

Instructional Routine

STEP 1	Introduce the Word <ul style="list-style-type: none">• Write the word on the board• Read the word.• Students repeat.	Example <p>"This word is <i>courageous</i>. "What's the word?"</p>
STEP 2	Present a Student-Friendly definition <ul style="list-style-type: none">• Tell student the definition or• have students read the definition with you after you have written it on the board.	<p>"<i>Courageous</i> means you are brave or not afraid"</p> <p>"When you or someone is brave and not afraid you are..."</p>
STEP 3	Illustrate the Word with Examples <ul style="list-style-type: none">• Concrete Examples• Visual representations• Verbal Examples	<p>"If I jumped out of an airplane with a ready parachute, I might be <i>courageous</i>."</p> <p>"You may be courageous to climb a large mountain."</p>
STEP 4	Check Students' Understanding <ul style="list-style-type: none">• Check the students understanding engaging them with the word.• Listen in closely to hear how students are understanding the word.	<p>- See Engaging the Students with the Word.</p>

IDEAS	Engaging the students with the word.	
	Option 1: Deep processing questions	T: "Why would a student be <i>courageous</i> to walk through the forest at night?" (Students talk to a partner)
	Option 2: Examples/Nonexamples	T: "Would you be <i>courageous</i> to go rescue a lion?" T: "Is eating candy a <i>courageous</i> thing to do?" (Students could answer yes or no or put thumbs up or down on teacher signal to respond)
	Option 3: Students generate examples	"Tell your partner something that would be <i>courageous</i> to do."
Option 4: Sentence starter	"Tell you partner something courageous you might do or you have seen someone else do." Start your sentence by saying, 'I was <i>courageous</i> when.... Or my _____ was <i>courageous</i> when _____"	
<p>NOTE: With each option above provide students the opportunity to repeat the target word by listening in on student partner responses and repeating what the students discussed. Below are sample scripts for each option.</p> <p>Option 1 Ex. "Maria said it would be a fearless thing to do because the forest may have scary creatures. That would be.....(pause and signal students to say the target word). Repeat another student's response and repeat the process at least three times.</p> <p>Option 2 Ex. "No, you are right, eating candy is easy. You do not have to be fearless or brave. You do not have to be" (pause and signal students to say the target word)</p> <p>Option 3 Ex. "Marcos said once his cousin and he had to walk two miles to his home in the dark", They had to be fearless and brave. They had to be(pause and signal students to say the target word) Repeat another student's discussion and repeat the process at least three times.</p> <p>Option 4 Ex., "Tony said his brother was fearless and brave when he boxes in the ring. Tony's brother is (pause and signal students to say the target word) Now have the students repeat it again using the sentence starter. "Tony's brother was courageous when he boxes in the ring" Repeat another student's response and repeat the process at least two times.</p> <p>Notice that the friendly definition is said by the teacher and the target word is said by the students. The target word is said chorally and sometimes with a partner.</p>		

Ideas on Enhancing Vocabulary during Reading Practice

IDEA	Concept	Sample Script
IDEA 1	<p>Word Association</p> <p>Ask the students, "Which word goes with..."</p>	<p>T: "Point to the word that goes with crook? (accomplice)</p> <p>What word did you choose? Tell your partner why you (we) pointed to that word.</p>
IDEA 2	<p>Provide verbal examples</p>	<p>T: "Find a word that would describe how you might be if your mother asked you to spray the hornets' nest, that would be fearless and brave. You would be (pause for the students to read)</p> <p>T: What word did you find?</p> <p>S: "<i>courageous.</i>" (Choral Response)</p> <p>T: "You would be <i>courageous</i> to rescue a puppy that fell into a small ditch. People would say wow you are not afraid, you are brave you must be" ... (pause and signal students to answer)</p> <p>S: "<i>Courageous</i>" (Choral Response)</p>
IDEA 3	<p>Finish My Sentence</p>	<p>T: "What word that would complete my sentence, "The boy rescued the puppy because he was... (pause for the students)</p> <p>S: "<i>courageous.</i>" (Choral Response)</p>
IDEA 4	<p>Provide a friendly definition</p>	<p>T: "Point to word that means....(pause for the students to read.)</p>
IDEA 5	<p>Ask students to find a synonym</p>	<p>T: "Point to a word that is a synonym to....(pause for the students to read.)</p>
IDEA 6	<p>Ask students to find a antonym</p>	<p>T: "Find a word that is a antonym to....(pause for the students to read.)</p>
IDEA 7	<p>Multiple Meanings</p>	<p>T: "Find a word that has more than two meanings... pause for the students to read and then circle.)</p>
IDEA 8	<p>Focus on the morpheme -word meaning part</p>	<p>T: "Find a word that has the suffix meaning.....(pause for the students to read.) or</p> <p>T: "Find a word that has a base word that means.....</p>