carrying out a sight word lesson with Vanessa, the script included the comment “When trying to learn a word, I look at it carefully.” Vanessa stated, “I know what *carefully* means, *peer*. Because *peer* means to look at something carefully.” And, Kendra saw the glare of a lamp in an illustration on a computer lesson, which she showed to me and said, “Ms. McCoy, I see the lamp glaring on my computer, see?!” When a new staff person came to get one of the students for tutoring, I told her where to take my student when they were finished. One of the students raised her hand and told me “Ms. McCoy, you directed her.”

5.1 Future Steps

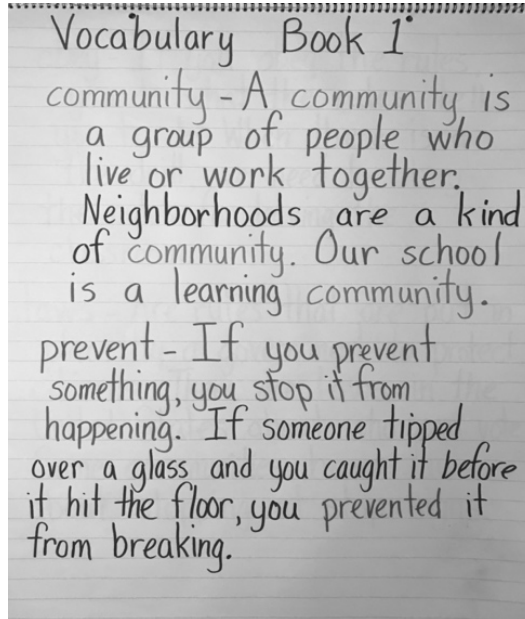
The end of the study was the beginning of the next step of my efforts to continue focused and interactive vocabulary instruction. The process of providing my students with vocabulary knowledge to support their academic success has motivated me to continue with this practice. Additionally, the experience was enjoyable, particularly because of the way the students leaned into the process by asking questions until they understood and tried until they were able to provide accurate responses. The students sought out the target words in their home, community, and school and they were determined to demonstrate what they had learned. The positive results of the assessments also reinforce my intention. I plan on sharing the results of this study with my principal and my school district, which is progressive and regularly seeks current research based on best practices to enhance the level of instruction for all students.

Appendix A Target Vocabulary Words

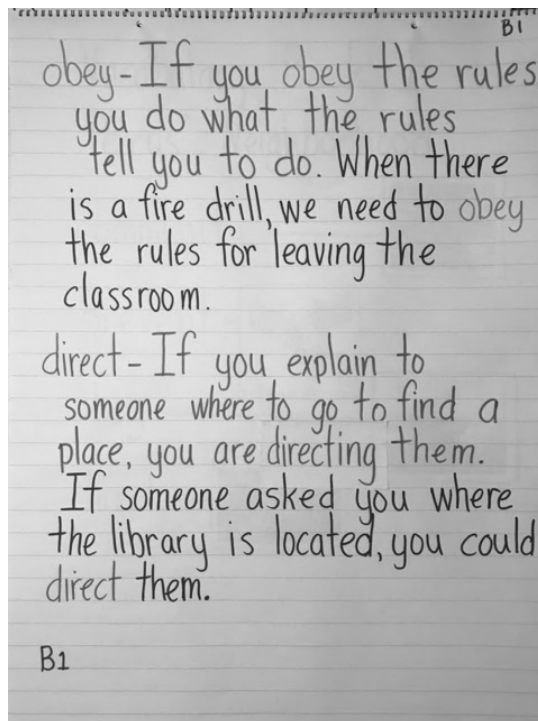
Appendix Table 1 Target Vocabulary Words

prevent	cling	swivel	routes
obey	bough	discover	deliver
direct	glare	audience	active
community	peer	applaud	orderly

Appendix B Vocabulary Word Definitions



Appendix Figure 1 Target Vocabulary Words Definitions Book 1



Appendix Figure 2 Target Vocabulary Words Book 1 (continued)

Appendix C Vocabulary Intervention Lessons Book 1

Vocabulary Intervention Lessons 1-4

Book 1: *Percy's Neighborhood* by Stuart J. Murphy (getepic.com – free online book website for teachers.)

Day 1:

CCSS: (RI.K.10) I can participate in a reading activity and show understanding.

TFQ: Why is it important to have community helpers?

Objective: Students will become familiar with the text.

Today we are starting a new unit about community helpers. The question we are going to focus on is “Why is it important to have community helpers?”

With a quiet show of hands, who can tell me what or who is a community worker?

The teacher will select 2-4 students to share what or who a community worker is using equity sticks. The teacher will record student responses on a KWL chart.

2-4 mins: The teacher will then inquire what students want to know about community workers and record on the KWL chart.

Now that we have shared what we know and want to know about community workers, we are going to read a book, *Percy's neighborhood* by Stuart J. Murphy, which will provide us, give us, more information on community workers.

But first, we will review some vocabulary words from *Percy's Neighborhood*.

Vocabulary Instruction

The teacher will display a chart paper listing Tier 2 vocabulary words.
(kids.wordsmyth.net)

We are going to learn some important words from the book Percy's Neighborhood. Here are the words. The first word is community. The teacher will point to the word community on the chart paper.

In the text, Percy will say "But what's a **community**?" A community is a group of people who live or work together. Neighborhoods are a kind of community. Our school is a learning community.

Pointing to the word *community* on the word chart, "Say the word with me, *community*. Again, *community*."

What is the word that means a group of people who live or work together? (*community*)

Pointing to *community* on the word chart, "Yes, *community* means a group of people who live or work together."

The **next** word is *prevent*. Pointing to *prevent* on the word chart, "this is the word *prevent*." In the text, we will hear the fireman say that they also teach people how to *prevent* fires. If you *prevent* something, you stop it from happening. If someone tipped over a glass and you caught it before it hit the floor, you *prevented* it from breaking.

Pointing to *prevent* on the word chart, "Say the word with me, "*prevent*. Again, *prevent*."

What is the word that means to stop something from happening? (Prevent)
Pointing to *prevent* on the word chart, “Yes, *prevent* means stopping something from happening.

The next word is ***obey***. Pointing to *obey* on the chart, “this is the word *obey*.”

When we read about police officers, we read that they “...make sure that everyone *obeys* the laws of our community.” If you *obey* the rules, you do what the rules tell you to do. When there is a fire drill, we need to *obey* the rules for leaving the classroom.

Pointing to the word *obey* on the chart paper, “Say the word with me, “obey. Again, obey.”

What is the word that means doing what the rules tell you to do? (Obey)

Pointing to *obey* on the word chart, “Yes, *obey* means doing what the rules tell you to do.”

The next word is ***direct***. Pointing to *direct* on the word chart, “This is the word *direct*.”

Officer Ruiz said that she will be at the fun run *directing* traffic. If you explain to someone where to go to find a place, then you are *directing* them. If someone asks you where the library is, you can *direct* them.

Pointing to *direct* on the word chart, “Say the word with me, *direct*. Again, direct.”

What is the word that means explaining to someone how to find a place? (direct).

Pointing to the word *direct* on the word chart, “Yes, *direct* means explaining to someone how to find a place.”

Now, that we have learned what these words mean, let us read *Percy's Neighborhood*. This is our first read to help us become familiar, to get to know the book.

Listen carefully because we will discuss the text, the book, after I finish reading.

The teacher will use the projector to display the book and a pointer so that the students can follow along.

After reading, the students will turn and talk (12 mins) what they have learned about community workers.

The teacher will use equity sticks to select 3-5 students to share what they have learned about community workers and record the responses on the KWL chart.

The teacher and the students will review what we know, wanted to know, and learned about community workers.

Day 2

CCSS: (RI.K.3) I can describe a connection between a person (community worker) and a piece of information (a fact about them).

Objective: Students will learn how to make connections between a person and a piece of information using key details.

Yesterday we read a book about community workers, *Percy's Neighborhood*.

I want three students to tell me some of the community helpers we discussed yesterday.

The students will be selected using equity sticks.

Today we are going to make connections between community workers and what they do.

The author told us about doctors. Why are doctors important to our community? (because they make sure that we are healthy; they make us feel better when we are sick)

We also read about firefighters and police officers.

Turn and Talk: Remember what your partner says so that if you get called on, you can share your partner's answers.

Partner 1 tell your elbow partner what firefighters do to help our community? (Firefighters help the community by putting out fires, teaching people how to be safe, teaching people what to do if their homes are on fire, rescue animals)

Partner 2: tell your elbow partner what police officers do to help our community. (arrest bad guys, direct traffic, ...)

The teacher will use equity sticks to select 2 partner teams to share out.

Librarians are community helpers too. Why are librarians helpful to our community? (Librarians are helpful to our community because they help us find books that we are looking for, they read to us. We have a librarian in our school and she/he lets us borrow books.)

Vocabulary Instruction

The teacher will display a chart paper listing Tier 2 vocabulary words to reintroduce the target words to students. Yesterday, we learned some important words from the book *Percy's Neighborhood*. Let us review the words. The first word is *community*. The teacher will point to the word *community* on the chart paper.

In the text, Percy said, "But what's a **community**?" A community is a group of people who live or work together. Neighborhoods are a kind of *community*. Our school is a learning *community*. Pointing to the word *community* on the word chart, "Say the word with me, *community*. Again, *community*."

Who are people in our *community*? You can start by saying, "A _____ is a person in our *community*" or, "A person in our *community* is _____" (The sentence stem will be posted on the board).

What is the word that means a group of people who live or work together? (*community*) Pointing to *community* on the word chart, "Yes, *community* means a group of people who live or work together."

The next word is **prevent**. Pointing to *prevent* on the word chart, "this is the word *prevent*."

In the text, we heard the fireman say that they also teach people how to *prevent* fires. If you *prevent* something, you stop it from happening. If someone tipped over a glass and you caught it before it hit the floor, you *prevented* it from breaking.

Pointing to *prevent* on the word chart, “Say the word with me, “*prevent*. Again, *prevent*.”
Tell us something you could *prevent*. You can start by saying, “I can *prevent* _____ by
_____” (The sentence stem will be posted on the board).

If students’ examples mimic the example, ask them how they can prevent something from happening differently than the fireman, different than something breaking. Can you give an example of how someone prevented something from happening? If they are still struggling, provide another example such as, “Jayla’s mom prevented her from getting sick by making sure she wore her hat, coat, and gloves on a very cold day.”

What is the word that means to stop something from happening? (Prevent)

Pointing to *prevent* on the word chart, “Yes, *prevent* means stopping something from happening.)

The next word is ***obey***. Pointing to *obey* on the chart, “this is the word *obey*.”

When we read about police officers, we read that they “...make sure that everyone *obeys* the laws of our community.” If you *obey* the rules, you do what the rules tell you to do. When there is a fire drill, we need to *obey* the rules for leaving the classroom.

Pointing to the word *obey* on the chart paper, “Say the word with me, “*obey*. Again, *obey*.”

Tell us a time when you were obedient. A time that you *obeyed*. You can say, “I *obeyed* when I
_____.”

If students’ examples mimic the examples, ask them to think about a time they followed directions? If they are still struggling, provide another example such as, “My mom told me to put my shoes on, so I did” (The sentence stem will be posted on the board).

What is the word that means doing what the rules tell you to do? (*obey*)
Pointing to *obey* on the word chart, “Yes, *obey* means doing what the rules tell you to do.”

The next word is *direct*. Pointing to *direct* on the word chart, “This is the word *direct*.”

Officer Ruiz said that she will be at the fun run *directing* traffic. If you explain to someone where to go to find a place, then you are *directing* them. If someone asked you where the library is, you could *direct* them.

Pointing to *direct* on the word chart, “Say the word with me, “*direct*. Again, *direct*.”
Take 15 seconds to think about *directing* someone. Now tell me, about a time that you *directed* someone.

You can say, “I *directed* _____ when I said _____.” (The sentence frame will be posted on the board.)

If students’ mimic the example, ask them to think about a time they told someone how to find something? If they are still struggling, provide another example such as, “When my sister couldn’t find her shoes, I told her to look under the chair in the corner and she found them.”

Pointing to the word *direct* on the word chart, “Yes, *direct* means explaining to someone how to find a place.”

Day 3

CCSS: (RL.K.7) With prompting and support, I can describe the relationship between the illustrations and the story in which they appear.

TFQ: Why is it important to have community helpers?

Objective: Students will learn to describe how the illustrations help them better understand the story.

Yesterday, we described the connection between a person and what they do.

I would like two students to remind us of a community worker and why they are important to our community. The students will be selected using equity sticks.

Today, we are going to focus on the illustrations, illustrations are pictures in books/texts to help us better understand the text/book.

Let us look at this page. (Doctor's office) Which community helper is Percy visiting? How do you know?

Turn and Talk: Listen carefully to what your partner says so you can share if called on.

Looking at the illustration, how did you know when Percy and his dad were at the library? (Books on the shelves, the picture of the man giving a child a book)

The teacher will select two student pairs to share out using the equity sticks.

At the beginning of the Fun Run, Percy said "All the helpers in our community are here, too." Is Percy correct? And if so, how can you tell?

Vocabulary Instruction

Now, we are going to perform an activity using the vocabulary words that we spoke about the last two days. Today's activity is called 'Making Choices.' We will make choices about each of the words we have learned.

Let us look at our word chart to review our words and their meanings before we begin our activity.

The teacher will point to and read each word and its definition from the word chart. Students will repeat: *community, prevent, obey, direct*

If any of the things I say might be examples of people or places in our *community*, say "___."

Then tell us why? If it is not, then do not say anything.

The Barry Farms Recreation Center. (community, because it is near us)

The National Zoo (nothing).

Matthews Memorial Baptist Church across the street (community, it is right across the street).

The Anacostia train station one block away (community, it is right down the street).

The President of the United States (nothing).

If any of the things I say might be examples of *prevent*, say "prevent." Then tell us why. If it is not, then do not say anything.

The custodian cleans up a puddle of water in the hallway before a student walks through it (prevent).

The crossing guard stops the car so the child can cross the street (prevent).

Thomas bumped the table and knocked down the pencil caddy (nothing).

Kids throw their empty snack bags into the garbage can at the park (prevent).

Christina swiped Carlos' coloring page (nothing).

If any of the things I say might be examples of *obey*, say "obey." If it is not, then say "disobey."

The animal trainer tells the dog to sit and it sits (obey, because it followed directions. It did what it was told).

The kids looked both ways before crossing the street (obey, because they followed the rules to cross the street).

Instead of going to sleep at bedtime as her parents told her to, Michelle played more games on her tablet (disobey because she did not listen to her parents and go to sleep when she was supposed to).

The dogs slept on the couch instead of his doggie bed (disobey because they are not supposed to sleep on the couch or sofa).

If any of the things I say might be examples of *directing*, say "direct." Then tell us why. If it is not, then do not say anything.

What should we eat for breakfast? (nothing)

Walk out of the classroom, make a left, the bathroom is the second door on the right (direct because you told them how to get to the bathroom).

The tv remote is on the stand next to the tv (direct because you told the person where to find the remote).

Vanilla ice-cream is my favorite (nothing).

Day 4

CCSS: (WK.2) I can write an informative/explanatory piece about a topic and facts.

TFQ: Why is it important to have community helpers?

Objective: Students will learn how to write an informative piece about the community using facts from the text.

Who remembers what we discussed yesterday? Using equity sticks, two-three students will be selected to share out.

Yes, we discussed how illustrations help us better understand the story. If no examples or only one example is given, the teacher will select one or two students to share examples.

If the student has difficulty recalling, the student can select a friend to help answer the question.

In this unit, the question we are focusing on is, why is it important to have community helpers?

Let us look at our community helpers' chart that we made over the past few days.

First, we have ____ (examples that students gave on the KWL chart).

We also listed community helpers from Percy's neighborhood: doctors, police officers, firefighters and librarians.

3-4 mins: Turn and talk with your partners about why each of these community helpers is important. You will sit with partners of 3 or 4. The teacher will preselect groups to ensure that the groups are heterogenous.

The students will use the sentence stems to discuss and answer the TDQ using the following sentence stems that will be read and posted on the board:

Community helpers are important because_____.

It is important to have community helpers because _____.

Without community helpers _____.

We are now going to complete the exit ticket at your desks. You will have 10 minutes to complete the exit ticket. How many minutes? (10) First, you will have five minutes to draw your picture. What are you going to do first? (draw picture). How much time do you have to draw your picture? (five minutes).

Next, you are going to have five minutes to write a sentence to match your drawing. What are you going to do next? (write a sentence to match our drawing) How many minutes do you have to write your sentence? (five minutes) Five and five make 10. What does five and five make? (10)

Teacher will circulate to ensure students stay on task and support as needed.

Time checks will be given at 3, 2, and 1 minute to help the girls stay on track.

If needed, an extra two minutes will be given when the first 10 run out.

When it is time to write the sentence, teacher will remind students to sound out the words and write any sounds they hear. Teacher will model, starting with hands together, then slowly pulling them apart to demonstrate stretching a word. For example, stop. Sssstttooopp.

10-12 minutes: The students will complete the Community helpers exit ticket independently. Exit ticket instructions are to *Describe why it's important to have community workers. Draw a picture and a sentence to match.*

Vocabulary Instruction

Now that we have completed our writing assignment, we are going to conduct another activity using our vocabulary words. The name of the activity is **'Relating Words.'** In this activity, I will ask you a question using our vocabulary words and you will give me an example.

First, we are going to review the words and their meanings using our vocabulary word chart: *community, prevent, obey, direct.*

Now, here are my questions. The teacher will select 3 to 4 students using equity sticks. Sentence stems will be placed on the board.

What might you do to *prevent* your pet from getting sick? (I can make sure my pet gets all their shots).

What might you do to show that you are a helpful member of our classroom community? (I can be a helpful member of the community by following our class expectations. I can help my friends clean up their mess).

How might you direct someone to the cafeteria? (I can direct someone to the cafeteria by telling them to make a right out of the classroom...).

Give us an example of you being obedient (I was obedient when I _____).

Appendix D Assessment Items

Day 1

1. If you tell your little brother to turn around and he does, did he swivel? (Yes)
2. If you are searching for something and cannot find it, could you say that you discovered it? (No)
3. Would you call a group of people gathered to listen to music in the park an audience? (Yes)
4. If you blew a big bubble with bubble gum, did you applaud? (No)
5. If the book is stuck to the table, can it swivel? (No)
6. Does discover mean remembering? (No)
7. Does applaud mean to clap for something you like? (Yes)
8. Do people in an audience often have to purchase tickets to see a show? (Yes)
9. Does swivel mean to turn in the other direction? (Yes)
10. You sang a new song for your mom and she clapped, did she applaud? (Yes)
11. When you are alone do you have an audience? (No)
12. Would you expect a huge rock to swivel in a storm? (No)
13. If you were looking at a tv show and you learned that seals can hold their breath for up to two hours, did you discover something? (Yes)
14. Does applaud mean reading a book?' (No)
15. Does audience mean a group of people listening to or watching a play, concert, movie, or parade? (Yes)

16. Does discover mean to find a new treasure? (Yes)

Pause: Take a movement break. Shake it out for 30-60 seconds.

17. Does obey mean to be sneaky? (No)

18. If Jess bumped the shelf as she walked by and a book fell, did she prevent it from falling?
(No)

19. Does directing someone mean telling them how to find a place? (Yes)

20. Does community mean people in a place working together and helping each other out?
(Yes)

21. Does leaving the front gate open mean you tried to prevent the dog from running away?
(No)

22. Could a map help direct people to a place they want to go? (Yes)

23. To get to Walmart, you have to take the train and then a bus. Does that mean that
Walmart is part of your community? (No)

24. If you follow all of the directions to make cupcakes, are you obeying the directions?
(Yes)

25. The sign said, “do not touch the glass,” but the children did anyway. Are they obeying
the sign? (No)

26. Does being part of a community mean you have to travel far to find neighbors? (No)

27. Malcolm stopped moving when he heard someone yell, “Watch out!” Did that person try
to prevent Malcolm from stepping on the frog? (Yes)

28. If your doctor, dentist, school, and recreation center are all close to your home, are they a
part of your community? (Yes)

29. Did the security guard direct the man when he told him which way to get to the office?

(Yes)

30. Does making sure you close your water bottle tightly mean that you are trying to prevent

it from spilling? (Yes)

31. If your sister told you what her favorite color is, did she direct you? (No)

32. Does obey mean to follow the rules? (Yes)

Day 2

1. Does cling mean to hold onto something tightly? (Yes)

2. Does the word bough mean a very large branch? (Yes)

3. If I can look at my little nightlight for a long time, does it glare? (No)

4. Are big branches called boughs? (Yes)

5. Does it mean to peer if you quickly look at something? (No)

6. When the little girl held on tight to her umbrella on a windy day, did she cling to it? (Yes)

7. If you look carefully at a drawing, are you peering at it? (Yes)

8. Could a shiny car glare? (Yes)

9. Would you use the word bough to talk about a river? (No)

10. Would you have to peer to find your thumb? (No)

11. If a lamp light is so bright that it is hard to see would you say that it gives off a glare?

(Yes)

12. What if someone told you that a rose is a bough, would you agree? (No)

13. If the plate slipped out of your hands onto the floor, were you clinging to it? (No)

14. Would there be a glare inside a dark room? (No)

15. Does a clown cling to the balls when he is juggling? (No)

16. Does it mean to peer if you take your time when you look at a painting? (Yes)

Pause: Take a movement break. Shake it out for 30-60 seconds

17. Does route mean to go the same way each time? (Yes)

18. Does deliver mean you tried to surprise your neighbor? (No)

19. Does doing a lot of things mean I am active? (Yes)

20. If all the crayons are on the floor and under the table, is that orderly? (No)

21. What if your cousin threw the ball and it got lost in the bushes, is that a route? (No)

22. Does orderly mean making sure everything is put away neatly? (Yes)

23. Does orderly refer to a room with clothes all over the floor? (No)

24. Would you describe a sleeping person as active? (No)

25. Does route mean figuring out a new way to walk each day? (No)

26. What if a bunch of balloons was sent to your house, would it be delivered? (Yes)

27. I saw the alligator just lying in the water. Is it active? (No)

28. Does a mail carrier deliver the mail? (Yes)

29. If the bus driver starts at the train station, then drives to the church, then to the post office every day, is the driver following a route? (Yes)

30. When all the chairs are pushed in, is it orderly? (Yes)

31. My big sister does a lot of after school sports. Does that mean she's active? (Yes)

32. Does deliver mean to take or carry something somewhere? (Yes)

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