

INSTRUCTIONAL ROUTINE FOR TEACHING CRITICAL, UNKNOWN VOCABULARY WORDS

PROCEDURES:

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

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STEP 1	Introduce the Strategy	EXAMPLE
	<ul style="list-style-type: none"> D. Write the word on board. E. Read word. Students repeat. F. Repeat for unfamiliar words. 	"This word is <i>reluctant</i> ." "What word?"
STEP 2	Present a Student-Friendly Explanation	
	<ul style="list-style-type: none"> C. Tell students explanation, or, D. Have students read explanation with you. 	" <i>Reluctant</i> means you are not sure you want to do something." "When you are not sure you want to do something, you are"
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	Option 1: Deep processing questions Option 2: Examples/Nonexamples Option 3: Students generate examples Option 4: Sentence starter	"Why would a student be <i>reluctant</i> to go to a new school?" "Would you be <i>reluctant</i> to go to recess on a warm, sunny day?" "Tell your partner something you would be <i>reluctant</i> to do." "Tell you partner something a cat might be <i>reluctant</i> to do. Start your sentence by saying, 'A cat might be <i>reluctant</i> to . . .' Then tell why."