

Week 14 - Vocabulary Building



Early Learning Coalition
of Palm Beach County
Ready to Learn. Ready for Life.



| Days | Monday | Tuesday | Wednesday | Thursday | Friday |
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| Lesson for the day | Mystery Object Descriptions | Dramatic Play Vocabulary Boost | Picture Prompt Talks | Opposites Game | New Word Parade |
| Learning Objective | Children build vocabulary by describing objects using rich language. | Children learn new vocabulary through themed dramatic play. | Children expand vocabulary by discussing picture prompts. | Children learn vocabulary by identifying opposites. | Children practice new vocabulary through movement and play. |
| Materials | Mystery bag; familiar classroom objects. | Props for a themed play area (e.g., doctor, restaurant, post office, grocery store, etc.) | Large picture cards or posters. | Opposite picture cards. | Vocabulary cards; music. |
| Step-by-Step Directions | Place an object in the mystery bag. Invite a child to reach in and feel it without looking. Ask them to describe what they feel. Reveal the object and discuss descriptive words. | Introduce the theme and key vocabulary. Model how to use the words in a play. Encourage children to use the new vocabulary. | Show a picture prompt. Ask children what they see. Introduce new vocabulary words. | Show a picture card. Ask children to name the opposite. Match cards together. | Give each child a vocabulary card. Play music and invite children to parade around. Pause music and have each child say their word. |
| Teacher Language Prompts | "What does it feel like? Smooth? Hard? Round?" | "At a restaurant, we use words like menu, order, serve." | "This is a meadow. A meadow is a wide, grassy field." | "If this is hot, what is the opposite?" | "Show us your word and act it out!" |
| Adaptations for Diverse Learners | Provide picture cues; model descriptive words. | Use visual labels; simplify vocabulary. | Provide sentence starters; pair children. | Use fewer pairs; provide choices. | Use picture cues; allow children to echo words. |