**Background Knowledge and Teaching Vocabulary**

Student's Name

Institution Affiliation

Course Name

Professor's Name

Date

**Background Knowledge and Teaching Vocabulary**

**Glossary**

**Background Knowledge**

Background knowledge is the depth of understanding a particular topic and ideas connected to the text's words.

**Comprehension**

Comprehension is the capacity of a person to understand what is being read and taught accurately.

**Text-to-self, text-to-world, and text-to-text strategy:**

It is a teaching strategy that links the text to the reader's personal experiences, beliefs, and real events, which can help students understand the topic better.

**Vocabulary**

It is the collection of familiar words that a person or group understands well.

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| **Grade Band: Kindergarten** | **Content Area: Reading** |
| **Task** | **Strategy 1** | **Strategy 2** | **Strategy 3** | **Strategy 4** | **Strategy 5** |
| **Activating Background Knowledge** |  Before introducing the topic, allow them to brainstorm with the students what they anticipate on the subject. | Invite students to share a story or memory about the book's subject. Also, ask students to reflect on their knowledge of the topic and discuss it among themselves.  | Generate a Chart to track what a student knows, wants to know, and wants to learn about a subject. | Show how prior knowledge and new information are connected using graphic organizers and visuals. | Organize school trips for students so they can connect a topic to real-world experiences. |
| **Teaching Vocabulary** | Assist students by encouraging them to read frequently to improve their vocabulary. Also, Introduce students to the word of the week and challenge scholars to use the word often. | Using the dictionary to teach word meanings and visuals, such as a word wall, for students to learn a new word and how to pronounce  | Help students learn vocabulary by telling tales to your students. Because of it, they can inquire and learn new words which become ingrained in their minds. | Encouraging students to make a word notebook where they can list new words and illustrate the definitions. | Availing of books with pictures for the students and other illustrations may help your students remember the words.  |

**Reflection**

A child's language and literacy development are intertwined. Language development is the foundation for a child's reading and writing abilities as they start and progress through school. Background knowledge is beneficial for a student's reading and vocabulary comprehension success. Children in kindergarten must receive explicit vocabulary instruction to support oral and written communication. There is a strong collaboration between vocabulary knowledge and word comprehension ( Lervåg et al., 2018).

Students who learn vocabulary early also have a deeper understanding of the words and how to use them. To effectively teach students and support them in learning new information, educators must have access to students' prior knowledge by using strategies for activation to obtain information. Many studies show that slow vocabulary growth in learners makes them less able to understand text at higher grade levels compared to students with quick vocabulary growth. They are more likely to perform poorly on school assessments.

Farrow et al. (2020) assert that the interaction of young children with their teachers provides them with essential language experiences necessary to develop early reading readiness skills. Because it supports content-area learning across all subject areas, reading comprehension is necessary for academic success. When students draw meaningful connections, they comprehend a text more thoroughly. The text-to-text, text-to-self, and text-to-world method aid in building rapport with readers. It connects readers to beliefs, real-life experiences, and events today. It is one of the most straightforward strategies for students to comprehend.

**References**

Farrow, J., Wasik, B. A., & Hindman, A. H. (2020). Exploring the unique contributions of teachers' syntax to preschoolers' and kindergarteners' vocabulary learning. *Early Childhood Research Quarterly*, *51*, 178-190.

Lervåg, A., Hulme, C., & Melby‐Lervåg, M. (2018). The Unpicking of the developmental relationship between speaking language skills and reading comprehension: It is simple but complex. *Child development*, *89*(5), 1821-1838.