



Explicit Vocabulary Instructional Routine—Overview

- Step 1: Establish Purpose
- Step 2: Introduce the Word(s) in Context
- Step 3: See and Say
- Step 4: Student-Friendly Definition
- Step 5: Another Example in Context
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- Step 7: Check for Understanding: Structured Student Talk
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Explicit Vocabulary Instruction Routine—In-Depth

Routine	Example Teacher Script
<p>Step 1: Establish Purpose State the learning intentions and success criteria for the lesson.</p>	<p>Today, we will learn two important words we will read in our story, Office Buckle and Gloria. To be successful today, you will want to be able to say the words, know what they mean, and be able to use them in a sentence.</p>
<p>Step 2: Introduce the Word(s) in Context Display the word and use visuals, realia, or gestures to provide a non-linguistic representation of the word.</p>	<p>The first word is obey. <i>The teacher shows a picture of a car waiting at a stop sign.</i> “A careful driver will always obey the traffic rules, like stopping at a stop sign.” The child will obey the crossing guard by waiting for the signal to cross the street. <i>The teacher displays a picture of a crossing guard cueing students to cross the street at the crosswalk.</i></p>



<p>Step 3: See and Say Provide opportunities for students to say, see and write the word with repetition.</p> <p>Discuss affixes, roots, other forms of the word and cognates where possible.</p>	<p>“Our word is obey. (Teacher writes the word on the board) What’s the word?” (Students say the word). Now, say obey to the clock, say obey to the ceiling, say obey to your elbow.” (students say the word).</p> <p>“Now, let’s count the syllables. (Students tap it out--“o” “bey”). How many syllables?” (Students respond “2”). Where is the syllable break? (Teacher calls on a student or accepts a choral response and adds the syllable break to the word on the board--(o·bey))</p> <p>“Our word is obey and it is a verb, or an action we take. There are other forms of obey that you may know or hear like obeys, disobeys, obeyed, or obeying. These are all verb forms of the word obey.” I will write these words to help us remember other ways obey might be used. (Teacher adds these other words to the board)</p>
<p>Step 4: Student Friendly Definition Provide a definition that uses words that the students are already familiar with.</p> <p>The Longman Pearson Online Dictionary is a great resource for generating student-friendly definitions: https://www.ldoceonline.com/</p>	<p>“When you obey, you do what the police offer tells you or what the law says you must do.”</p>
<p>Step 5: Another Example in Context Provide another example of the new word that is similar in context to how it is used in the text.</p>	<p>When you obey, you do what the teacher tells you to do. So, if the teacher says to line up in a single file line, you would be obeying if you lined up one student behind the next.</p>
<p>Step 6: Engagement Routine: Yes-No Statements</p>	<p>So, now to check your understanding of the word obey. I am going to read some sentences. If I use the word obey correctly, then you will give me thumbs up. If I</p>



<p>Provide statements that use the vocabulary word correctly and incorrectly.</p> <p>Students show their understanding by using a thumbs up or down.</p>	<p>don't use it correctly, then you will give me a thumbs down. Let's try it.</p> <p>The students obey their teacher when they put their books away when asked. <i>(Students put their thumbs up)</i></p> <p>The girl will obey her teacher by ignoring her. <i>(Students put their thumbs down)</i></p> <p>The dog will obey its own by following commands like sit or stay. <i>(Students put their thumbs up)</i></p> <p>The doctor tells you to take the medicine twice a day and you do as he says, would that be an example of someone who obeys? <i>(Students put their thumbs up)</i></p> <p>Drivers obey the law when they stop at a stop sign. <i>(Students put their thumbs up)</i></p>
<p>Step 7: Check for Understanding: Structured Student Talk</p> <p>Provide students with sentence frames or sentence starters and have them practice using the word in a sentence with a partner.</p> <p>Students practice their novel sentences with a partner. The teacher listens and selects sentences that are strong examples for the class to hear or that have opportunities for recasting correct grammatical form.</p>	<p>Now, it's your turn to give an example using the word obey.</p> <p>First, here's the sentence starter you will use. <i>(Teacher displays or writes the frame on the board)</i></p> <p>Sentence Starter: When I obey my (teacher/parent/coach), I do so by _____.</p> <p>So, if I were to use the starter I might say, "When I obey my coach, I do so by listening to the directions she gives me."</p> <p>Your turn. Think of how you want to use the sentence starter to show how you obey.</p>



	<p>Now, turn to your partner and tell them your sentence. The person closest to the window goes first. <i>(Teacher listens to the sentences being spoken to assess how well the students understand the meaning. If most students are using the word appropriately, the teacher proceeds with the lesson. If many are still unclear, then the teacher will need to revisit the word and its meaning with the class.)</i></p> <p>Ok, come on back to me. I am going to ask a couple students to share their sentences with the class. <i>(Teacher calls on a couple students to share.)</i></p> <p>Well done, everyone! Now let's learn our 2nd word, attention. <i>Repeat routine with next new word.</i></p>
<p>Step 8: Wrap Up Revisit the purpose of the lesson and check student confidence in saying, understanding, and using the new words.</p>	<p>Our goal for the lesson was to learn our two new words. I am going to have you show me with your fingers how confident you feel about our words: obey and attention. First, obey. How confident? Show me with your fingers. <i>(Students hold up 1-4 fingers. Teacher scans the students looking to see which students have it and which may need more support.)</i> Now, attention. How confident? Show me with your fingers? <i>(Students hold up 1-4 fingers. Teacher scans once again and makes mental or written notes of which students might require more practice.)</i></p> <p style="text-align: center;"> 1 means you don't feel confident at all 2 means you can say the word but don't understand what it means 3 means you can say the word, you understand what it means, but you can't use it in a sentence on your own 4 means you can say the word, you understand what it means, and you can use it in a sentence on your own </p>