



FRONT PORCH SERIES BROADCAST CALLS

Teaching New Words: Embedding Vocabulary Instruction in Storybooks

Elizabeth Spencer, Dr. Howard Goldstein
Ohio State University



Monday, May 21, 2012, 1:00 – 1:45 p.m. EDT (10:00 – 10:45 a.m. PDT)

Join NCQTL for the next installment of the Front Porch Series, *Teaching New Words: Embedding Vocabulary Instruction in Storybooks*. Dr. Gail Joseph will moderate the call and Elizabeth Spencer and Dr. Howard Goldstein will provide recommendations to guide practitioners in the selection of useful and teachable vocabulary targets. We will present a framework for the design of explicit instruction and provide suggestions for differentiating instruction for individual children. Sample lessons and activities are included.

Join us for this engaging Broadcast Call. Space is limited.

Reserve your Webinar seat now at: <https://www3.gotomeeting.com/register/817943126>

Elizabeth Spencer, CCC-SLP, is a research scientist at the Schoenbaum Family Center at The Ohio State University. Dr. Spencer received her PhD in Speech-Language Pathology in 2009 from Vanderbilt University. Her research has focused on language and literacy in children with oral language difficulties with a particular interest in vocabulary intervention for preschool children.

Dr. Howard Goldstein is Research Director of the Schoenbaum Family Center and Professor in the Department of Human Development and Family Sciences at The Ohio State University. Goldstein received his PhD in 1980 from Peabody College of Vanderbilt University. His contributions have been recognized as a Fellow of the American Speech-Language-Hearing Association. His research interests include early intervention and the development of instructional approaches for teaching generalized language and social skills to children with developmental disabilities and for enhancing vocabulary development in students in high poverty schools. He is a nationally known scholar for his work and research in the field of child language intervention.

Top 5 Questions:

1. Why should vocabulary instruction be explicit?
2. Can children learn new words without being taught them?
3. How do I choose words to teach?
4. Will teaching vocabulary during storybook reading take away from the story?
5. How can I teach vocabulary to students with very limited language skills?

Accompanying Article:

Spencer, E., Goldstein, H., & Kaminski, R. (2012). Teaching vocabulary in storybooks: Embedding explicit vocabulary instruction for young children. *Young Exceptional Children*, 15, 18-32.



This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.