



# UM-Ready to Learn World of Words Vocabulary Curriculum

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# Logic Model

(see handout)

Program Components

Proximal Outcomes

Increased teacher, child talk

Improved L/L environment

Intermediate Outcomes

Increased categorical knowledge

Increased receptive & expressive vocabulary

Distal Outcomes

Improved growth trajectories

Vocabulary, phonological awareness





# Lesson Design

(see handout)

## Step 1: Get Set

Define category, introduce prototype

## Step 2: Give Meaning

Learn new in-category items

## Step 3: Build Bridges

Compare in- and out-category items

## Step 4: Step Back

Discuss “challenge” items

# Teacher Lesson Resource: At a Glance



Learning Objectives



Vocabulary



In-category words, descriptive words,  
out-category words, challenge words



Lesson Resources



Lesson plan, video clips, book, picture  
cards, puppet



# Curriculum Overview

- ◇ Tuning In & Content Video
- ◇ Teacher-Student Dialogue
- ◇ Book Reading
- ◇ Picture Cards
- ◇ Time for a Challenge
- ◇ Extension Activities

# Sesame Workshop Video Content



Lessons always begin with a Tuning In clip, which illustrates a selected phonological awareness skill or letter sound and gives children an opportunity to practice with their teacher.



Video clips also highlight key concepts and vocabulary. Teachers and children co-view each video segment, engaging in discussion about what they saw and heard in the video.



# Teacher- Student Dialogue



Teachers and students practice words and concepts together, using physical and verbal cues to help children develop listening and speaking skills. Above, a teacher leads her children in a choral response exercise.



Not all WOW time is about listening, though! Above, a teacher's class is learning about exercise and how it makes your body feel. How long before they can't jump anymore?

# WOW Books



Each day teachers read part of the specially developed book with their children, making connections between book content, ideas from the video, and children's personal experiences.





Children receive take-home books to color and read with their parents. This is an important component of the WOW curriculum, as it extends children's learning time into the home environment and encourages parents to build on what children are learning at school.



# Picture Cards



Picture cards help children learn ways to categorize their new knowledge and group new words. Sorting cards created a number of unique opportunities for children to use their new words and concepts during circle time and free play.



Teachers often used picture cards as a way to give each child an opportunity to say what they had learned and to practice sorting.

This provided teachers a way to assess children's progress, and promoted the engagement and inclusion of all children.



# Time for a Challenge...



The snake in the middle represents a “challenge” word. Children debated whether a snake could be a pet, based on the concepts they learned defining what a pet is.





# Extension Activities

- ◇ Tactile
- ◇ Texts & Pictures
- ◇ Pretend Play
- ◇ Experience
- ◇ Artistic



# Tactile





# Texts & Pictures



# Pretend Play



# Experience





**Artistic**

# Winter 2007 Sample

- ◆ Teachers and students in 11 classrooms (22 classes)
  - ◆ 81% of eligible children participated (N=322)
  - ◆ Minimal attrition due to mobility (N=24)
  - ◆ Treatment and control classrooms
- ◆ Four-month trial
- ◆ Seven categories in two units assessed





# Child Characteristics

Sample	N	Female N	Minority N	Age in Months T1 Mean (SD)	Days Absent Mean (SD)
Whole Sample	322	162 (50%)	136 (42%)	51.40 (6.01)	11.40 (11.10)
Treatment Only	192	95 (50%)	75 (39%)	52.16 (5.80) <sup>a</sup>	11.22 (11.65)
Control Only	130	67 (52%)	61 (47%)	50.62 (6.23) <sup>a</sup>	11.67 (10.27)

a. Treatment and control groups are significantly different by age;  $t = -2.27, p < .05$ .

# Teacher Characteristics

Sample	N	Minority N	Age Mean (SD)	Years Experience Mean (SD)
Whole Sample	13	2 (15%)	39.54 (10.80)	10.31 (7.40)
Treatment Only	7	1 (14%)	43.57 (10.60)	12.14 (9.37)
Control Only	6	1 (17%)	34.89 (9.79)	8.17 (3.97)



# Initial Findings

## ◆ Teacher Feedback

- ◆ Lesson length and managing children's attention
- ◆ Children's learning through lesson and extension activities
- ◆ Teacher training and reflection on instructional strategies
- ◆ Lesson sequence, timing, structure

## ◆ Child Outcomes

- ◆ Receptive & expressive vocabulary
- ◆ Phonological awareness skills

# Teacher Feedback

## ◇ Lesson length and managing attention

- ◆ Long lessons, but rich and engaging materials
- ◆ Choral response: mixed reviews
- ◆ Pre-viewing questions
- ◆ Establishing a personal connection

## ◇ Children's learning

- ◆ Excitement over “sophisticated” language
- ◆ Interest, persistence, engagement
- ◆ Home-school connection via take-home books
- ◆ Extensions support continued engagement & learning





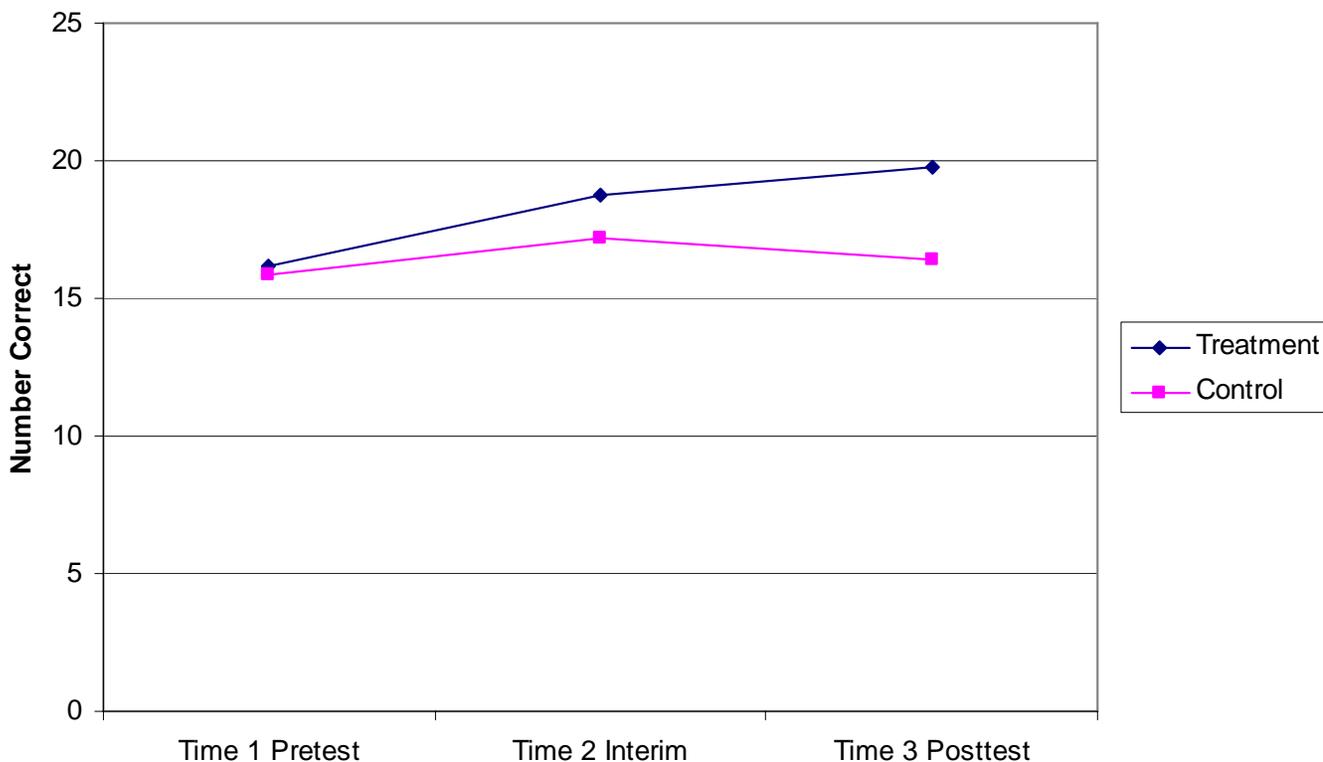
# Child Outcomes

- ◇ PPVT-III
- ◇ **G3 Picture Naming**
- ◇ **WOW Vocabulary**
- ◇ PA: Alliteration
- ◇ **PA: Rhyming**

# Expressive Vocabulary: G3 Picture Naming



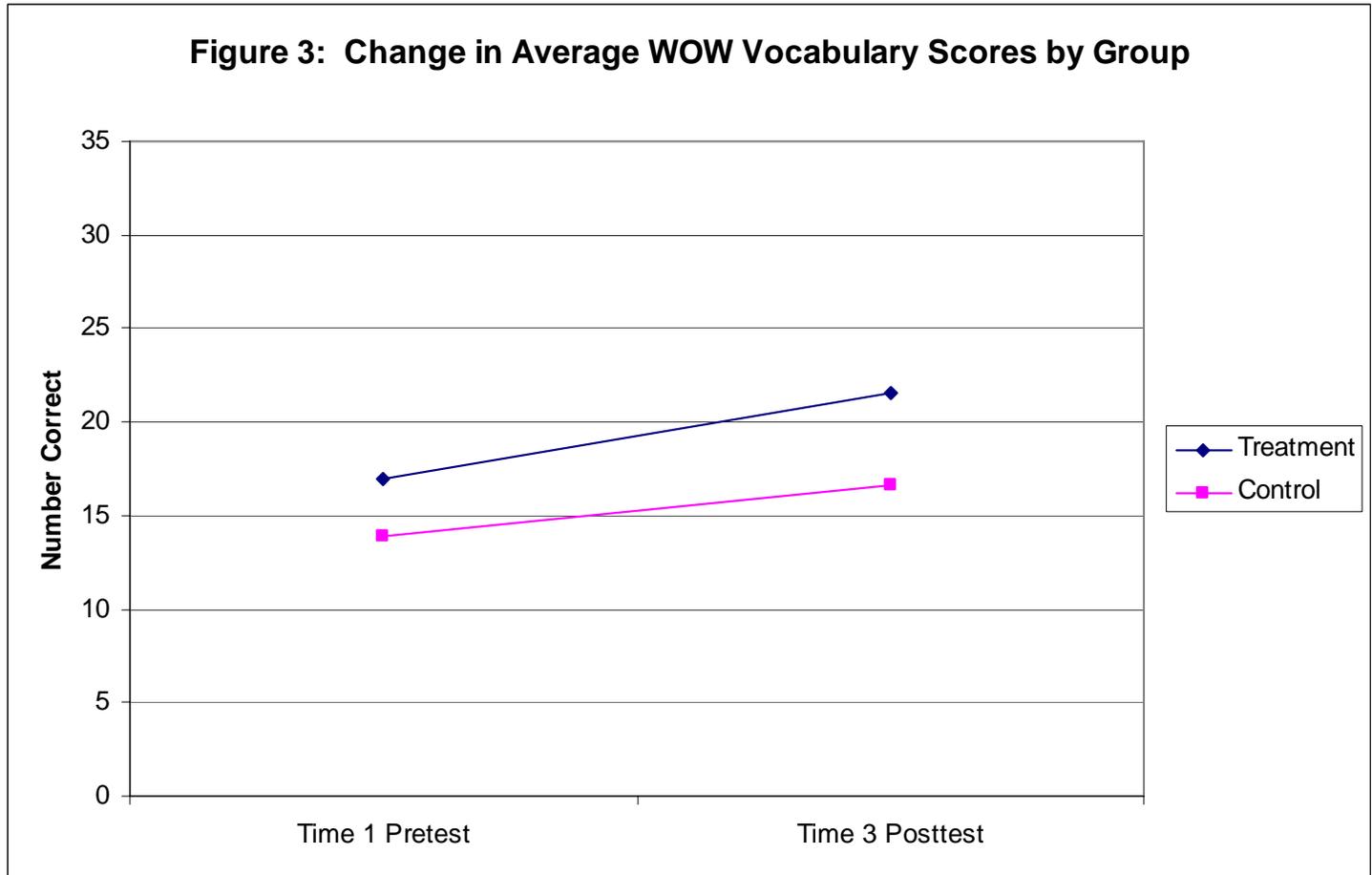
Figure 2: Change in Average Picture Naming Scores by Group





# Expressive Vocabulary: WOW In-Category Words

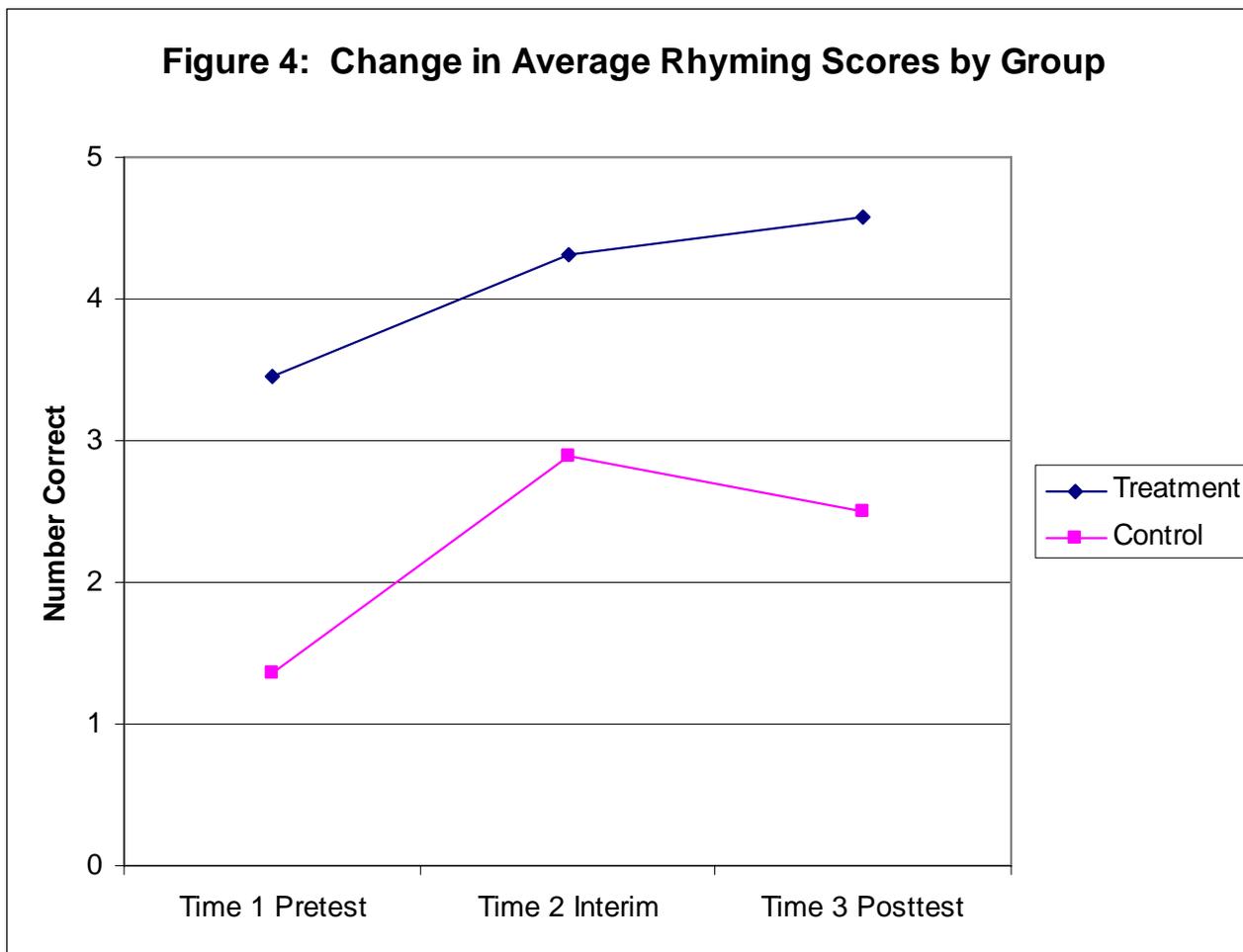
Figure 3: Change in Average WOW Vocabulary Scores by Group



# Phonological Awareness: G3 Rhyming



Figure 4: Change in Average Rhyming Scores by Group





# Moving Forward

- ◇ Curriculum revisions
- ◇ Second trial, more diverse sample
- ◇ Teacher-enacted progress monitoring using WOWPhone
- ◇ Examining teacher talk, child talk
- ◇ Alternative child assessments



# Discussion



# Thank You!

For more information:

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