

TEACHING NEW VOCABULARY IN THE CLASSROOM

Be ready to define the **meaning** of difficult words by using words that are understood and familiar. Give an example of the word in a sentence about a familiar real life event. Discuss how some words can have different meanings in different contexts, e.g. table or mouse.

Talk about the **meaning** of new words in terms of:

- **Function:** What can we do with it, what does it do?
- **Location:** Where do we find it, or see it?
- **Description:** What does it look like? What are its attributes?
- **Category:**
 - What type of thing is it? (e.g. a tool, furniture, clothing)
 - What else is in the same category?
- **Association:**
 - What does it go with? (hammer with nail)
 - What is the opposite? (sharp/blunt)
 - Think of words with similar meanings (sharp/jagged/pointed)
- **Similarities and differences:** Explain subtleties, e.g. chop vs. dice

Aa Bb Cc
Dd Ee Ff

Be ready to define, draw, demonstrate and give examples to help explain the **meaning**.

Talk about the **form** of the word in terms of:

- What does it **sound** like?
- What letter or sound comes at the **beginning**?
- Is it a **long** or a **short** word?
- How many **syllables**/beats/claps does it have?
- Does it **rhyme** with anything?
- Does it have smaller words within it?



The child should practise saying new words. If this is difficult the word can be broken down into syllables and sounds.

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