

# Using Advanced Vocabulary Cards

These cards include technical terminology for botanical leaf shapes, land and water forms, and external anatomy for plants and animals. As such, they are meant to be used after the child has mastered basic vocabulary for the items they encounter everyday (furniture, utensils, clothing, etc.).

## Step 1: Naturally Expose the Children to the New Vocabulary

Before using vocabulary cards themselves, naturally expose the children to new vocabulary by regularly using it in conversations, by noticing the objects when you encounter them in daily life, and by reading books that feature the objects. This is your opportunity to bring the words to life for the child.

## Step 2: Practice the Vocabulary with the 3-Period Lesson

You can bring the entire group of vocabulary cards (e.g., all of the leaf shapes cards) to your work area, but choose a subset of three or four cards that the child has not yet mastered. Place the rest of the cards to the side, face-down or in their container so they are not a visual distraction.

**Period 1:** Touch and name the first card. Say, “*This is* the margin.” Repeat for all.

**Period 2:** Move your hands away and say, “*Show me* the margin.” If s/he cannot or points to the wrong card, simply move back to period 1.

**Period 3:** Point to a card and say, “*What is* this?” If the child does not say the name, simply move back to period 2.

Depending on the child, you may get through all 3 periods in one lesson or you may need to repeat the first two periods over the course of several days before the child is ready to demonstrate mastery in period three. Keep in mind that it is during the second period that most learning takes place. Place your emphasis there.

At any point, read the corresponding book with the child. Your goal is to spark their curiosity and interest in the subject matter.

Once the child knows the vocabulary and they begin reading, introduce the 3-part cards. This allows them to test their knowledge while also practicing independent reading.

The culmination of this work comes with the introduction of the definition cards (see detailed lesson plan on next page).



# Using your Vocabulary & Definition Cards

## I. Naturally Expose the Children to the New Vocabulary

Before using the cards themselves, naturally expose the children to the new vocabulary by regularly using it in conversations, by observing live animals/plants, by reading aloud the corresponding definition books, and by using the corresponding Vocabulary and 3-Part Cards. This is your opportunity to thoroughly internalize the terminology so that you can bring it to life for the child.

## II. Match the Control Cards to the Photos

1. Prepare the materials for the shelf. Your cloth pouches/baskets should include the vocabulary cards, book, and control definition cards.
2. Find a clean workspace that is free from distractions. Place the photo-only cards and the control cards right-side up in front of the child. Place the control book upside-down on the top right corner of the workspace.
3. Pick up the photo cards and lay them out in columns (leaving room for the definition card to the right of each photo).
4. Pick up the control cards and say, "Let's see if we can match these definitions with these photos." Place the control card just to the right of each matching photo. Help them with a few.
5. Say, "Now, let's check and see if we were right!" Open the book up to the corresponding page for the top row photo. If the control card doesn't match, simply pick it up and place it aside to be rematched. Let the child continue with the rest.
6. Rematch any definitions if needed. Guide the child to recheck using the definition book.
7. Demonstrate how to carefully clean up the work and inspire them to repeat it or extend it by making their own materials.

## III. Match the Terms and Full Definitions to the Photos

1. Prepare the materials for the shelf to include the vocabulary cards, book, definition word cards, and definition cards.
2. Repeat as above but instead of using the control cards, begin by matching the term cards to the photos. Then, match the definition cards to the photos. Let the child use the book to check his/her work without any help.

## IV. Match the Terms and First- and Second-Halves of the Definitions to the Photos

1. Prepare the materials for the shelf to include the vocabulary cards, book, definition word cards, first-half definition cards, and second-half definition cards.
2. Repeat as above but use the term cards, first-half definition cards, and second-half definition cards. Match the terms to the photos first. Then the first-half of the definitions followed by the second-half of the definitions. Use the book to check work independently.

*Lesson 2: Match photos with definition control cards. Use the book to check work.*

**The tree**  
is a woody plant that lives for many years. It has a trunk, branches, leaves, and roots. It began life as a seed.

**The branches**  
are stems that connect the leaves with the trunk. They transport sugar, minerals, and water throughout the tree.

**The leaves**  
are connected to the branches. They make the plant's food. They are also called foliage.

**The roots**  
are at the base of the trunk. They anchor the tree in the soil and absorb water and minerals. They tend to grow in a wide, shallow spread.

**The trunk**  
is a stem that connects the roots and the branches. Its inner bark and wood carry sap throughout the tree. The outer bark protects it.

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is a stem that connects the roots and the branches. Its inner bark and wood carry sap throughout the tree. The outer bark protects it.

*Lesson 3: Match photos with the terms & definitions. Use the book to check work.*

**The tree**  
is a woody plant that lives for many years. It has a trunk, branches, leaves, and roots. It began life as a seed.

**The branches**  
are stems that connect the leaves with the trunk. They transport sugar, minerals, and water throughout the tree.

**The leaves**  
are connected to the branches. They make the plant's food. They are also called foliage.

**The roots**  
are at the base of the trunk. They anchor the tree in the soil and absorb water and minerals. They tend to grow in a wide, shallow spread.

**The trunk**  
is a stem that connects the roots and the branches. Its inner bark and wood carry sap throughout the tree. The outer bark protects it.

**The leaves**  
are connected to the branches. They make the plant's food. They are also called foliage.

**The roots**  
are at the base of the trunk. They anchor the tree in the soil and absorb water and minerals. They tend to grow in a wide, shallow spread.

**The trunk**  
is a stem that connects the roots and the branches. Its inner bark and wood carry sap throughout the tree. The outer bark protects it.

**The leaves**  
are connected to the branches. They make the plant's food. They are also called foliage.

*Lesson 4: Match photos with the terms and both definition cards. Use the book to check work independently.*

**The tree**  
is a woody plant that lives for many years. It has a trunk, branches, leaves, and roots. It began life as a seed.

**The branches**  
are stems that connect the leaves with the trunk. They transport sugar, minerals, and water throughout the tree.

**The leaves**  
are connected to the branches. They make the plant's food. They are also called foliage.

**The roots**  
are at the base of the trunk. They anchor the tree in the soil and absorb water and minerals. They tend to grow in a wide, shallow spread.

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