

MAKE A PLAN

for rapid acquisition of vocabulary:

(Wishin' and hopin' and dreamin' won't close the gap!)

1. Acquire ____ new words from weekly home *read aloud of a classic book*.
 - STRATEGIES:
 - Put the list on the fridge so ALL family helps (assign words?)
 - Use hands-on, meaningful context so the words “belong” to him permanently (not just short term memory) rather than pictures
 - Choose words that HE is interested in, not words YOU think he *should* know
 - Move quickly through the hierarchy: Input, ck for comprehension, imitation, prompt, use
2. Acquire ____ new words from *daily routines* (meal times, “out the door” routines, prepping for homework routines, etc.) and casual conversation throughout the day that are *synonyms for words he already uses*, i.e., get rid of the “tired words” child is already familiar with!
 - when child uses “my turn,” stop using that tired phrase and say “I’m *next*”
 - when child uses “time to go,” say “time to *leave*”
 - when child uses “line up,” say “*form* a line”
3. Acquire ____ new words from *weekly “topic”* that child is interested in (basketball words, swim team, beach trip, bugs, etc.)
4. If child is in school... acquire ____ new words from *material the child will read in regular ed text books*. These are words the child will need to be familiar with at a conversational level at least one-two full weeks before he is asked to comprehend these words in an academic context, in basal readers or in text books—*This is especially critical for vocabulary the child will be exposed to during” reading lessons”* in school.
 - STRATEGIES:
 - Scan story from reading program he will read in two weeks, pre-teach academic vocab
 - Professionals can make a weekly list from school materials and send the list home or parents can go to school, scan the materials and write the list themselves and send to school.

A list with ALL of the words from EACH of these areas should go out to ALL of the team members EACH week. The list includes a column for each team member’s feedback on use of each word during his/her time with the child.