## INSTRUCTIONAL ROUTINE FOR TEACHING CRITICAL, UNKNOWN VOCABULARY WORDS

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PROCEDURES: Use to introduce and review NEW Vocabulary words			
STEP 1	Introduce the Word  A. Write the word on board.  B. Read word. Students repeat.  C. Repeat for unfamiliar words.	"This word is" (choral response) "What word?" (choral response)	
STEP 2	Present a Student-Friendly Definition  A. Tell students explanation, or, B. Have students read explanation with you.	"The definition of is"  "What is?" (choral response)	
STEP 3	Illustrate the Word with Examples	Illustrate the word with a concrete example (i.e. PowerPoint Slide)  Give one or more clear examples of the word  Use the "I do, We do, You do" format.	
STEP 4	Option 1: Deep processing questions Option 2: Examples/Nonexamples Option 3: Students generate examples Option 4: Sentence starter	Use the following options as a means to ensure students fully understand the newly introduced vocabulary word.  Use choral response, random individual turns, and partner practice to evaluate student understanding. Correct errors and misconceptions immediately (prevent wrong practice).	

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PROCEDURES: Use to introduce and review NEW Vocabulary words Introduce the Word **PROMPT** STEP 1 D. Write the word on board. \_." (choral response) "This word is E. Read word. Students repeat. "What word?" (choral response) F. Repeat for unfamiliar words. Present a Student-Friendly "The definition of \_\_\_\_\_ is \_\_\_\_ STEP 2 Definition C. Tell students explanation, "What is ?" (choral response) D. Have students read explanation with you. Illustrate the Word with Examples Illustrate the word with a concrete example STEP 3 • Concrete examples (i.e. PowerPoint Slide) · Visual representations • Verbal examples Give one or more clear examples of the word Use the "I do, We do, You do" format. Check Students' Understanding Use the following options as a means to STEP 4 ensure students fully understand the newly Option 1: Deep processing introduced vocabulary word. questions Use choral response, random individual Option 2: Examples/Nonexamples turns, and partner practice to evaluate Option 3: Students generate student understanding. Correct errors and examples misconceptions immediately (prevent wrong Option 4: Sentence starter practice).