Lunch & Learn

Wondrous Words:
Transforming Read-Alouds into Meaningful Learning Moments

October 1, 2025

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UTHealth Houston

Acknowledgement

VANDERBILT UNIVERSITY

FCRR

FLORIDA CENTER *for* READING RESEARCH

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Speakers

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Read-Alouds Support Young Learners

Meta-analytic research shows read-alouds are effective for monolingual and bilingual children.

Fitton et al., 2018; Mol et al., 2009; Dowdall et al., 2019; U.S. Department of Education, 2007, 2015

Core Components of DT Curriculum

Multiple Evidence-Based Practices

1. Explicit vocabulary instruction

2. Open-ended questions

3. Scaffolded conversations

= Multi-Component or "Complex Intervention"
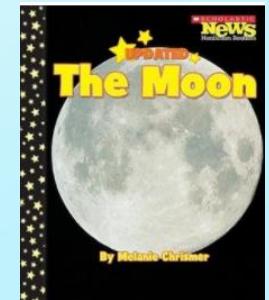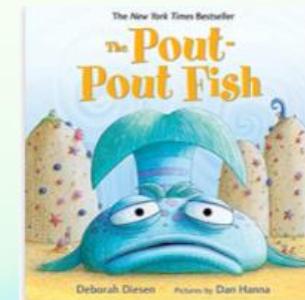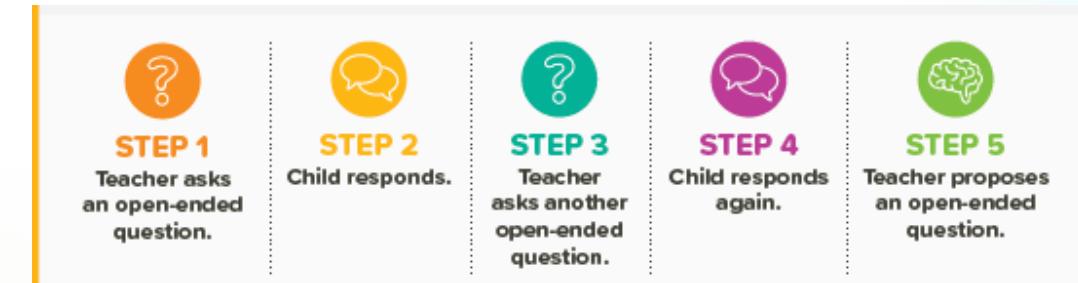
What Do Teachers Need in Curricula?

- **Scripts are common** and effective for child outcomes (e.g., Gonzalez et al., 2024; Pentimonti et al., 2023)

- However, may **de-professionalize** teachers or limit creativity

- Almost **all teachers modify** scripts but can feel restrictive (Pak et al., 2020)

- Adaptive curricula can allow teachers to **tailor to students' needs** (Neuman et al., 2015)

- Adaptive approaches can also **improve local fit** with creative solutions for scaling/sustaining (Kim et al., 2017)

Scripted | Adaptive

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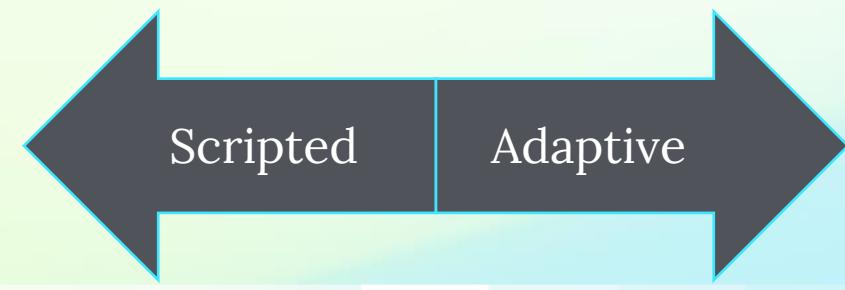
Research Questions: Teacher Outcomes

- How many teachers **preferred** the adaptive versus the scripted curriculum and did their randomly assigned condition match their preference?

- What were the key **reasons** of teachers' preferences for the scripted versus adaptive version?

- Does the **DT Adaptive condition** better support teachers in implementing evidence-based practices when compared to the DT Scripted curriculum condition?

Random Assignment

Scripted | Adaptive

What Did We Do?

Research Study Design

- **Language of Instruction**
  - 39% English only
  - 4 mostly English, some Spanish
    - Pooled as English
  - 11 mostly Spanish (transitional bilingual model)

Teachers/Classrooms

82 Scripted

83 Adaptive

85 Control
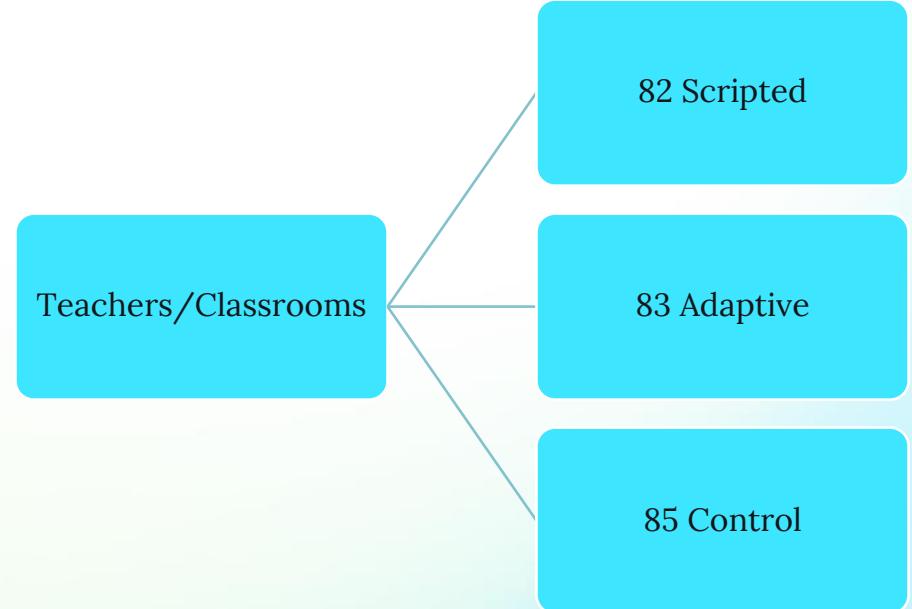
DT Read-Aloud Curricula

- **DT Adaptive Kit**

  20 books and materials
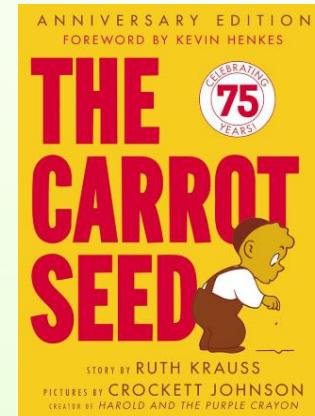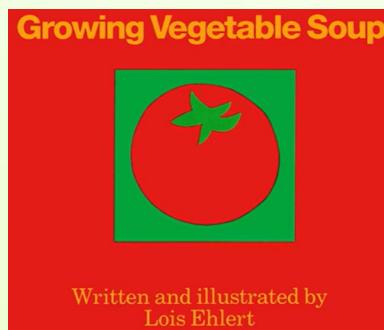
- **DT Scripted Kit**

  20 books and materials
  -$30+ *difference due to more stickers*
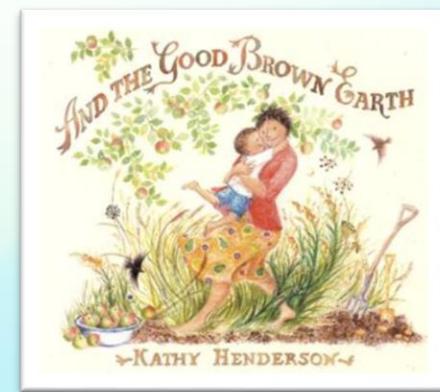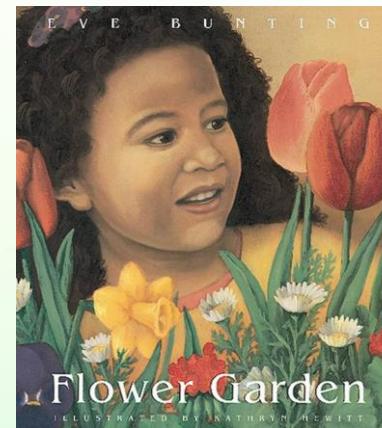
Participant & Sites

- **254 Kindergarten and 1st grade classrooms in the South-Central urban region of the U.S.**
  - Student ages 5 to 7

- 44 public school, 7 public charter and 3 private school classrooms
  - 91.14% of students were eligible for **free or reduced lunch**

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TEACHERS Cohorts 1-4

Initial Randomization	First Stage Intervention	Tailoring Variable: Quality	Second Stage Intervention	Posttest Data

Consented ($n = 327$)

Deemed eligible for participation ($n = 254$) Attrition ($n = 4$)

R

Waitlist Control ($n = 85$) — Attrition = 1 → Waitlist Control → X — $n = 84$

**Developing Talkers Scripted** ($n = 82$)

Transfer EBP?

Yes ($n = 51$) → R — Attrition = 15
- Stay (Scripted) → A — $n = 26$
- **+ Professional Learning Community** → B — $n = 10$

No ($n = 31$) → R — Attrition = 5
- Stay (Scripted) → C — $n = 15$
- **+ Individualized Coaching** → D — $n = 11$

Teacher Inspired ($n = 83$)

Transfer EBP?

Yes ($n = 52$) → R — Attrition = 15
- Stay (Teacher Inspired) → E — $n = 18$
- **+ Professional Learning Community** → F — $n = 19$

No ($n = 31$) → R — Attrition = 4
- Stay (Teacher Inspired) → G — $n = 19$
- **+ Remote Individualized Coaching** → H — $n = 8$

Key Implementation Supports

Stage 1

To use the kit with 22 weeks and books we provided:

- Professional Development Session #1

Adaptive session – 7hrs

Scripted session – 7hrs

- 2 in-class coaching sessions to improve implementation

- Professional Development Session #2

- Text message reminders
  - Optional: Online "hints" for adaptive

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Key Implementation Supports

Stage 2

Depending on the support needed:

- 4 more in-class coaching sessions to improve implementation (model, co-teach, problem solve)

- Professional learning community (social support, digging deeper)

Scripted vs. Adaptive

ADAPTIVE

conversation — LESSON 1 (Scripted)

Tier 1 (Whole Group) - Before Reading

- Children say word: **Say this word after me: "Conversation."**
- Define: **When you have a conversation with someone, you listen and take turns talking with them.**
- Describe picture: **The children in this picture are talking to each other. They are having a conversation.**
- Act it out: **Imagine you and your neighbor are talking about what you both did this morning. Turn to your neighbor and say, "We are having a conversation."**

Preteach today's vocabulary cards, then use the talking points inside the book's front cover.

Tier 2 (Small Group) - Review & Discuss

- Children say word: **Say this word after me: "Conversation."**
- Define: **When you have a conversation with someone, you listen and take turns talking with them.**
- Cloze prompt: **Look at this picture. The children are having a c___ (conversation).**
- Discuss: **Think about some conversations you've had and when they happened. When are good times to have a conversation?**

Dragons Love Tacos by Adam Rubin
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conversation — LESSON (Adaptive)

Tier 1 (Whole Group) - Before Reading

- Children say word: **Say this word after me: "Conversation."**
- Define: _____
_____

- Describe picture: **The children in this picture are talking to each other. They are having a conversation.**
- Act it out: **Imagine you and your neighbor are talking about what you both did this morning. Turn to your neighbor and say, "We are having a conversation."**

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Tier 2 (Small Group) - Review & Discuss

- Children say word: **Say this word after me: "Conversation."**
- Define: _____
_____

- Cloze prompt: **Look at this picture. The children are having a c___ (conversation).**
- Discuss: **Think about some conversations you've had and when they happened. When are good times to have a conversation?**

Dragons Love Tacos by Adam Rubin
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Before Reading

- **Both Treatments**:
  -Explicit vocabulary instruction
  (e.g., child-friendly definitions)
  -Advanced and content-specific words

- **Adaptive only**: Pick 6 from 12 cards

- **Bilingual only**: Spanish vocabulary cards to make direct translation

conversation

coincidence

Multiple Meaning Words

fit

fit
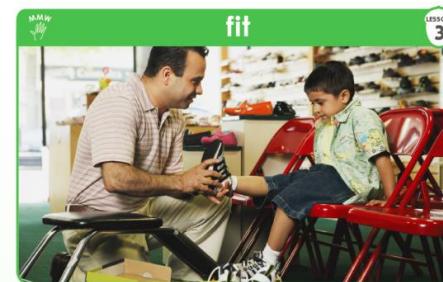
Spanish/English Translations & Cognates

repeat

repetir

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During Reading
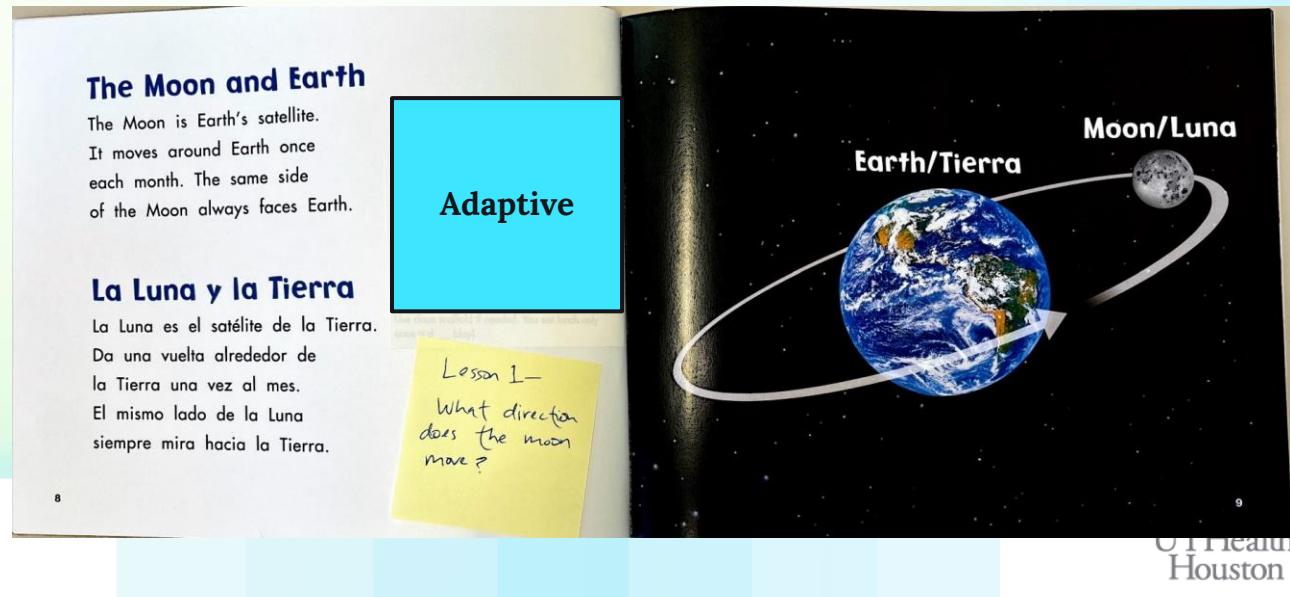
After Reading

	DT Scripted Guiding Question Lesson Guide & Associated Scaffold Guide	DT Adaptive Guiding Question Lesson Template & Associated Scaffold Guide
Unit 5	**Answer Guiding Question** (?) (💬) **How were the children in this book being active?** *Optional Turn & Talk.* Pick 2-3 students with equity sticks. Possible correct answers: • They were playing with a hula hoop. • They rode bicycles. **SCAFFOLD** ⬆ *If correct, scaffold up:* What can you do to be active? ⬇ *If incorrect, scaffold down:* Were the children playing basketball or were they at school? Some of the children were being active by playing b___ (basketball). Give answer. Help student repeat.	**Answer Guiding Question** (?) (💬) _____ _____ _____ *Optional Turn & Talk.* Pick 2-3 students with equity sticks. **SCAFFOLD** ⬆ *If correct, scaffold up:* Ask a *how* or *why* question: ⬇ *If incorrect, scaffold down:* Reduce choices: Fill in the blank: Give answer. Help student repeat.

Gradual Release Model: Adaptive

Week	Book	DT Adaptive Skills
1	Goldiclucks and the Three Bears	Follow the Script
2	If You Bring a Mouse to School	Follow the Script
3	The Kissing Hand	Follow the Script
4	The Way I Feel	Follow the Script
5	Owen	Follow the Script
6	Caring	Follow the Script
7	LLama LLama and the Bully Goat	Select words and write definitions
8	Manners at School	Select words and write definitions
9	Dragons Love Tacos	Select words and write definitions / In-text vocabulary elaborations
10	Healthy Habits	Select words and write definitions / In-text vocabulary elaborations
11	Scaredy Squirrel	Write downward scaffolds
12	Scared Is…	Write downward scaffolds
13	Happy Birthday, Moon	Write upward scaffolds
14	The Moon	Write upward scaffolds
15	Pele, King of Soccer	Write guiding questions / Write upward and downward scaffolds
16	Get Moving	Write guiding questions / Write upward and downward scaffolds
17	Bear Shadows	Write in-text comprehension questions
18	All About Light	Write in-text comprehension questions
19	Extra Yarn	Full lesson (with online hints in protected resources)
20	Have You Filled a Bucket	Full lesson (with online hints in protected resources)
21	The Pout Pout Fish	Full lesson (with online hints in protected resources)
22	I Get Wet	Full lesson (with online hints in protected resources)

Vocabulary Practice

Scaffolding Practice

Open-Ended Questioning

What Did We Find?

RQ1: How many teachers **preferred** the adaptive versus the scripted curriculum? Did their randomly assigned condition **match** their *preference*?

- **Curriculum Assignment and Preference Mismatch**

	Assigned Adaptive	Assigned Scripted
Scripted Preference	39*	51
Adaptive Preference	14	1*

* = indicates mismatch between teacher curriculum preference and random assignment

- During exit interviews, 105 teachers expressed a curriculum preference

- At posttest, the **majority (86%) preferred the scripted curriculum**
  - Misalignment between preferences and randomly assigned conditions for 38% of teachers

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RQ2: What were the key **determinants** of teachers' preferences for the scripted versus adaptive version and did this differ by context?

+1 Script simple, easy to understand and use
n=33

"It was so easy for me to go grab those two cards. Look at it and go...I probably never would have finished the [adaptive] program" (2075)

+1 Script is efficient
n=19

It tells you everything you need to say and how to say it... I don't have to search for definitions of words and make them kid friendly... it's already there." (2044)

+1 Sufficient adaptability of "softly scripted"
n=22

"I adapted it anyway because I added in things from like our reading cirriculum that we needed to hit as well." (2016)

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Unique Themes for Bilingual Teachers

When comparing teachers of mostly English classrooms to those of mostly Spanish classrooms, there were three noteworthy differences in teachers' determinants:

- Barriers in Bilingual Settings
  The **adaptive** version's **instructional planning supports** (lesson hints, coach's planning/feedback) were **viewed as insufficient** more so for Spanish teachers (20.00%) than English teachers (6.98%).

- Facilitators in Bilingual Settings

  Efficiency of the **scripted version** was more salient for Spanish teachers (40.00%) compared to English teachers (23.26%)

Better Quality with Adaptive Curriculum

- At the middle of year, teachers in **both conditions had similar quality.**

- At the end of year, teachers using the **adaptive curriculum had better quality.**
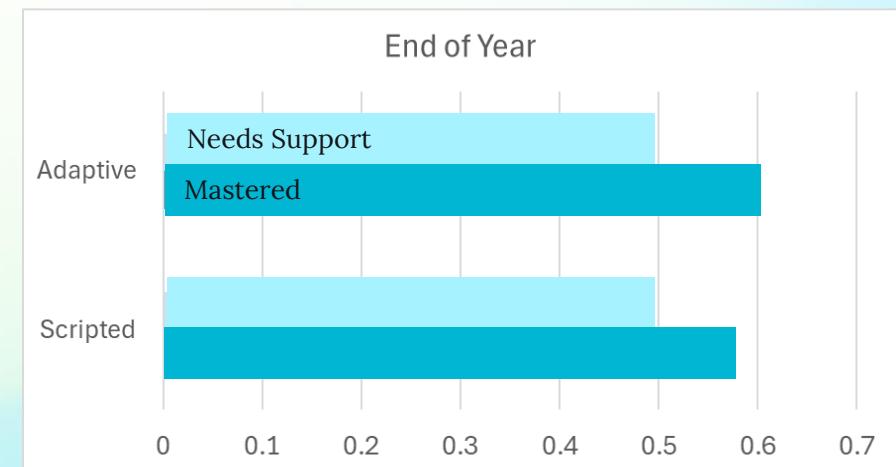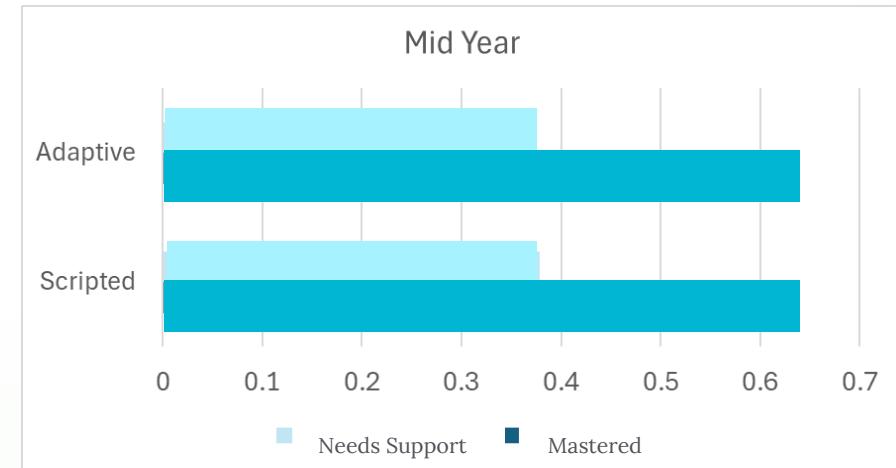
Research Study: Stage 2 Needs
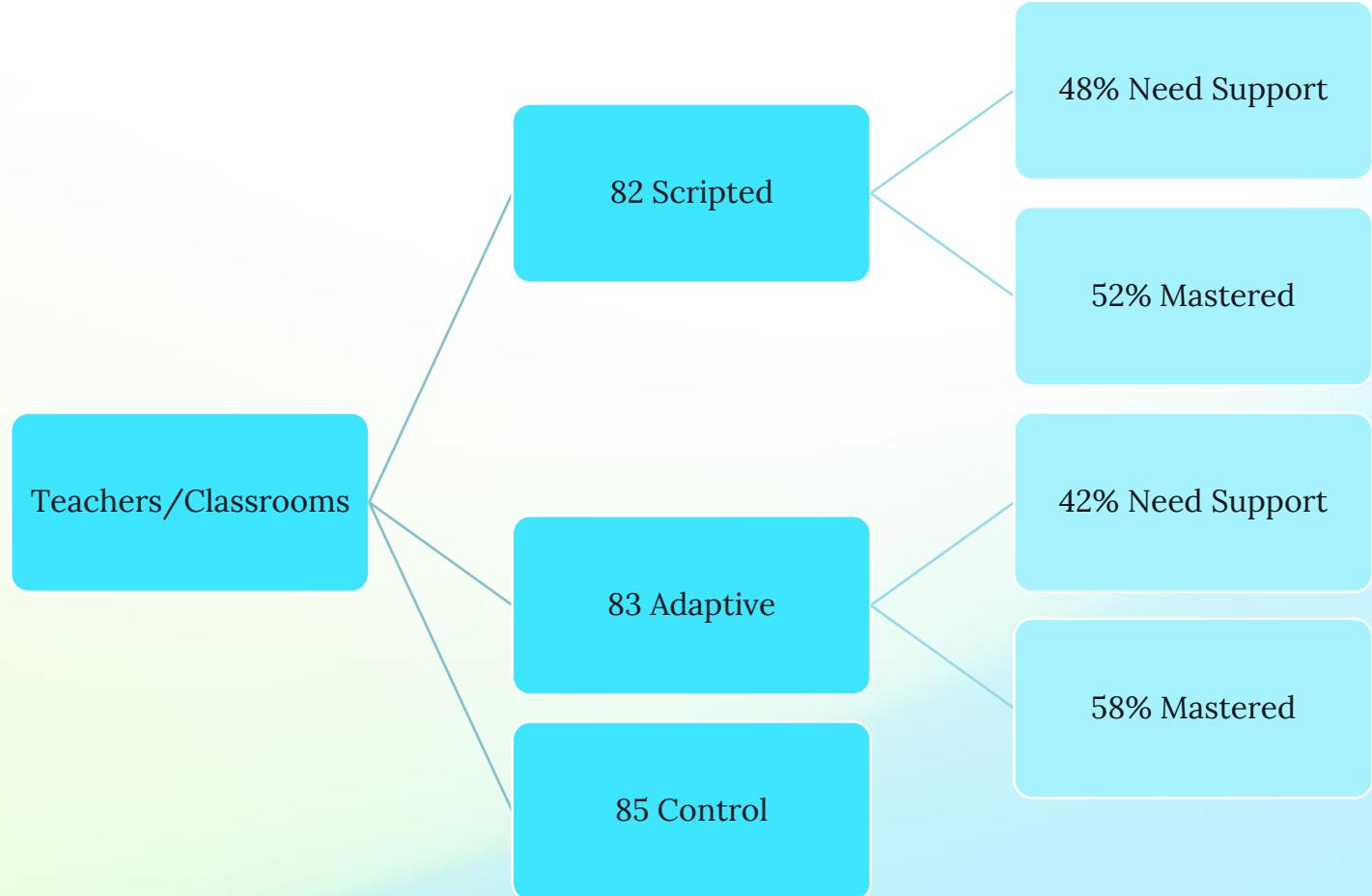
Teacher Growth and Feedback
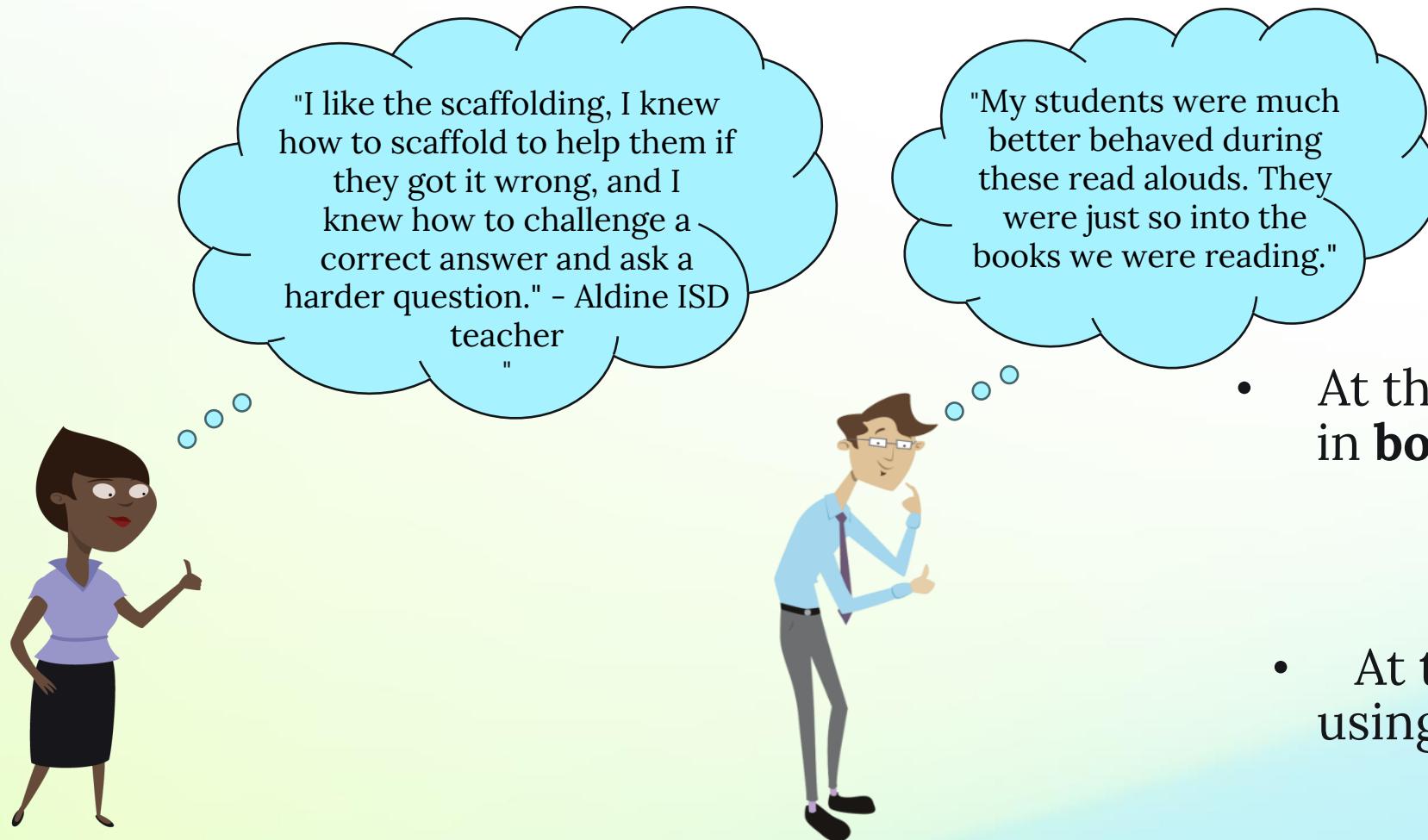
"I like the scaffolding, I knew how to scaffold to help them if they got it wrong, and I knew how to challenge a correct answer and ask a harder question." - Aldine ISD teacher
"

"My students were much better behaved during these read alouds. They were just so into the books we were reading."

- At the middle of year, teachers in **both conditions had similar quality.**

- At the end of year, teachers using the **adaptive curriculum had better quality.**

What Does This Mean?

What Does This Mean?

- Just as it is important to regularly eat healthy foods, it is important to regularly practice writing lessons:

  o Build your fluency in evidence-based teaching strategies

  o Reflect on how to tailor and adapt your curriculum content to fit student needs

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Preliminary Conclusions

Early Childhood Teachers Like Softly Scripted Curricula

- **"Softly" scripted** curriculum was preferred

- **Scripted** took **less time**, which was a key determinant

- **Adaptive** lacked supports bilingual teachers needed (e.g., to craft appropriate questions for EBs)

- However, implementation **was slightly better over time in the adaptive curriculum**

- Almost all teachers **modified the script**

- **Adaptive** did promote reflection on practice and tailoring

- **Adaptive** may have been more supportive if we randomized at the school level and could have had grade level planning teams

Ways to Connect

Michael Mesa

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- Facebook: @ChildrensLearningInstitute

- X: @CLI_UTHealth

- LinkedIn: @cli-at-uthealth

Stay tuned for final results!

How Do Children Learn New Words?

Indirectly

- Engaging in daily oral language interactions

- Adult facilitates multiple-turn conversations with scaffolding and feedback

- Listening to adults read

- Reading extensively

How Do Children Learn New Words?

Directly

- Use a **child-friendly definition** that does not use /contain other complex words.

- Use the word in a meaningful **sentence**.

- **Multiple exposures** to new words.
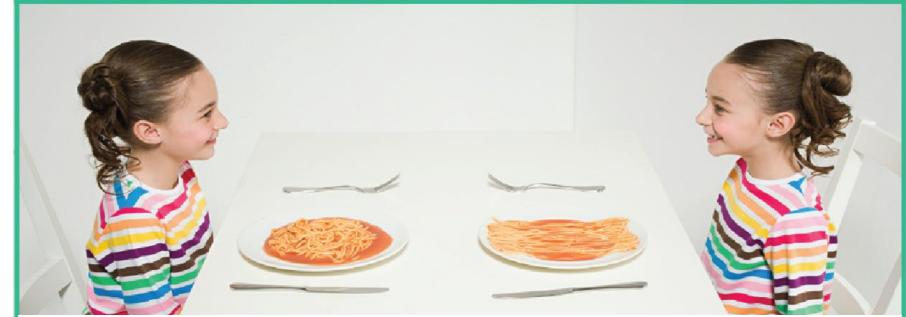
coincidence

When two things are a **coincidence**, they happen at the same time without planning.

Whole Group (Tier 1) - Before Reading

- Children say word: **Say this word after me: "Coincidence."**
- Define: **When two things are a coincidence, they happen at the same time without planning.**
- Describe picture: **It was a coincidence that these sisters put on the same shirt. They <u>didn't</u> plan it!**
- Act it out: **Imagine you got to school and saw your partner wearing the same jacket as you. Turn to your partner and say, "What a coincidence!"**

Challenge children to use the word at any time.

Small Group (Tier 2) - Review & Discuss

- Children say word: **Say this word after me: "Coincidence."**
- Define: **When two things are a coincidence, they happen at the same time without planning.**
- Cloze prompt: **These girls putting on the same shirt was a co___ (coincidence).**
- Discuss: **Tell me about a time two things happened that were a coincidence. What happened?**

Support child in giving you a complete sentence response. Have a back-and-forth conversation.

teaching together

The Pigeon Needs a Bath! by Mo Willems
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Word Consciousness

Children with word consciousness

- are aware of words and interested in what they mean

- pay attention to the words they hear around them, so they learn even more words by themselves, and

- get excited about words!

Circle
Vocabulary Collection

Circle Vocabulary Collection

Logging in to CLI Engage
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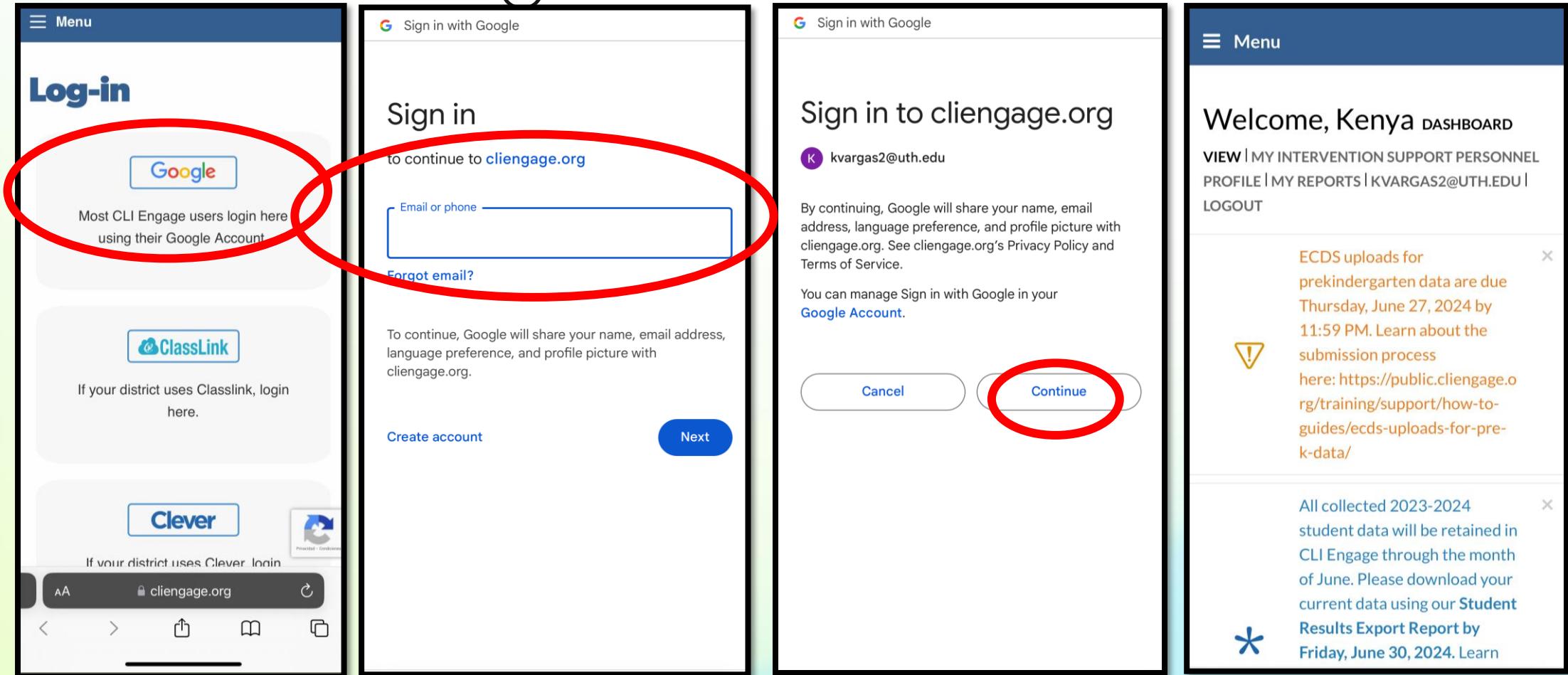
Accessing the Vocabulary Collection
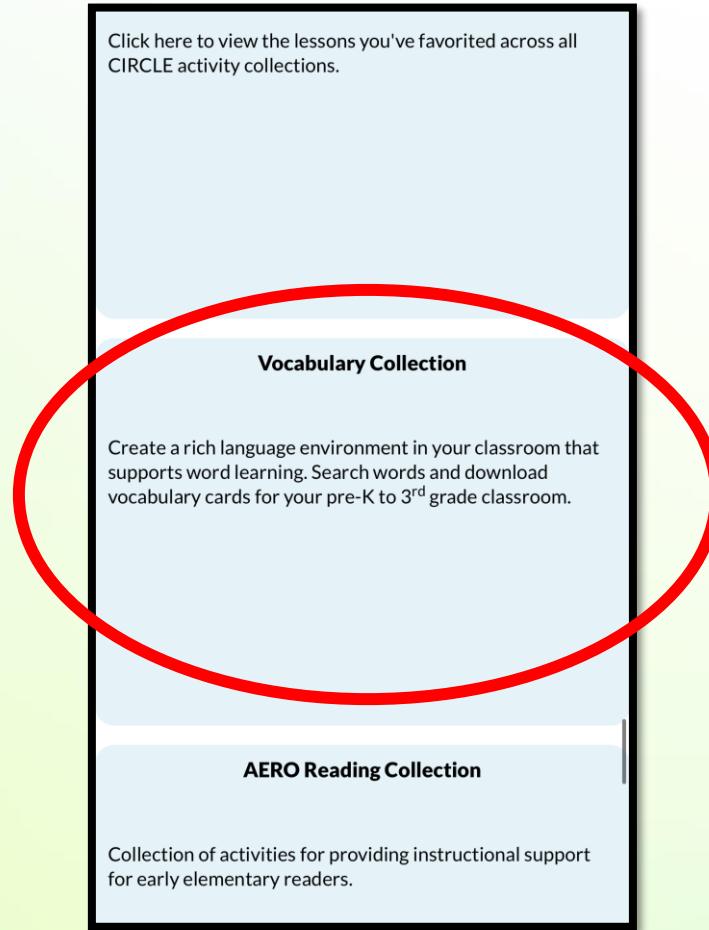
Click here to view the lessons you've favorited across all CIRCLE activity collections.

Vocabulary Collection

Create a rich language environment in your classroom that supports word learning. Search words and download vocabulary cards for your pre-K to 3rd grade classroom.

AERO Reading Collection

Collection of activities for providing instructional support for early elementary readers.
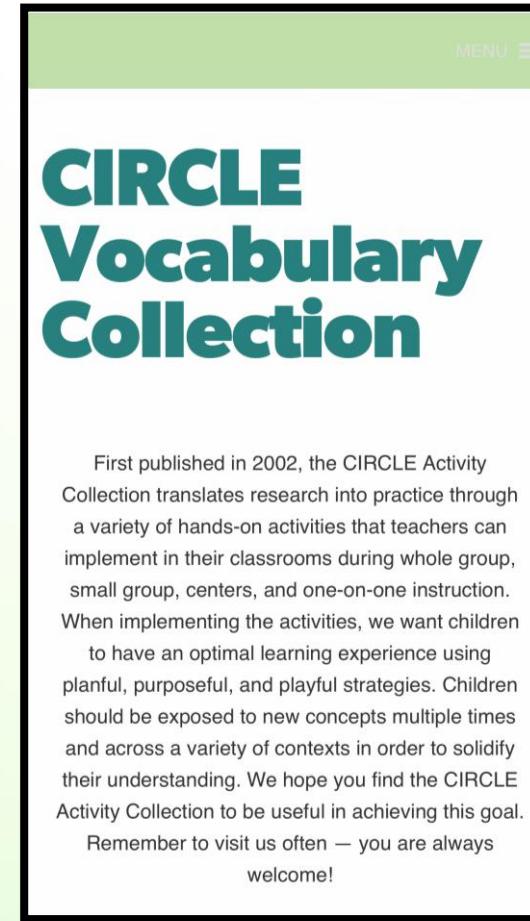
MENU ≡

CIRCLE Vocabulary Collection

First published in 2002, the CIRCLE Activity Collection translates research into practice through a variety of hands-on activities that teachers can implement in their classrooms during whole group, small group, centers, and one-on-one instruction. When implementing the activities, we want children to have an optimal learning experience using planful, purposeful, and playful strategies. Children should be exposed to new concepts multiple times and across a variety of contexts in order to solidify their understanding. We hope you find the CIRCLE Activity Collection to be useful in achieving this goal. Remember to visit us often — you are always welcome!

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Learn more about Vocabulary Collection

Start exploring the CIRCLE Vocabulary Collection!

About CLI Engage

CLI Engage is a comprehensive platform that includes professional development, assessment, and quality improvement for early care and education programs in Texas. **To learn more about CLI Engage, visit cliengage.org.**

About CIRCLE Activity Collection

The CIRCLE Activity Collection includes

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About the Vocabulary Collection

CIRCLE | Vocabulary   Home   **About Vocabulary Collection**   **Find Vocabulary**   **Help Center**   **Dashboard**   **LOGOUT**

About Vocabulary Collection

Build word knowledge by using sophisticated words throughout the day. Define words in ways children can understand, and provide multiple opportunities for students to use new vocabulary.

Improve word learning and build oral language by providing explicit instruction of carefully selected, sophisticated vocabulary words. Sophisticated words meet the following criteria:

- More likely to appear in text than in conversations.
- Important for comprehension of texts.
- Can be used in a variety of contexts or learning domains (high-mileage).
- Provides a more sophisticated way to express words that children already understand.

Examples: clever & complicated

Selecting Words to Teach

When selecting words to explicitly teach, consider following these steps:

Selecting Words to Teach

When selecting words to explicitly teach, consider following these steps:

1. Read the selected text and list all of the words that are potentially unknown, important, or difficult.
2. Cross out words that are not essential for comprehension.
3. Cross out words that can be understood through context.
4. Star the sophisticated (high-mileage) words.
5. Determine which words you will explicitly teach prior to the reading (2-3 words/reading of the text).

The Vocabulary Routine

Use the Vocabulary Routine to explicitly teach selected words prior to reading.

1. **Students repeat.**
   - Having students repeat the word after the teacher says it, establishes a distinct phonological representation of an unfamiliar word.
2. **Define.**
   - Defining a word using a student friendly definition helps students to achieve understanding.
3. **Describe the Picture**
   - Describing the picture on the front of the vocabulary card helps to further clarify the meaning of the word.
4. **Extend ((a) ask a question about the word, (b) challenge students to use the word in a sentence, or (c) if appropriate, encourage students to act out the word's meaning.)**
   - Engaging with the word helps to deepen understanding of the word's meaning and increases retention of word meaning.

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Layout of the Vocabulary Collection

Vocabulary Card PDF

Preparation

- Identify **a set of words** you want to teach in a rich context that supports word learning such as: a unit of study, interactive book reading, hands-on activities, or play-based contexts.
- Click **"Add to My Activities"** and make note of how you will teach the word.
- Materials:
  - Decide if you will show the **digital card** or **print the card** during instruction.
  - You may want to **download** and save the word card.

Vocabulary Instruction

Show the card and follow these steps:

1. Students repeat: **Say this word after me: Clever .**
2. Define: **Someone who is clever is very smart and can understand things or do things fast and easy.**
3. Describe the picture: **This is a picture of Clever** (use the word to describe the image).
4. Extend: (a) ask a **question** about the word, (b) challenge students to **use the word** in a sentence, or (c) if appropriate, encourage students to act out the word's meaning.

Example Books

- *Gentle Giant Octopus* by Karen Wallace
- *One Fine Day* by Nonny Hogrogian
- *The Loudest Roar* by Thomas Taylor

Inferential Questions

You heard the **word Clever .** Tell me about what that word means in this book.

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Vocabulary Cards: Modeling
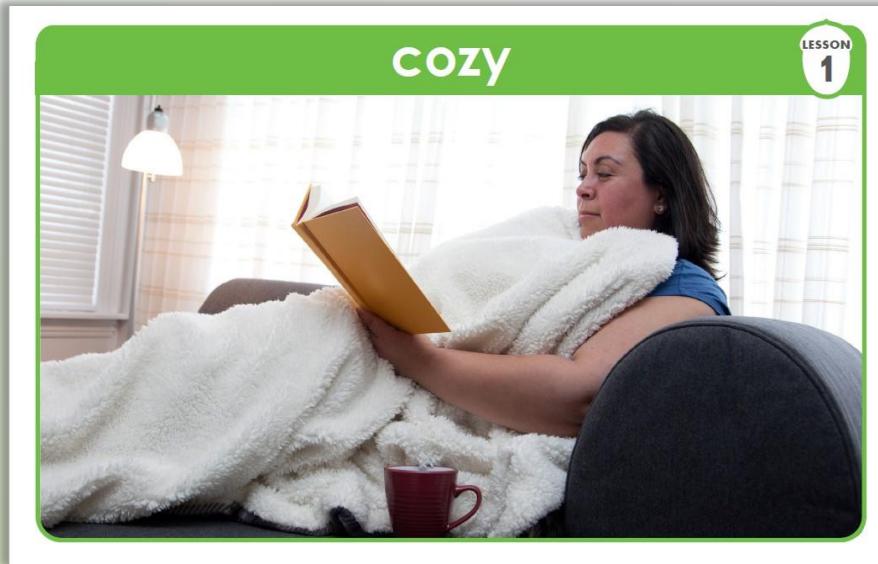
Vocabulary Cards: Practice

With a partner:

- **Take turns** role-playing as the teacher and student as you use the vocabulary cards.

- **Switch roles** and repeat the routine for the **other vocabulary card**.

Vocabulary Cards: Practice

cozy

LESSON 1

Tier 1 (Whole Group) - Before Reading

- Students say word: **Say this word after me: "Cozy."**
- Define: **When you feel cozy, you are warm and comfortable.**
- Describe picture: **This woman is cozy while she reads her book.**
- Act it out: **Imagine you are under a blanket and you have your favorite book. Pretend to read your book and say, "I'm cozy under this blanket."**

Preteach today's vocabulary cards, then use the talking points inside the book's front cover.

Selecting Vocabulary Words for an Interactive Read-Aloud

Which Vocabulary Words Do I Teach?

Basic Words   Common words

- Typically **learned independently** through daily conversations or shared reading
- Examples: *phone, book, mad*

Sophisticated Words   Used in a variety of texts and learning domains

- More **precise or complex form** of a concept
- High mileage because important in school/texts
- Examples: *clever, complicated, frustrated*

Content Based Words   Specific to a learning domain or subject area.

- Important for comprehension of **informational text genres**
- Examples: *nutrients, recycle, ukulele*

Selecting Your Words

1. Read the text and select words that are potentially unknown, important, or difficult.

2. Eliminate words that are not critical for comprehension.

3. Eliminate words that can be understood through context.

4. Star sophisticated (high-mileage) words.

5. Select 2-3 words to teach each time you read the text.

Vocabulary Selection for Read-Alouds
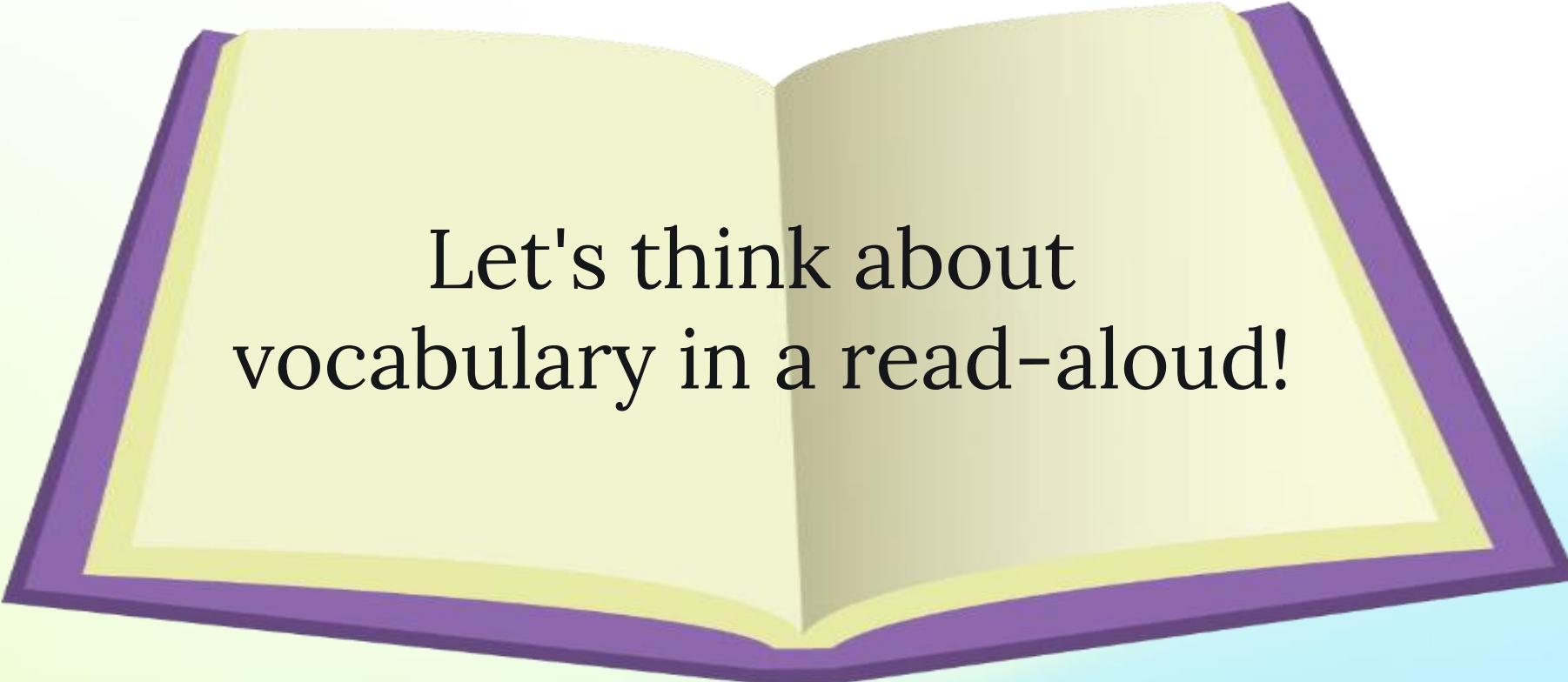
Let's think about vocabulary in a read-aloud!

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The Three Little Pigs

Once upon a time there was an old sow that had three little pigs. As she could not afford to take care of them anymore (as even little pigs eat a lot), one day she sent them out into the world to find their fortunes. The first little pig built his house of straw, while the second little pig built his house with sticks. They finished their houses very quickly, as straw and sticks are light and easy to maneuver. Then they sat down with a cold drink to admire their craftsmanship. The third little pig, however, decided to build his house of bricks. It took a long time since bricks are heavy.

A big, bad wolf saw the first two little pigs enjoying their beverage and thought, "What a juicy, tender meal they will make!" He pounced on the two pigs, but they ran away and hid in their houses. The big, bad wolf went to the first house. He huffed and puffed and blew that flimsy straw house down in minutes. The frightened little pig ran to the second pig's house that was made of sticks, but the big bad wolf followed him. The wolf huffed and puffed and blew that stick house down in hardly any time at all. The two terrified little pigs ran to the third pig's brick house.

The big bad wolf tried to huff and puff and blow the brick house down, but he could not. He huffed and puffed for hours, but the house was very sturdy and didn't budge at all. Finally, the wolf got frustrated and tried to enter through the chimney. He didn't know, however, that the little pigs were boiling soup in the fireplace. The wolf fell in the pumpkin soup and was burned so badly, that he ran away to never return. Unfortunately, the pumpkin soup was ruined (no one likes pumpkin soup with wolf hairs in it), so the three little pigs just had plain crackers for dinner. But since eating plain crackers is far better than being eaten by a wolf, they decided it was a lovely dinner after all.

Vocabulary Selection

- ~~sow~~
- afford ⭐⭐
- ~~fortunes~~
- ~~light~~
- ~~maneuver~~
- admire ⭐
- ~~craftsmanship~~
- ~~beverage~~

- ~~tender~~
- ~~pounced~~
- flimsy ⭐
- frightened ⭐
- ~~hardly~~
- terrified ⭐⭐
- sturdy ⭐⭐
- ~~budge~~

- frustrated ⭐⭐
- ~~enter~~
- ~~chimney~~
- ~~boiling~~
- unfortunately ⭐
- ~~ruined~~
- ~~plain~~
- ~~lovely~~

1. **List** all of the words that are potentially unknown, important, or difficult.
2. **Cross out** words that can be explained through context.
3. **Cross out** words **not essential** to **comprehension**.
4. **Cross out** words not commonly used.
5. **Star** words worth teaching for being academic words and essential to comprehension.
6. **Circle** the final words that will be taught

Vocabulary Selection

Afford, Terrified, Sturdy and Frustrated

Explicit Vocabulary Instruction

1. **Say the word and have students repeat it.**

   - Having students say the word provides a phonological representation for a previously unknown word.

2. **Define the word.**

   - Provide students with a student-friendly definition.

3. **Describe the picture.**

   - Using the word in context with a visual helps to further clarify the definition.

4. **Extend the conversation by having students answer a question about the word, having students use the word in a sentence, or act the word out.**

   - Providing further engagement with the word increases the likelihood the student will retain the words meaning.

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Designing Your Own Card

- Write one selected word above each vocabulary box on the planning form.

- Fill in the blank for students to repeat the word.

Word: Afford

Tier 1 (Whole Group) - Before Reading

- Students say word: **Say this word after me:** "_____Afford_____."

- Define:

- Describe picture:

- Act it out:

What makes a definition "child-friendly"?

- A definition is child-friendly when it has no other sophisticated words in it and yet fully conveys the nuances of the word's meaning in the context of the text.

- Which would you use as the child friendly definition of *afford*?

A When you can afford something, you have a certain amount of something, especially money or time available or to spare.

B When you can afford something, you have enough money to buy it.

Learnersdictionary.com   Kids.wordsmyth.net

Designing Your Own Card

- Write your student friendly definition on your card.

Word: Afford

Tier 1 (Whole Group) - Before Reading

- Students say word: **Say this word after me:** "_____Afford_____."

- Define: Afford means to have enough money to buy something.

- Describe picture:

- Act it out:

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Selecting an Image

- To support the definition, look for a picture that helps to clarify the meaning of the word.

- "Afford" was found on CLI Engage

- If you're drawing your own picture:

Don't worry - your students LOVE any quality of artwork!

afford

When you can **afford** something you have enough money to buy it.

Image Credit 1175692346, Sasithorn Phuapankasemsuk, iStock, Getty Images Plus
© 2020 The University of Texas Health Science Center at Houston. All rights reserved.

Describe the Picture

afford

When you can **afford** something you have enough money to buy it.

Word: Afford

Tier 1 (Whole Group) - Before Reading

- Students say word: **Say this word after me:** "_____Afford_____."

- Define: Afford means to have enough money to buy something.

- Describe picture: This person can afford to pay for dinner.

- Act it out:

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Act It Out

- Write your "act it out sentence."

Word: Afford

Tier 1 (Whole Group) - Before Reading

- Students say word: **Say this word after me: "**_____Afford_____.**"**

- Define: Afford means to have enough money to buy something.

- Describe picture: This person can afford to pay for dinner.

- Act it out: Pretend to hand your friend some money and say, "I can afford to buy this."

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Let's Practice!

With a partner/table:

1. Read your book and choose 2 words you want to teach. (Use the vocabulary selection process)

2. Create a child-friendly definition (Use conversational language with no other difficult words).

3. Find an image.

4. Write an "act it out."

5. Be prepared to share.

Learnersdictionary.com

Kids.wordsmyth.net

Exploring Vocabulary Cards
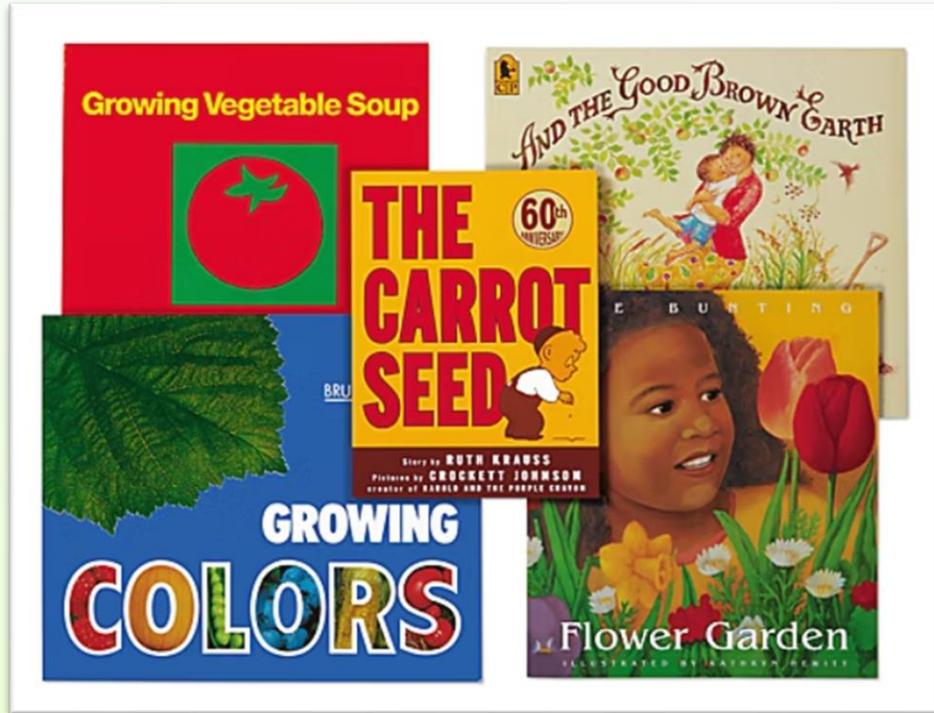
Growing Things Theme Book Library

Now, let's explore vocabulary from the books and words your group may have selected

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Growing Vegetable Soup

Growing Vegetable Soup
Written and illustrated by Lois Ehlert

pick

When you **pick** a fruit or vegetable, you get it by pulling it out.

1. Say this word after me: **Pick**
2. Define: **When you pick a fruit or vegetable, you get it by pulling it out.**
3. Describe: **The girl can pick an apple from the tree.**
4. Act Out: **Pretend you are picking an apple from a tree, say, "I can pick an apple."**

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The Carrot Seed
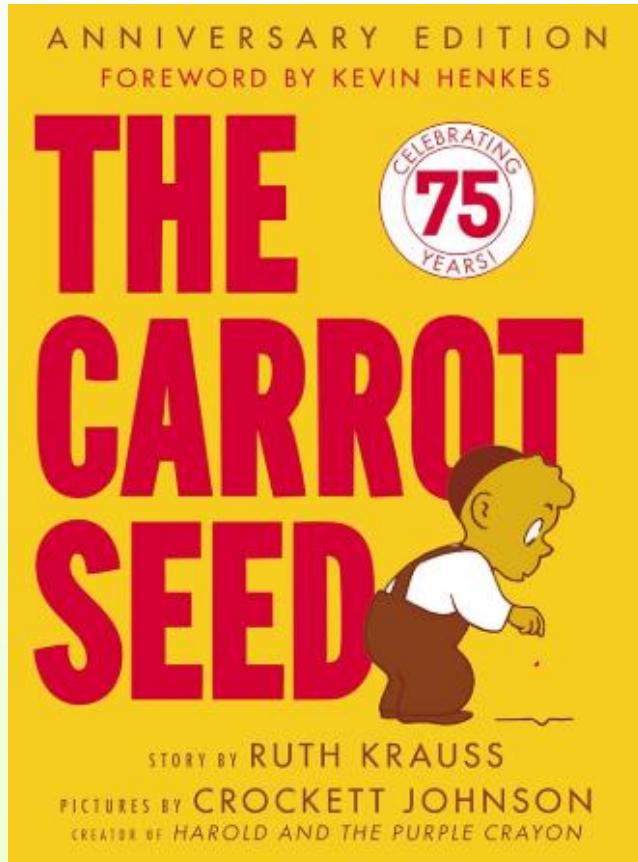
seed — A **seed** is the beginning of a new plant.

1. Say this word after me: **Seed**
2. Define: **A seed is the beginning of a new plant.**
3. Describe: **The boy is holding small seeds.**
4. Act Out: **Pretend you are planting a seed in the ground, say, "I can plant a seed."**

Flower Garden
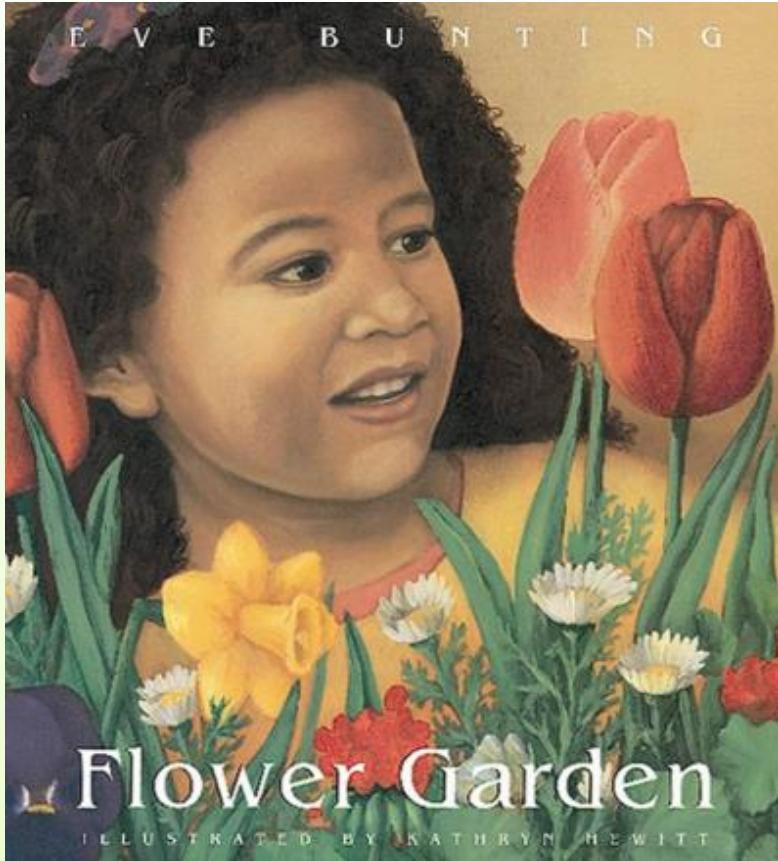
spread

When you **spread** something, you open or stetch it out over a surface.

Image Credit 1133766587, Wavebreakmedia, iStock, Getty Images

1. Say this word after me: **Spread**
2. Define: **When you spread something, you open or stretch it out over a surface.**
3. Describe: **The girl and her dad spread the blanket on the ground.**
4. Act Out: **Pretend you spread a blanket on the ground, say, "I can spread the blanket."**

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And The Good Brown Earth
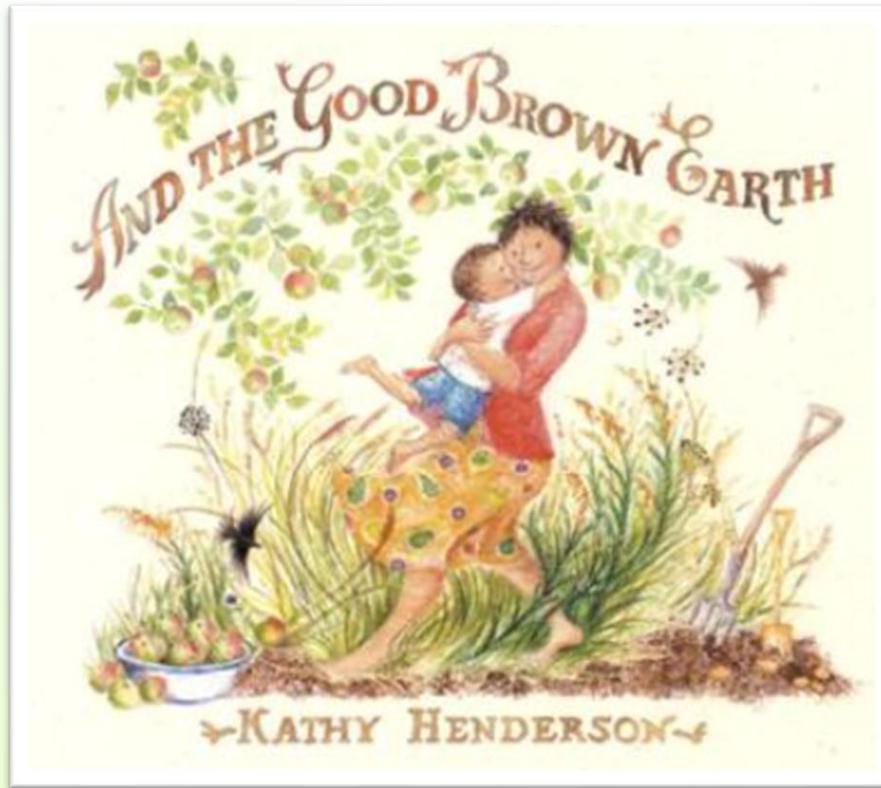
1. Say this word after me: **Ripe**
2. Define: **When a fruit or vegetable is ripe, it is time to pick it because it is ready to eat.**
3. Describe: **The person is picking a ripe pear.**
4. Act Out: **Pretend you are picking a ripe pear from a tree, say, "I am picking this pear because it is ripe and ready to eat."**

Supporting Bilingual Students

- Accelerate **bilingual language acquisition** concepts and academic vocabulary!
  - Introduce the vocabulary word in Spanish first, then English.

- Make **explicit** and **intentional connections** between the languages to help your students learn.

- Using translation equivalents and relevant cognate instruction, teach the **same concepts and vocabulary in English**

Vocabulary Cards In English & Spanish
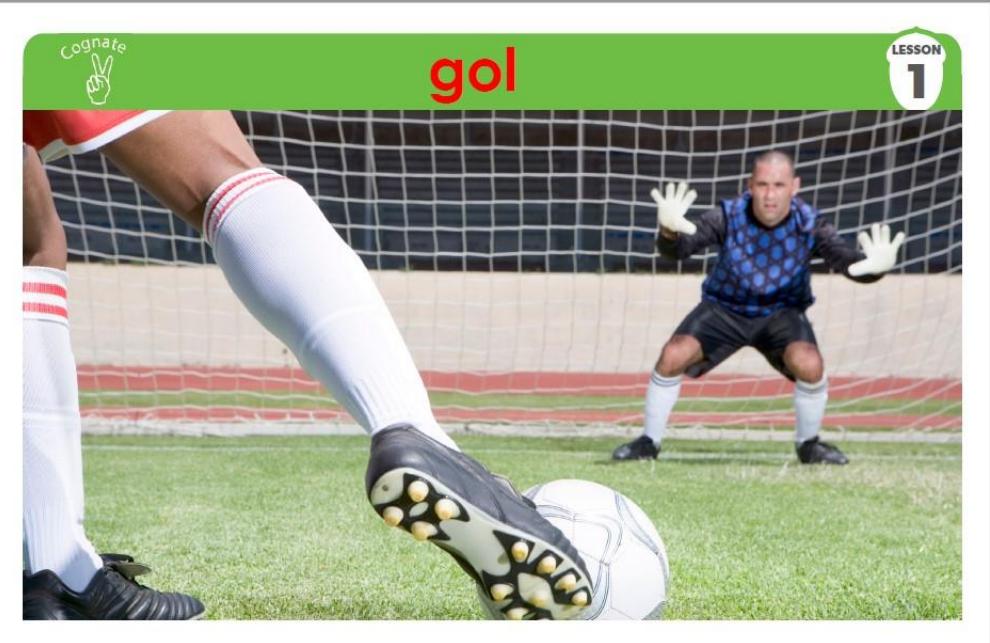
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Ways to Connect

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