

*Thank you*

FOR YOUR  
INTEREST IN  
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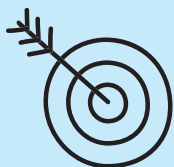
Please enjoy this complimentary excerpt from The Big Book of Tasks for English Language Development, Grades K-8.

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### WHEN YOU MIGHT OFFER IT

When students are ready to say a few words out loud.



### TARGET

Students will be able to repeat after the teacher and identify the correct word and picture.

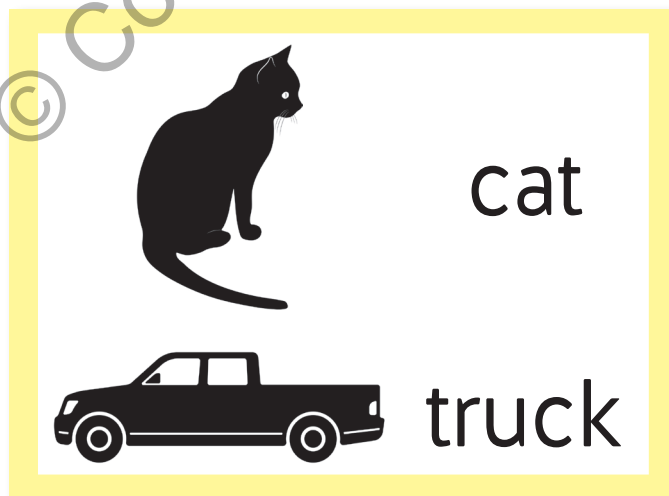
**Developing students' vocabulary** is a daily, all-year affair. Research shows that it helps students to focus on words that are high utility and to cluster conceptually similar words. That's why using word banks is powerful. Word banks help children organize dozens of new vocabulary words into sensible categories. Sometimes your focus will be on "everyday" words students would benefit from knowing, such as *mom*, *table*, *book*. Other days, you stock your word banks with words about various emotions. And word banks can reflect books, concepts, and content you are teaching, of course, too.

### Your Instructional Playbook

**Materials:** Pictures of items and things captured from the Internet and organized on slides, Word cards with pictures (optional), chart paper, pictures printed out (optional).

**Name It:** We are going to learn new words that will help us understand more of what we hear. We will also be able to say more things to express ourselves.

**What You Might Say Next:** "As we learn more words, we can understand more of what everyone is saying, plus we can say more ourselves. I bet there are things you would like to get better at asking for and have more ways to tell how you feel or what you think!"



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**Model/Do Together:** There are various ways you can use pictures to teach words that you will add to a class word bank. No matter what, remember that with students new to English, the idea is for them to learn the label in English of *things they already know about in the world*. Emergent bilinguals do not need to relearn concepts of typical things, items, ideas, and feelings. Following are two different ways you can approach this modeling:

**Picture and say:** Say the word describing a picture you display. Say it again slowly so students can hear the sounds. Invite students to repeat the word and say it with you. Chat about the word and use it in a simple sentence. Invite students to repeat the word on their own. They can also repeat the sentence you say or make up their own sentence. Repeat this process with a new word. Plan to introduce three to four new words at a time.

**Picture, say, and write:** Show students a picture by putting it on a table in a small group. Say the word the picture represents and then write the word on a whiteboard. Ask students to think of a sentence and then write it on the whiteboard for them to see and say aloud with you. (If using a pocket chart, vary steps accordingly.) Continue with additional words. Keep the number of new words introduced to a minimum.

**Conclude activity with a word bank.** Wrap up the activity by adding the words to a word bank (either one that is already on display or a new one). Use chart paper or cardstock; with a thick marker, write the word, and draw or paste a picture beside it. These visual references around the classroom are so beneficial to children acquiring English. Organize words in a word bank around topics or themes like feelings, or household items, or food, parts of the body, adjectives, prepositions, and so on.

## Watch Fors and Work-Arounds

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**Students need additional practice.** Avoid the one-and-done trap! Practice the words introduced often until students are comfortable with the word set, then dive into a new theme or topic of words to explore with students.