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INSTRUCTIONAL ROUTINE FOR TEACHING CRITICAL, UNKNOWN VOCABULARY WORDS



PROCEDURES: Use to introduce and review NEW Vocabulary words

STEP 1	Introduce the Word	EXAMPLE
	<p>A. Write the word on board.</p> <p>B. Read word. Students repeat.</p> <p>C. Repeat for unfamiliar words.</p>	<p>"This word is <i>reluctant</i>."</p> <p>"What word?"</p>
STEP 2	Present a Student-Friendly Definition	
	<p>A. Tell students explanation, or,</p> <p>B. Have students read explanation with you.</p>	<p>"<i>Reluctant</i> means you are not sure you want to do something."</p> <p>"When you are not sure you want to do something, you are ..."</p>
STEP 3	Illustrate the Word with Examples	
	<ul style="list-style-type: none"> • Concrete examples • Visual representations • Verbal examples 	<p>"If your mother asked you to try a new food, you might be <i>reluctant</i>."</p> <p>"You may be <i>reluctant</i> to watch a scary movie."</p>
STEP 4	Check Students' Understanding	
	<p>Option 1: Deep processing questions</p> <p>Option 2: Examples/Nonexamples</p> <p>Option 3: Students generate examples</p> <p>Option 4: Sentence starter</p>	<p>"Why would a student be <i>reluctant</i> to go to a new school?"</p> <p>"Would you be <i>reluctant</i> to go to recess on a warm, sunny day?"</p> <p>"Tell your partner something you would be <i>reluctant</i> to do."</p> <p>"Tell your partner something a cat might be <i>reluctant</i> to do.</p> <p>Start your sentence by saying, 'A cat might be <i>reluctant</i> to . . .' Then tell why."</p>

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STEP 2	Present a Student-Friendly Definition	
	<p>C. Tell students explanation, or,</p> <p>D. Have students read explanation with you.</p>	<p>"<i>Reluctant</i> means you are not sure you want to do something."</p> <p>"When you are not sure you want to do something, you are ..."</p>
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