THINK, SHOW, TELL, TALK

Teaching children new vocabulary words in the classroom can follow a simple, four-step format.

**THINK:** *Which word should I pick?* Think about your current theme, a previous / future event, or something the children have been talking about. Find a word that would be useful for the children to know.

*What part of speech (e.g., a noun, verb, or an adjective) is it?* If it is a noun or an adjective, find an example or a picture that represents the word to share with the children. If the word is a verb, try to find a picture in which the action is depicted, or think about how you can use your body or a simple, familiar prop to act out the verb behavior.

Planning Sheet Printing Directions: Upon printing out the Planning Sheet or Planning Sample Sheet, you will notice that there is one Think page, one Nouns page, one Adjectives page, and one Verbs page. In preparation for *Think, Show, Tell, Talk*, you are encouraged to use the Think page to plan and choose your target word. After deciding on your target word, determine if the word is a noun, adjective, or verb. Then, complete the appropriate part of speech page to finish preparing for *Think, Show, Tell, Talk*. 
NOUNS

SHOW:
Hold up the object or a picture of the object. Be sure that all of the children can see clearly the picture or object. If you have more than one object, hold one up, and then AFTER you have completed the Show and Tell steps, pass the object(s) around for the children to look at. Before holding up the object or picture, the teacher says,

“Today, I brought a new object/picture that we can look at together.”

TELL:

“This is a ___________________. Say ___________________.”

TALK:

“Right, it’s a ___________________. A ___________________ is something we use for ___________________.”

TALK MORE:
Provide numerous opportunities throughout the day and the week to use the target word in regular conversations with the children. Hold up the object or picture at least two to three times, label each time, and then have the children say the target word again. Contextualize the target word for the children by explaining how the word ties into something that is applicable to them (e.g., current theme, field trip, book).

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ADJECTIVES

SHOW:
Hold up the object(s) or a picture that best represents the adjective. Be sure that the children will easily recognize the noun in the picture or the object so that their attention is focused on the attribute represented by the target adjective. You may want to use contrast (if possible) to give the children a better representation of the word (e.g., soft vs. hard). Be sure that all the children can clearly see the picture or object. If you have more than one object, hold one up, and then AFTER you have completed the Show and Tell steps, pass the object(s) around for the children to look at. Before holding up the object or picture, the teacher says,

“Today, I brought a new object/picture that we can look at together.”

TELL:

“This is a(n) ______________________ (object name) that is __________________ (adjective). Say __________________.”

TALK:

“Right, it’s ______________. ______________ is the name for the (shape, color, size, texture, smell, taste, sound) of this ______________ (noun).”

TALK MORE:
Provide numerous opportunities throughout the day and week to use the target word in regular conversations with the children. At least once or twice, hold up the object or picture again, label the adjective each time, and then have the children say the adjective again. Also try to seize the opportunity to use the category label for the adjective (e.g., the word shape, color, size, texture, smell, taste, or sound).
VERBS

SHOW:
Use your body with or without a simple prop to demonstrate the verb behavior. Be sure that all the children can clearly see the picture or object. If you have the children act out the behavior, do this AFTER you have completed the Show and Tell steps. If you have props to assist in the explanation, pass the objects around for the children to look at. Before demonstrating the behavior, the teacher says,

“Today, I want to teach you a new word.”

TELL:

“Watch while I ____________________________.
Say ____________________________.”

TALK:

“Right, I’m ____________ (ing). ______________ is the name for when you _______________ (describe the action) or ________________ is another word for ________________ (use a similar verb).”

TALK MORE:
Provide numerous opportunities throughout the day and week to use the target word in regular conversations with the children. At least two or three times, hold up the picture or to demonstrate the verb again, label the action again, and then have the children say the word again. Whenever possible, allow the children to act out the verb themselves while using the appropriate word.

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