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Strategy Set Outline

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I. Examples-Lesson 1:
Initial Instruction Strategy—Examples

Introduction
In this three-lesson strategy set, a strategy to teach new vocabulary words explicitly through the use of examples is introduced. The new vocabulary word, often a basic concept (e.g., first, over, last), is first taught by providing positive examples of the concept and negative examples that are minimally different from the positive examples. Next, students are taught to manipulate objects to demonstrate understanding of the basic concept. Then, students use the new vocabulary word in a sentence. This strategy set can be used when students do not have the language skills necessary to understand a definition or longer explanation and when the concept cannot be explained with a known synonym.

Lesson Objective
The student will identify pictures that do or do not represent the target concept.

Corresponding TEKS Objectives
K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose
• This strategy is designed to teach students to recognize a target word.

• It may be used with students in kindergarten through second grade or with older students who have difficulty understanding basic concepts.

• The teacher provides positive and negative examples of the target word.

• The students respond by identifying pictures that represent the target word.

• The ability to use examples is a critical step in the development of basic concepts and vocabulary.

• Effective instruction will allow students to encounter the target word multiple times in different contexts.

• Teacher wording must be consistent.

Necessary Preskills
For students to be successful, they need to be able to:

• Understand the concept <u>not</u>.

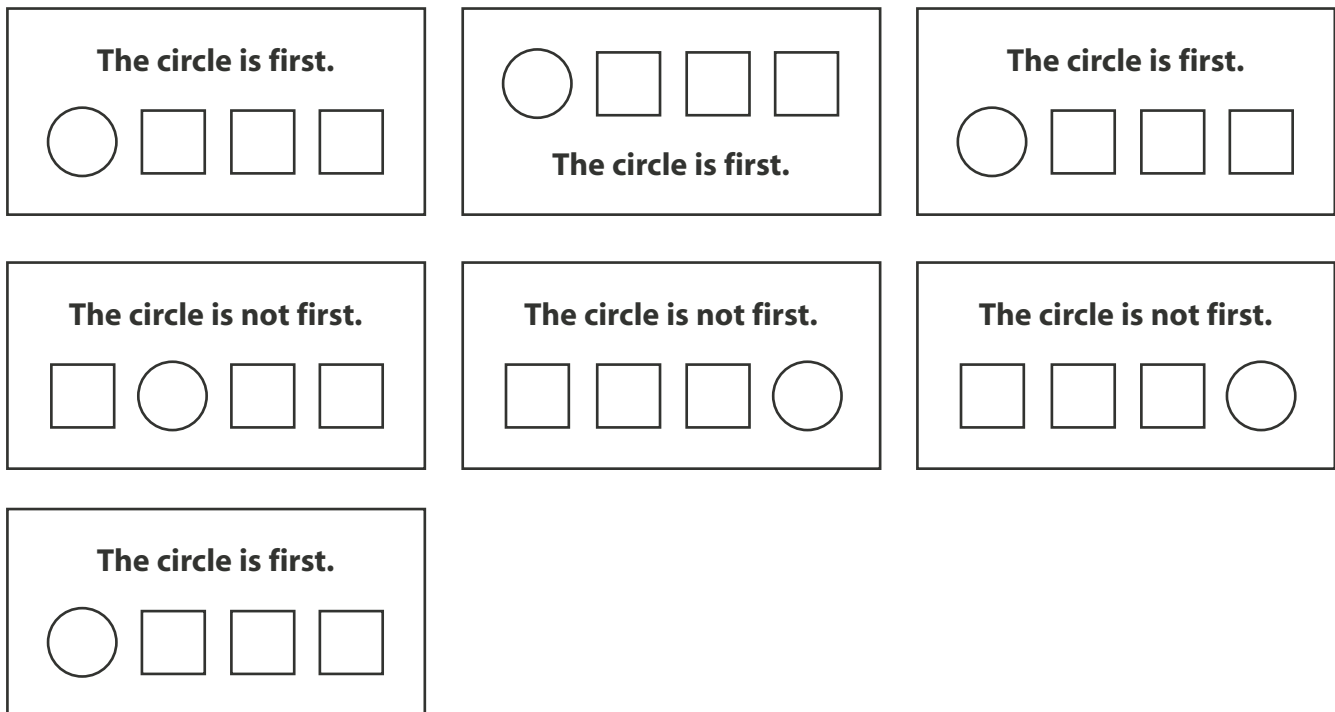• Recognize the basic shapes (e.g., circle, square) used in the examples.

Instructional Design Criteria

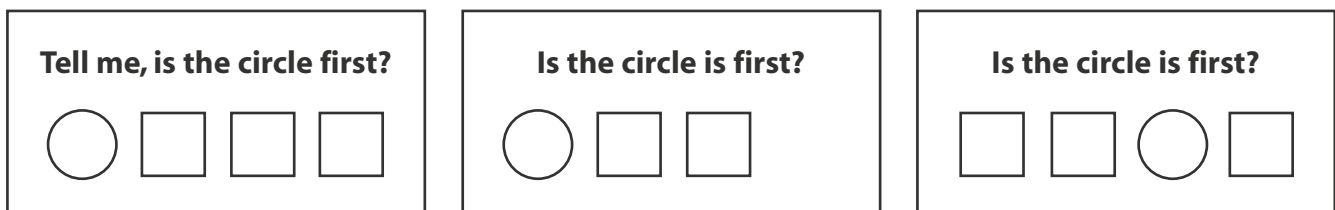To ensure success, the instructional examples and sequence of instruction to teach definitions include:

• Target words are critical to understanding the story and are not explained in the text.

• Target words are basic concepts (e.g., first, last).

• Target words are concepts that will be frequently encountered in many contexts.

Materials and Examples

• Pictures that provide positive and negative examples to teach the concept.
  For example, pictures used to teach the concept *first* include:

The circle is first.

The circle is first.

The circle is first.

The circle is not first.

The circle is not first.

The circle is not first.

The circle is first.

• Pictures that provide positive and negative examples used to determine if the students understand the concept *first*.
  For example, pictures used to determine if students understand the concept *first* in line include:

Tell me, is the circle first?

Is the circle is first?

Is the circle is first?

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Instructional Sequence

| Instructional Feature	What To Do	Explicit Instruction
Introduce the target concept.		**"Today we are going to learn about the concept first in a line."** **"What will we learn about? Yes, *first* in a line."**
Teach the target concept by providing positive and negative examples.	Place the first picture on the table. Make sure the picture is oriented so the line is on the students' left. Point to the circle prior to providing the teaching statement. Repeat for the next six pictures.	**"The circle is first in line."** **"The circle is first in line."** **"The circle is first in line."** **"The circle is NOT first in line."** **"The circle is NOT first in line."** **"The circle is NOT first in line."** **"The circle is first in line."** The students are not expected to respond.
Check group understanding by asking if the picture is or is not the target concept.	Place the pictures used to check understanding on the table one at a time.	**"Is the circle first in line or NOT first in line?** • *First* • *First* • *NOT First* *Feedback:* If students make a correct response: **"Yes, the circle is —_____ in line."** If students make an incorrect response: • Immediately model the correct response. • Ask the students a second time, **"Is the circle first in line or NOT first in line?"** • Present other pictures. • Go back to the picture a third time after the other pictures have been presented.
Provide individual turns recognizing the target concept.	Place all the pictures in a stack. Flip over the first picture. Repeat this procedure with the other pictures for each child.	**"You will each get a turn to tell me if the circle is first in line or NOT first in line."** **"_____, look at this picture. Is the circle first in line or NOT first in line?"**

How To Evaluate Learning
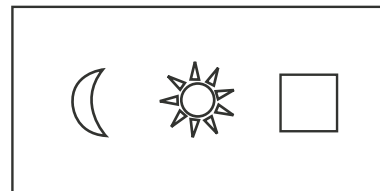
Present picture cards with new objects. For example:

"Is the X first in line or NOT first in line?"

"Is the smiley face first or NOT first in line?"
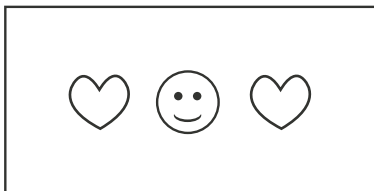
"Is the moon first or NOT first in line?"

**Other concepts that could be taught using this strategy include: on, not on, under, above, beginning, last, middle, between, front, etc.

References

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: National Academy Press.

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I. Examples-Lesson 2:
Review Strategy—Generalization Examples

Lesson Objective
The student will use objects to demonstrate understanding of the target concept.

Corresponding TEKS objectives
K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose
• This strategy is designed to review a target concept by having students manipulate blocks.

• It may be used with students in kindergarten through second grade or with older students who have difficulty understanding basic concepts.

• The teacher asks students to demonstrate a target word using blocks.

• The students respond by manipulating objects to represent a target word.

• The ability to use examples is a critical step in the development of basic concepts and vocabulary.

• Effective instruction will allow students to encounter the target word multiple times in different contexts.

• Teacher wording must be consistent.

Necessary Preskills
For students to be successful, they need to be able to:

• Understand the concept not.

• Recognize the colors (e.g., red, blue) used in the examples.

Instructional Design Criteria
To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

• Target words are critical to understanding the story and are not explained in the text.

• Target words are basic concepts (e.g., first, last).

• Target words are concepts that will be frequently encountered in many contexts.

Materials and Examples
• Set of blocks of different colors (e.g., red, blue, green, yellow) for each student.

• White boards, dry-erase markers, and erasers to draw a clear starting point that can be manipulated.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the target concept.		**"Yesterday we learned about the concept *first* in line."** **"What word did we learn about? Yes, *first* in line."**
Show the students the materials they will be using to demonstrate the target concept.	Display the different colored blocks. Draw a line on the dry-erase board.	**"Today you are going to use these blocks** (point to the blocks) **to show me *first* in the line."** **"See this line? I will tell you which block will be *first* and then you will line up the blocks."**
Model how to use the materials to demonstrate the target concept.	Place the blocks in a random stack.	**"My turn. I will make the blue block *first* in the line."** Line up the blocks with the blue block *first*. **"The blue block is *first*."** Line up the blocks with the blue block second in line. **"The blue block is NOT *first*."**
Have all students use their blocks to demonstrate the target concept.	Mix up the blocks and place them in random order. Ask the students to show you *first* and NOT *first*.	**"_____ make the red block *first*."** **"_____ make the red block NOT *first*."** *Feedback:* If students make a correct response: • **"Yes, the red block is *first*."** • **" Yes, the red block is NOT *first*."** If students make an incorrect response: • Immediately model the correct response. • Say, **"The red block is *first*."** • Mix up the blocks. • Repeat the item.

Instructional Feature	What To Do	Explicit Instruction
Have students work with a partner to review previously taught concepts.	Provide each pair of students with the same four different colored blocks. Monitor students as they work in pairs. Provide them with feedback as necessary.	**"Now you are going to take turns being the teacher. You will tell your partner which block should be *first*. You can also tell your partner which block should NOT be *first*. Let your partner know if he or she did it right."**

How To Evaluate Learning

· Have the student choose four friends. Tell the child that his or her friends need to line up for recess. Tell him or her to make _____ *first*. After the student has done this, have the friends get out of order. Repeat this procedure for other places in the classroom.

· Have the student complete a pencil and paper task. Make a sheet with items in line and have the student mark (e.g., circle, X, color) the one that is *first* in line.

For example:
Drinking fountain: girl 1, boy 1, boy 2, girl 2 (mark girl 1).
Door: boy 1, boy 2, boy 3, boy 4, girl 1 (mark boy 1).
Cookie: boy 1, girl 1, girl 2, boy 2, girl 3 (mark girl 3).
Girl bending over to smell flowers: daisy 1, daisy 2, daisy 3, daisy 4, daisy 5, daisy 6 (mark daisy 1).

References

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

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I. Examples-Lesson 3:
Expansion Strategy—Examples in Sentences

Lesson Objective
The student will use the target concept in a sentence.

Corresponding TEKS Objectives
K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose
- This strategy is designed to teach students to use a target concept in a sentence.

- It may be used with students in kindergarten through second grade or with older students who have difficulty understanding basic concepts.

- The teacher asks the student to tell him or her about where an object is located.

- The students respond by using the target concept in a sentence to describe the location of an item.

- The ability to use examples is a critical step in the development of basic concepts and vocabulary.

- Effective instruction will allow the students to encounter the target word different times in multiple contexts.

- Teacher wording must be consistent.

Necessary Preskills
For students to be successful, they need to be able to:

- Understand the concept not.

- Recognize the objects (e.g., toy animals) used in the activity.

Instructional Design Criteria
To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

- Target words are critical to understanding the story and are not explained in the text.

- Target words are basic concepts (e.g., first, last).

- Target words are concepts that will be frequently encountered in many contexts.

Materials and Examples

• High interest objects that are easily manipulated (e.g., toy animals, play food).
  For example, objects used to teach the concept *first* include:

toy turtle	**toy rabbit**	**toy duck**	**toy dog**	**toy cat**	**toy pig**	**toy frog**	**toy elephant**

• White board, dry-erase markers, and erasers to draw a clear starting point that can be manipulated.

Instructional Sequence

Instructional Feature	What To Do	What To Say
Introduce the target concept.		**"We have been learning about the word *first* in a line."** **"What word did we learn about? Yes, *first* in line."**
Show students the materials they will be using to demonstrate the target concept.	Display the different animals. Draw a line on the dry-erase board.	**"Today you are going to tell me if an animal is *first* or NOT *first*."** **"See this line? This is where the animals will line up."**
Model using the target concept in a sentence to describe the object's location.	Place the animals in a row after the starting line. Make the turtle *first*.	**"Let me show you how to do it."** **"Where is the turtle?"** **"The turtle is *first*."** Mix up the animals and make the elephant first. **"Let me do one more. Where is the turtle? The turtle is NOT *first*. The elephant is *first*."**
Provide individual turns using the target concept in a sentence to describe an object's location.	Mix up the animals and place them in random order. If necessary, remind students to tell you the whole sentence.	**"Now you try. —_____ Where is the dog?"** *Feedback:* If students make a correct response: • **"Yes, the dog is *first*."** If students make an incorrect response: • Immediately model the correct response. • Say, **"The dog is *first*, or The dog is NOT *first*."** • Mix up the animals. • Repeat the item.

How To Evaluate Learning

• Have students draw a picture and tell you which one is *first*.

• When the students are standing in line to go to lunch, music, PE, library, or recess, ask the students,
  "Where is _____ in line?" The students respond, **" _____ is *first* in line,"**
  or **"_____ is NOT *first* in line."**

References

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

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II. Synonyms-Lesson 1:
Initial Instructional Strategy—Synonyms

Introduction
In this three-lesson strategy set, a strategy to explicitly teach the meaning of a target word through its synonym is introduced. The synonym is first provided for the target word and students identify pictures that represent the target word. Next, students are taught to complete sentences using the target word and its synonym. Then, students write original sentences using the target word and its synonym. This strategy set can be used when students have the language skills necessary for a concept to be explained by a synonym known to the students.

Lesson Objective
The student will provide a synonym (a known word that means the same) for the target word.

Corresponding TEKS Objectives
K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose
• The ability to use synonyms is a critical step in the development of new vocabulary. This strategy is designed to teach students the meaning of a target word through a synonym.

• It may be used with students in first through third grades, or with older students who have difficulty understanding new vocabulary they encounter in their content reading.

• The teacher provides a synonym for the target word that students will encounter in their reading.

• The students respond by identifying pictures that represent the target word.

• Once a synonym for a target word has been taught, it is best for students to encounter the target word multiple times in different contexts.

• A combination of strategies, for example using synonyms and definitions together, is a more effective way of teaching new vocabulary than using one method alone.

Necessary Preskills
For students to be successful, they need to be able to:

• Understand the concept *same.*

• Understand the synonym used to teach the meaning of the target word.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

• Target words are critical to understanding the story and are not explained in the text.

• Target words are words that will be encountered in many contexts.

• Select two to four target words to teach prior to reading the text.

Materials and Examples

• Story or text (includes content area materials) that contains the target word.

• Pictures that provide positive and negative examples.
  For example, pictures to be used with the target word *gigantic* include:

Elephant next to a small boy	Toy semi-truck next to a small boy	Semi-truck next to a small boy	Tall building next to a small boy	Small bird next to a small boy

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the target word.	Hold up the new book.	**"Today we are going to read _____."** **"In this book, we will read the word *gigantic*."** **"What word will we read? Yes, *gigantic*."**
Provide the synonym for the target word.		**"*Gigantic* means the same as huge."** **"What does *gigantic* mean?"** *Feedback:* If students make a correct response: • **"Yes! *Gigantic* means huge."** If students make an incorrect response: • Immediately model the correct response (e.g., **Gigantic means huge.**)

Instructional Feature	What To Do	Explicit Instruction
Provide students with positive and negative examples of the target word.	Place the pictures listed in the materials section on the table one at a time.	**"Look at each picture and I will tell you about *gigantic*."** • **"The elephant is *gigantic*."** • **"The toy truck is NOT *gigantic*."** • **"The semi-truck is *gigantic*."** • **"The building is *gigantic*."** • **"The bird is NOT *gigantic*."**
	Place the pictures in a stack, face-down, then turn them over one at a time.	**"Now, look at each picture and tell me, is this *gigantic* or NOT *gigantic*?"** • Elephant (*gigantic*) • Toy semi-truck (NOT *gigantic*) • Semi-truck (*gigantic*) • Tall building (*gigantic*) • Bird (NOT *gigantic*) *Feedback:* If students make a correct response: • **"How did you know?"** (Student response: It is huge.) If students make an incorrect response: • Immediately model the correct response • Provide the correct synonym • Go back to the picture a second time.
Read the sentence that contains the target word. Reread the sentence using the synonym instead of the target word.	Hold up the book.	**"Listen to the way *gigantic* is used in this story."** **"The *gigantic* man could not fit through the doorway. I'll say this another way. The HUGE man could not fit through the doorway."**
Connect the target word to the context of the book.	Read the new book.	Repeat this procedure for the other target words introduced today. **"Let's listen to how *gigantic*** (and other target words) **is used in our new book."**

How To Evaluate Learning

· Have the students match the target concept to its synonym.

· Have students make a list of things they think best represents the target word (e.g., for the word *gigantic*, the students list dinosaur, whale, ocean, plane).

References

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

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II. Synonyms-Lesson 2:
Review Strategy—Using Synonyms to Complete Sentences

Lesson Objective
The student will use the target word and its synonym (a known word that means the same) to complete sentences.

Corresponding TEKS Objectives
K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose
• The ability to use synonyms is a critical step in the development of vocabulary. This strategy is designed to review a target word and its synonym by using them to complete sentences.

• It may be used with students in first through third grades, or with older students who have difficulty understanding new vocabulary they encounter in their content reading.

• The teacher provides an incomplete sentence.

• The students respond by completing sentences with the target word and its synonym.

• a synonym for a target word has been taught, it is best for students to encounter the target word multiple times in different contexts.

• A combination of strategies, for example using synonyms and definitions together, is a more effective way of teaching new vocabulary than one method alone.

Necessary Preskills
For students to be successful, they need to be able to:

• Understand the concept *same*.

• Understand the synonym used to teach the meaning of the target word.

Instructional Design Criteria
To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

• Target words are critical to understanding the story and are not explained in the text.

• Target words are words that will be encountered in many contexts.

• Select two to four target words to teach prior to reading the text.

Materials and Examples

- Story or text (includes content area materials) that contains the target word.

- Pictures that represent the target word and previously presented target words.
  For example, pictures to be used with the target word *gigantic* include:

Mountain next to a little boy	**Small bike next to a large man**	**Tall tree next to a small boy**	**Flower next to a giant cactus**

For example, here are pictures to be used with a previously learned target word *hideous*:

Witch with a large wart on her nose	**Fairy princess**	**Handsome little boy**	**Ogre**

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Reintroduce the target word.	Hold up yesterday's book.	**"Yesterday we read _____."** **"In this book, we read the word *gigantic*."**
		***"Gigantic* means the same as huge."** **"What does *gigantic* mean?"** *Feedback:* If students make a correct response: • **"Yes! *Gigantic* means huge."** If students make an incorrect response: • Immediately model the correct response (e.g., ***Gigantic* means huge.**).

Instructional Feature	What To Do	Explicit Instruction
Provide students with opportunities to identify pictures that do and do not represent the target word (and previously learned words).	Place the pictures listed in the materials section on the table one at a time (all).	**"Tell me what you see in this picture:** A mountain, a little boy. **Is the mountain or the little boy _gigantic_?"** Mountain. Repeat with other items: • Small bike/large man • Tall tree/small boy • Flower/large cactus **"Is this hideous or NOT hideous?"** • Witch (_hideous_) • Fairy princess (NOT _hideous_) • Handsome little boy (NOT _hideous_) • Ogre (_hideous_) _Feedback:_ If students make a correct response: • **"Yes, the _____ is _gigantic_."** If students make an incorrect response: • Immediately model the correct response. • the correct synonym. • Go back to the picture a second time.
Use the synonym to complete sentences.	Place the pictures listed in the materials section on the table one at a time (only the pictures that were answered with a yes in the previous step).	(Show first picture) **"We climbed the _gigantic_ mountain. I'll say it another way. We climbed the huge mountain."** (Show second picture) **"The boy stood next to the _gigantic_ tree. Now you try saying it another way. He stood next to the** (huge) **tree."** Repeat with the remaining pictures.

Instructional Feature	What To Do	Explicit Instruction
Use the target word to complete sentences.		**"I am going to say some sentences and I want you to finish a sentence using one of our target words."** • **"The animal wouldn't fit through the door. It was** (*gigantic*)**."** • **We could not look at the monster because it was** (*hideous*)**."** Repeat with the remaining words. *Feedback:* If students make an incorrect response: • Immediately model the correct response. • Provide the correct synonym. • Go back to the sentence a second time.
Have the students substitute the s ynonym for the target word in the context of the book.	Reread the book.	**"Look, here is our new word!"** **"The *gigantic* man could not fit through the doorway."** **"We could also say the huge man could not fit through the doorway."**

How To Evaluate Learning

• Have students match the target word to its synonym.

• Have students complete a crossword puzzle using their new and old target words.

Down
1. Trip
2. Wet

Across
3. Huge
4. Tired

Word Bank
damp
exhausted
gigantic
voyage

1 down
3 across
4 across
2 down

References

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

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II. Synonyms-Lesson 3:
Expansion Strategy—Synonyms in Original Sentences

Lesson Objective
The student will use the target word in an original sentence.

Corresponding TEKS Objectives
K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose
• This strategy is designed to teach students to use the target word and its synonym in original sentences.

• It may be used with students in first through third grades, or with older students who have difficulty understanding new vocabulary they encounter in their content reading.

• The teacher prompts the students for how the target word could be used, and then models the target word in an original sentence.

• The students respond by using the target word in an original sentence.

• Once a synonym for a target word has been taught, it is best for students to encounter the target word multiple times in different contexts.

• A combination of strategies, for example using synonyms and definitions together, is a more effective way of teaching new vocabulary than one method alone.

Necessary Preskills
For students to be successful, they need to be able to:

• Understand and know the meaning of the target words and their selected synonyms.

• Write a simple sentence.

Instructional Design Criteria
To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

• Target words are critical to understanding the story and are not explained in the text.

• Target words are words that will be encountered in many contexts.

• Select two to four target words to teach prior to reading the text.

Materials and Examples

- Story or text (includes content area materials) that contains the target word.

- Paper and writing materials.

Instructional Sequence

Instructional Feature	What To Do	What To Say
Reintroduce the target word.	Hold up the book.	**"Yesterday we read _____. In this book, we read the word *gigantic*."**
Check that students are very familiar with the meaning of the target word by producing its synonym.		**"What does *gigantic* mean?"** *Feedback:* If students make a correct response: • **"Yes! *Gigantic* means huge."** If students make an incorrect response: • Immediately model the correct response (e.g., ***Gigantic* means huge.**)
Ask the students how the target word was used in the book.	Hold up the book.	**"What was *gigantic* in this book?"**
Relate the target word to the students' personal experiences.	Call on two to three students.	**"Tell me about something you've seen that was *gigantic*."**
Provide an example of the target word in a sentence.		**"I can use *gigantic* in a sentence."** **"The *gigantic* dog scared me."** **"I could say that another way. The huge dog scared me."**
Provide opportunities for students to use the target word in a sentence.	Call on two to three students.	**"Now it is your turn to use *gigantic* in a sentence."** **"_____, tell me a sentence using *gigantic*."** **"Excellent! Now say it another way."**
Provide opportunities for students to use the target word in their writing.	Hand out paper and writing materials.	**"Now, I want everyone to write a sentence using *gigantic*. If there is time, you may draw a picture to go with your sentence."**
Allow the students to share their original sentences containing the target word.	Display the sentences.	**"You have all done such a nice job using *gigantic* in a sentence. Who would like to share his or her sentence?"**

How To Evaluate Learning

• Have students match the target word to its synonym.

• Have students complete a fill-in-the-blank exercise.

For example,

Fill in the blanks in the sentences with the words below:

damp   exhausted   gigantic   journey

1. The _____ dog scared the little boy.
2. The girl was _____ after her race.
3. It was too bad the clothes in the dryer were _____.
4. The _____ would take them to a sunny beach.

• Have the students write a sentence using the target word and then check for understanding by writing it with the synonym.

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III. Definitions-Lesson 1:
Initial Instructional Strategy—Definitions

Introduction

In this three-lesson strategy set, a strategy to explicitly teach new vocabulary words through the use of definitions is introduced. The new vocabulary word is first defined using categories and descriptors. Next, a strategy to teach students how to answer questions using the new vocabulary word is introduced. Then, students relate the new vocabulary word to their personal experiences and use the word in an original sentence. This strategy set can be used when students have the language skills necessary to understand an explanation, and when the concept cannot be explained with a synonym known to the learner.

Lesson Objective

The student will provide a definition that includes the category (e.g., bird belongs to the category animal) and at least one descriptor (e.g., for bird, a descriptor would be it has feathers) of the target word.

Corresponding TEKS Objectives

K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose

• The ability to define words is a critical step in the development of vocabulary. This strategy is designed to teach students to provide a definition that includes the category and at least one descriptor of a target word.

• It may be used with students in second through third grade, or with older students who have difficulty defining and using vocabulary they encounter within their content area reading.

• The teacher defines a vocabulary word the students will encounter in their reading.

• Students respond by producing the parts of the definition and indicating pictures that represent the target word.

• Effective instruction will allow students to encounter the target word multiple times in different contexts.

Necessary Preskills

For students to be successful, they need to be able to:

• Produce the categories of basic words. (e.g., bird belongs to the category animal).

• Understand the concept not and different.

• Understand the words used in the definition.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

· Target words are critical to understanding the story and are not explained in the text.

· Target words are words that will be encountered in many contexts.

· Two to four target words should be selected and taught prior to reading the text.

· Words that refer to physical objects are easier to teach than words that refer to abstract ideas (e.g., treasure vs. idleness).

Materials and Examples

· Story or text (includes content area materials) that contains the target word.

· Pictures that provide positive and negative examples.

· For example, pictures to be used with the target word *treasure* include:

| **Diamond ring** | **Rock** | **Empty chest-like box** | **Chest-like box full of gold** |

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the target word.	Hold up the new book.	**"Today we are going to read _____."** **"In this book, we will read the word *treasure*."** **"What word will we read?"** *treasure* **"Yes, *treasure*."**

Instructional Feature	What To Do	Explicit Instruction
Identify the category or class to which the target word belongs.		**"I'll tell you two things about *treasure*."** **"First: A *treasure* is an object."** **"What is one thing you know about *treasure*?"** *Feedback:* If students make a correct response: • **"Yes, it is an object."** If students make an incorrect response: • Immediately model the correct response. • Ask the question again.
Specify how the target word differs from other concepts that belong to the same category.		**"The second thing you need to know is that a *treasure* is different from other objects because it is worth a lot."** **"How is *treasure* different from other objects?"** *Feedback:* Use procedures from previous step.
Provide the students with the definition of the target word.		**"So, a *treasure* is an object that is worth a lot."** **"What's one thing we know about a *treasure*?** (It's an object.) **"What's another thing we know about a *treasure*?"** (It's worth a lot). *Feedback:* Use procedures from previous step.

Instructional Feature	What To Do	Explicit Instruction
Provide students with positive and negative examples of the target word.	Place the pictures listed in the materials section on the table one at a time.	**"Is this a *treasure* or NOT a *treasure*?"** • **diamond ring** (*treasure*) • **rock** (NOT a *treasure*) • **empty box** (NOT a *treasure*) • **chest full of gold** (*treasure*) *Feedback:* If students make a correct response: • **"How do you know?"** If students make an incorrect response: • Immediately model the correct response. • Provide the correct definition. • Go back to the picture a second time.
Provide an example of the target word in the context of the book.	Hold up the new book.	**"Listen to the way *treasure* is used in the story."** Read the story.

How To Evaluate Learning
• Have students make a list of *treasures* (orally or in writing).

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III. Definitions-Lesson 2:
Review Strategy—Using Definitions to Answer Questions

Lesson Objective
The student will use the target word to answer questions.

Corresponding TEKS Objectives
K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose
• The ability to define words is a critical step in the development of vocabulary. This strategy is designed to teach students to use the target word to answer questions.

• It may be used with students in second through third grade, or with older students who have difficulty defining and using vocabulary they encounter within their content reading.

• The teacher asks a question using the definition of the target word.

• The students answer the question using the target word.

• Effective instruction will allow students to encounter the target word multiple times in multiple contexts.

Necessary Preskills
For students to be successful, they need to be able to:

• Produce the categories of basic words. (e.g., bird belongs to the category animal).

• Understand the words used in the definition.

Instructional Design Criteria
To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

• Target words are critical to understanding the story and are not explained in the text.

• Target words are words that will be encountered in many contexts.

• Two to four target words should be selected and taught prior to reading the text.

• Words that refer to physical objects are easier to teach than words that refer to abstract ideas (e.g., treasure vs. idleness).

• Words introduced in earlier lessons will be targeted within the review activity.

Materials and Examples
- Story or text (includes content area materials) that contains the target word.

Instructional Sequence		
Instructional Feature	**What To Do**	**Explicit Instruction**
Reintroduce the target word.	Hold up the book.	**"Yesterday we read _____. In this book, we read the word *treasure*."**
Review the definition of the target word.		**"A *treasure* is an object that is worth a lot."** **"What's one thing we know about a *treasure*?"** It's an object. **"What's another thing we know about a *treasure*?"** It's worth a lot. *Feedback:* If students make an incorrect response: • Immediately model the correct definition. • Ask them for the definition a second time.
Provide students with opportunities to finish sentences using the definition.		• **"She keeps her *treasure* in the safe. Another way of saying that is: She keeps an object that is worth a lot in the safe."** • **"She is sad because she lost her *treasure*. I want you to say it another way. She is sad because she lost an …"** object that is worth a lot. • **"Let's try another one! The pirates found the buried treasure. I want you to say it another way. The pirates found the buried …"** object that is worth a lot. *Feedback:* If students make an incorrect response: • Immediately model the correct response. • Provide the correct definition. • Go back to the picture a second time.

Instructional Feature	What To Do	Explicit Instruction
Provide students with opportunities to answer questions using the target word.		**"I am going to say some sentences, and then I want you to use our target words to answer some questions."** • **"The woman found her object that was worth a lot under the couch. What did the woman do?"** She found her treasure. • **"The object that was worth a lot was in the museum. What was in the museum?"** The treasure.
Provide the definition of the target word in the context of the book.	Hold up the new book.	**"Listen to the way _treasure_ is used in the story."** Read one to three sentences in the book that contain the target word. Substitute the definition for the target word. **"The girl found the _treasure_ in the old tree house. We could say that part of the story another way. The girl found the object that was worth a lot in the tree house."**

How To Evaluate Learning

· Have students tell you which word goes with another word. For example: "What goes with _treasure_? An object worth a lot or an object worth nothing?"

· Have students make a list of _treasures_ (orally or in writing).

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III. Definitions-Lesson 3:
Expansion Strategy—Definitions in Original Sentences

Lesson Objective
The student will use the target word in an original sentence.

Corresponding TEKS Objectives
K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose
• The ability to define words is a critical step in the development of vocabulary. This strategy is designed to teach students to use a target word in an original sentence.

• It may be used with students in second through third grade, or with older students who have difficulty defining and using vocabulary they encounter within their content area reading.

• The teacher prompts students for how the target word relates to them and models the use of the target word in an original sentence.

• The students respond by using the target word and its definition in original sentences.

• Effective instruction will allow students to encounter the target word multiple times in different contexts.

• A combination of strategies, for example using synonyms and definitions together, is a more effective way of teaching than one method alone.

Necessary Preskills
For students to be successful, they need to be able to:

• Produce the definition of a previously taught word.

• Write a simple sentence.

Instructional Design Criteria
To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

• Target words are critical to understanding the story and are not explained in the text.

• Target words are words that will be encountered in many contexts.

• Two to four target words should be selected and taught prior to reading the text.

• Words that refer to physical objects are easier to teach than words that refer to abstract ideas
  (e.g., treasure vs. idleness).

Materials and Examples

- Story or text (includes content area materials) that contains the target word.

- Writing materials and paper for the students.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Reintroduce the target word.	Hold up the new book.	**"We have read the word *treasure* in the book _____."** **"What word did we read? Yes, *treasure*."**
Ask students for the definition of the target word.		**"What are two things you know about *treasure*?"** *Feedback:* If students make an incorrect response: • Immediately model the correct definition. • Ask them for the definition a second time.
Ask students how the target word was used in the book.	Hold up the book.	**"What was the *treasure* in this book?"**
Relate the target word to the students' personal experiences.	Call on two or three students.	**"Have you ever seen an object that could be called a *treasure*? Tell me about it."**
Provide an example of the target word in a sentence.		**"Now I'll use the word *treasure* in a sentence."** **"The little boy found a *treasure* on his way home from school."** **"I can say that another way using our definition. The little boy found an object that was worth a lot on his way home from school."**

Instructional Feature	What To Do	Explicit Instruction
Provide opportunities for students to use the target word in an original sentence.	Hand out writing materials and paper.	**"Now you use _treasure_ in a sentence of your own."** **"Now write your sentence another way using the definition. If there is time, you may draw a picture to go with your sentence."** _Feedback:_ If students have difficulty using the target word in a sentence of their own, prompt students with the previously described personal experiences.
Allow students to share their original sentences.	Display the sentences.	**"You have all done such a nice job using _treasure_ in a sentence. Who would like to share his or her sentence?"**

How To Evaluate Learning

- Have students use the new word in an original sentence (orally or in writing) and then have them rewrite the sentence another way using the definition.

- Have students make a list of _treasures_ (orally or in writing).

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IV. Elaboration-Lesson 1:
Initial Instructional Strategy—Describing Vocabulary Through Elaboration

Introduction
In this three-lesson strategy set, a strategy to explicitly teach the addition of descriptive words to objects (and actions) is introduced. Elaboration is first taught by having students develop a list of words to describe a picture. Next, students are taught to insert a detail into an existing sentence. Then, students create an original sentence using at least one describing word. This strategy set can be used when students have the language skills necessary to develop a sentence, but do not provide details with the sentence.

Lesson Objective
The student will provide a detail that describes an object or action.

Corresponding TEKS Objectives
K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose
- This strategy is designed to teach students to develop a list of details for a picture.

- It may be used with students in kindergarten through second grade, or with older students who have difficulty providing details in their writing.

- The teacher demonstrates how to develop a list of details for a specific picture.

- Students respond by developing lists of details for other words.

- The ability to use elaboration is a critical step in the development of descriptive vocabulary.

- Effective instruction will allow students to elaborate on a word in different contexts. For example, if providing elaboration for the word *dog*, details can be developed for a dachshund and then a cocker spaniel.

Necessary Preskills
For students to be successful, they need to be able to:

- Understand the word to be described and its context.

- Understand words that are used to describe (e.g., color, size).

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

• Target words are words that will be encountered in many contexts.

• Objects will be elaborated upon prior to actions.

• The elaboration of one detail is used prior to adding more details.

Materials and Examples

• Pictures of objects in color with specific details.
  For example, pictures can include:

Apple tree Words that tell more: large, leafy, green	**Sheep dog** Words that tell more: large, shaggy, grey	**Chihuahua** Words that tell more: small, brown
Ocean Words that tell more: salty, blue, giant	**House** Words that tell more: old, ruined, scary	**Fish** Words that tell more: spotted, silver, tiny

• Writing materials and a writing surface (e.g., white board and dry-erase markers, butcher paper and markers).

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Describe the activity for telling more about words.		**"We are going to learn how to describe or tell more about words in a sentence to make our writing more interesting."** **"Describing words tell more about other words in the sentence."**

Instructional Feature	What To Do	Explicit Instruction
Demonstrate the development of a list of describing words.	Place the first picture on the table.	**"This is a tree. That does not tell us very much about the tree."** **"I can think of words that tell more about this tree."** **"big, green, leafy"**
	Use the writing materials and surface to generate the list.	Write each word after it is produced. **I can say:** • **the big tree** (write tree after big) • **the green tree** (write tree after green) • **the leafy tree (**write tree after leafy) **I can even say the big, green, leafy tree to tell even more about this tree.**
Provide group with opportunities to produce lists of details with other pictures.	Place the next picture on the table.	**"This is a dog. That does not tell me very much about this dog."** **"Tell me some words that tell me more about this dog."** Example words: large, hairy, shaggy, grey.
	Use the writing materials and surface to generate a list of details for each picture.	Write each word after it is produced. *Prompts:* • **Specific** (e.g., **Tell me about the size/color of the dog.**) • **Options** (e.g., **Is the dog big or small?**) **"Excellent job! You thought of words that tell me more about this dog."** **I can say:** • **the big dog** (write dog after big) • **the hairy dog** (write dog after hairy) • **the grey dog** (write dog after grey) **I can even say the big, hairy, grey dog to tell more about this dog.** Repeat for each picture.

Instructional Feature	What To Do	Explicit Instruction
Provide individuals with opportunities to produce a phrase that includes at least one detail.	Shuffle the pictures.	**"Now you will each take a turn describing a picture. You will tell us at least one thing that tells us more about the picture and what the picture is."** **"I will go first."** Take the first picture from the pile. **"The spotted, silver fish."** **"_____, take a picture and tell us at least one thing that tells us more about the picture and what the picture is."**

How To Evaluate Learning

• Present picture cards with new objects. For example:

Whale Words that tell more: great, blue, giant	**Piano** Words that tell more: little, pink, shiny	**Cowboy hat** Words that tell more: white, black spotted

• Ask students to provide you with a list of details to describe each picture.

• Ask students to provide you with a detail and the object (e.g., the giant whale).

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IV. Elaboration-Lesson 2:
Review Strategy—Elaboration in Sentences

Lesson Objective
The student will add at least one detail to a sentence.

Corresponding TEKS Objectives
K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose
• This strategy is designed to teach students to add describing words to sentences.

• It may be used with students in first through second grade, or with older students who have difficulty providing details in their writing.

• The teacher presents cut up sentences.

• Students respond by providing describing words and inserting them into the cut up sentences.

• The ability to use elaboration is a critical step in the development of descriptive vocabulary.

• Effective instruction will allow students to elaborate on a word in multiple contexts. For example, if providing elaboration for the word *dog*, details could be developed for a dachshund and then a cocker spaniel.

Necessary Preskills
For students to be successful, they need to be able to:

• Understand the word to be described and its context.

• Understand words that are used to describe (e.g., color, size).

• Read a simple sentence with teacher support.

Instructional Design Criteria
To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

• Target words are words that will be encountered in many contexts.

• Objects will be elaborated upon prior to actions.

• The elaboration of one detail is used prior to adding more details.

• One word in a sentence will be elaborated prior to several words in a sentence being elaborated.

Materials and Examples

· Word cards: Each word used in a sentence (except the detail cards) is written on a plain white card.

· Blank blue cards: As students develop the details, each detail word is written on a blue card.

· Writing materials.
   For example, sentences can include: *Blue cards*

The	boy	sat	by	the	tree		big	green	leafy
The	dog	jumped	on	the	couch		dirty	muddy	brown
The	pumkin	sat	in	the	field		orange	scary	tiny
The	shark	swam	in	the	ocean		grey	hungry	mean
My	dad	wore	his	shirt			goofy	striped	old
The	ball	was	in	the	game		red	round	hard

(Pictures may be added to help students who are not yet reading simple sentences.)

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Describe the activity for using words than tell more in sentences.		**"We have been thinking of words that tell more about other words. Today we will add words that tell more to make sentences."**

Instructional Feature	What To Do	Explicit Instruction
Demonstrate how to insert a describing word into a sentence.	Place the first sentence on the table one word at a time (if working with nonreaders, place the picture on the table, too). Write each detail word on a blue card. Move the cards to make room for the blue card. Move the blue card into the sentence.	**"Read this sentence with me."** **"The boy sat by the tree."** **"I will think of some words that tell me more about the tree."** **big, green, leafy** Write each word on a blue card. Insert the blue cards into the sentence one at a time. **I can say:** • **The boy sat by the *big* tree.** • **The boy sat by the *green* tree.** • **The boy sat by the *leafy* tree.** **I can even say:** **The boy sat by the *big, green, leafy* tree."**
Provide group with opportunities to insert describing words in sentences.	Place the next word cards that make a sentence on the table. Call on two or three students to provide a detail. Write each detail word on a blue card. Move the cards to make room for the blue card.	**"Read this sentence with me."** **"The dog jumped on the couch."** **"What are some words that tell me more about the dog?"** Example words: muddy, dirty, brown. Write each word on a blue card after it is produced. *Prompts:* • Specific (e.g., **Tell me about the size/color of the dog.**) • Options (e.g., **Is the dog big or small?**) After each word, have the students read the new sentence. **"Excellent job! Read me the sentence with detail."** **The *muddy* dog jumped on the couch.** **The *muddy, brown* dog jumped on the couch.** Repeat for each sentence.

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Instructional Feature	What To Do	Explicit Instruction
Provide individuals with opportunities to add at least one describing word to a sentence.	Provide each student with one "cut up" sentence.	**"Now you will each take a turn adding words that tell more to a sentence."** **"Read your sentence."**
	Provide each student with one to three blue cards to describe an object in the sentence.	**"Write one word that tells more on a blue card. You can write another on a second blue card if you want."** **"Put your words that tell more into the sentence."** **"Read your new, more interesting sentence."**
Make a connection with text.	Hold up the new book.	**"Today we are going to read _____. In this book, you will hear words that tell us more about other words."** **"Listen to this sentence. The boy leaned against the OLD OAK tree."** **"It could have said: The boy leaned against the tree."** **"Which provided you with a clearer picture of the tree?"** **"Listen for other details in this story."**

How To Evaluate Learning

• Present students with sentences. Mark a word that students will provide details for. Ask students to rewrite the sentence with the added detail.

For example:

• The butterfly flapped its *wings*.

• The *doughnut* lay on the plate.

• The girl jumped into the *pool*.

• Can you see the *deer*?

• The *boy* read the book.

References

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IV. Elaboration-Lesson 3:
Expansion Strategy—Elaboration in Self Generated Sentences

Lesson Objective
The student will provide at least one detail that describes an object or an action within an original sentence.

Corresponding TEKS Objectives
K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose
• This strategy is designed to teach students to use describing words in original sentences in order to make them more interesting to a reader.

• It may be used with students in first through second grade, or with older students who have difficulty providing details in their writing.

• The teacher provides pictures that serve as writing prompts for the students.

• Students respond by including at least one describing word in an original sentence.

• The ability to use elaboration is a critical step in the development of descriptive vocabulary.

• Effective instruction will allow students to elaborate on a word in different contexts. For example, if providing elaboration for the word *dog*, details could be developed for a dachshund and then a cocker spaniel.

Necessary Preskills
For students to be successful, they need to be able to:

• Understand the word to be described and its context.

• Understand words that are used to describe (e.g., color, size).

• Write a simple sentence with teacher support.

Instructional Design Criteria
To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

• Target words are words that will be encountered in many contexts.

• Objects will be elaborated upon prior to actions.

• The elaboration of one detail is used prior to adding more details.

• One word will be elaborated in a sentence prior to several words in a sentence being elaborated.

Materials and Examples.

- Color pictures of objects doing something, with specific details.
  For example, pictures for the task include:

Fish swimming in an aquarium. Words that tell more: small, shiny, silver	**A bug crawling on a branch.** Words that tell more: icky, spotted, red	**A car driving on a bridge.** Words that tell more: yellow, big, old
A child falling in a mud puddle. Words that tell more: little, pretty, silly	**A girl pulling a wagon.** Words that tell more: red, shiny, new	**A horse going into a barn.** Words that tell more: white, young, big

- Writing materials and a writing surface for each student (e.g., pencil and paper).

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Describe the activity of writing a sentence with describing words.		**"We have been learning about words that tell more. Today you are going to make up your own sentences with words that tell more. Watch how I do this. Look at this first picture."**
Demonstrate how to use the picture as a prompt to write a sentence with at least one describing word.	Place the first picture on the table. Use the white board to write the sentence for students to see.	**"I see a fish swimming in an aquarium. I can tell more about the fish."** **"I see a small, shiny fish swimming in the aquarium."** Watch me write the sentence. **"I could have added more detail if I had written: I see a small, shiny fish swimming in the giant aquarium."** Model one more example

Instructional Feature	What To Do	Explicit Instruction
Provide individuals with opportunities to use describing words in original sentences.	Give each student the writing materials. Give each student a picture.	**"I will hand each of you a picture. Write a sentence using words that tell more about other words. Remember, this will make your writing more interesting."** *Prompts:* • Specific (e.g., **Tell me about the size/color of the _____.)** • Options (e.g., **Is the _____ big or small?)** Monitor each student's writing. **"Excellent job! Read me the sentence with words that tell more."**
Provide individuals with opportunities to share their original sentences with describing words.	Call on two to three students.	**"You have all done such a nice job using words that tell more in your own sentences. Your writing is very interesting. Who would like to share his or her sentence?"**

How To Evaluate Learning

• Present pictures to students. Ask students to write sentences about the pictures using words that tell more about other words.

For example:

• A *dragon* breathing fire.

• A *ballerina* twirling.

• A *soccer ball* being kicked into a goal.

• A *crow* eating a piece of corn.

• A snowman melting in the *sun*.

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V. Context-Lesson 1:
Initial Instructional Strategy—Teaching Identified Vocabulary through Context

Introduction

In this three-lesson strategy set, a strategy to explicitly teach how to find the meanings of new vocabulary words in context is introduced. The strategy is first used when students find the meaning of a pre-selected word in context. Next, students are taught to find the new word and its meaning. Then, students use the new word in an original sentence and provide its meaning in the context of the sentence. This strategy set can be used when students have the language skills necessary to understand that synonyms, definitions, and inferences provide the meanings of new words and that these meanings can be found in the context of a story.

Lesson Objective

The student will find a word or definition in connected text that means the same thing as the new word.

Corresponding TEKS Objectives

2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

2.8: The student develops an extensive vocabulary.

Rationale and Purpose

• The ability to use context is a critical step in the development of vocabulary because it allows students to figure out the meanings of new words they will encounter on their own. This strategy is designed to teach students to use the words surrounding an unknown word to figure out a new word's meaning.

• It may be used with students in second through third grade, or with older students who have difficulty figuring out an unknown word's meaning.

• The teacher brings attention to the new word and that there is a word near it that means the same thing.

• Students respond by identifying the synonym or definition of the new word.

• Effective instruction will allow students to use this strategy with many types of context
  (e.g., synonyms and definitions).

Necessary Preskills

For students to be successful, they need to be able to:

• Decode simple text.

• Use synonyms and definitions to understand the meanings of new words.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

- The new words are words that will be encountered in many contexts.

- Students have an easier time using the context to find the meaning of a new word when the definition or synonym is located close to the new word.

- Students need to have multiple exposures to the target words.

Materials and Examples

- Passages or book with the new words underlined.

Example text:

- Sam saw a <u>flock</u> of birds. The big group of birds was in the sky.

- The birds flew into the <u>distance</u>, very far away.

- They flew to the <u>swamp</u> and landed in the wet, muddy grass next to the water.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity for finding a new word in text.	Hold up the first set of sentences Give every student a copy of the text.	**"Today we are going to read these sentences. A new word is underlined in these sentences."** **"What word is underlined?"** **"Yes, *flock*."**
Read the text.		**"Let's read the sentences. Listen for the new word *flock*.**
Model the synonym or definition for the target word.		**"Everyone find *flock*. There are words very close to it that mean the same thing."** **"I'll tell you the words that mean the same as *flock*. The words that mean the same as *flock* are big group."** **"Sam saw a *big group* of birds."**

Instructional Feature	What To Do	Explicit Instruction
Substitute the synonym or definition into the sentence.		**"Everyone, read the sentence with *flock* in it."** Sam saw a *flock* of birds. **"Now I'll read you the sentence using the words that mean the same as *flock*."** Sam saw a big group of birds. **"Now everyone read the sentence using the words that mean the same thing as *flock*."** Sam saw a big group of birds. *Feedback:* If students make a correct response: • **"Yes! *Flock* means big group."** If students make an incorrect response: • Immediately model the correct response (e.g., ***Flock* means big group**). Ask a second time for the words that mean the same as flock.
Relate the target word to the students' personal experiences.	Call on two to three students.	Tell me about a time you saw a flock of something.
Provide an example of the target word in a sentence.		**"I can use *flock* in a sentence."** **"The *flock* of sheep were eating grass."** **"I could say that another way. The *big group* of sheep were eating grass."**

Instructional Feature	What To Do	Explicit Instruction
Provide opportunities for students to use the target word in a sentence.	Call on two to three students.	**"Now it is your turn to use *flock* in a sentence."** **"_____, tell me a sentence using *flock*."** **"Excellent! Now say it another way."** *Feedback:* If students have difficulty using the target word in a sentence of their own, prompt students with the previously mentioned personal experiences.
Reread the passage.		**"Let's read the passage a second time. Listen for the new word flock and the words that mean the same thing."** Repeat with additional passages.

How To Evaluate Learning
• Provide students with a sample passage with a new word underlined.

For example:
Aerin chose an <u>ornate</u> dress to wear to the baseball game. The very decorated dress was full of lace and bows.

• Provide students with a question (example formats).

• What word means the same as <u>ornate</u>?

• Choose the word that means the same as ornate:
     a. very
     b. decorated
     c. dress
     d. dirty

• The dress was ornate because it was _____.

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V. Context-Lesson 2:
Review Strategy—Teaching Unidentified Vocabulary Through Context

Lesson Objective
The student will find a word in a passage that he or she does not know. He or she will then find a word or definition in connected text that means the same thing as the new word.

Corresponding TEKS Objectives
2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

2.8: The student develops an extensive vocabulary.

Rationale and Purpose
• The ability to use context is a critical step in the development of vocabulary because it allows students to figure out the meaning of new words they will encounter on their own. This strategy is designed to teach students to recognize a word they do not know and then use the words surrounding the unknown word to figure out its meaning.

• It may be used with students in second and third grade, or with older students who have difficulty figuring out an unknown word's meaning from the surrounding text.

• The teacher asks students to find a word that he or she does not know or is unsure of.

• Students respond by identifying the unknown word and then finding its meaning.

• Effective instruction will allow students to use this strategy on many types of context (e.g., synonyms, definitions, inferences).

Necessary Preskills
For students to be successful, they need to be able to:

• Decode simple text.

• Use synonyms and definitions to understand the meanings of new words.

Instructional Design Criteria
To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

• The new words are words that will be encountered in many contexts.

• Students have an easier time using the context to find the meaning of a new word when the definition or synonym is located close to the new word.

• Students have a harder time finding the meaning of a new word when inferences provide the meaning of the new word.

• Students need to have multiple exposures to the target words.

Materials and Examples

- Passages or book with the target words not underlined.

- Sample text with an unfamiliar word explained in the same sentence. Example:
  Maria's mother was making her an enormous, very large cake for her birthday.

- Sample text with an unfamiliar word explained in an adjacent sentence. Example:
  The odor of the cake made her mouth water. The smell was in every room.

- Sample text with an unfamiliar word meaning explained indirectly. Example:
  Maria was hoping that her mischievous brother would not ruin the cake. His tricks often ruined her special days.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity of finding target words that have not been underlined.	Hold up the new book or passage. Give every student a copy of the text.	**"We have been learning new words by finding their meanings in passages."**
Read the text.		**"Today we are going to read some new passages. There is a new word in each passage, but it is not underlined today. I want you to find the new word."** **"Let's read the passage. Follow along carefully and see if you can find the new word."**

Instructional Feature	What To Do	Explicit Instruction
Ask a student to provide the new word.	Call on one student.	**"Who has found a word they don't know or are unsure of?"** **"Tell me the new word."** *odor* *Feedback:* If students make a correct response: • **"That's right! *Odor* is our new word."** If students choose an alternate word: • Use that word if the meaning is provided in the text. • If the meaning is not provided in the text, use another strategy (e.g., definition or synonym) to explain this word. • Provide students with the new word if they do not indicate it (e.g., **Look at this word, *odor*. Do you know what that word means?**).
Model the meaning of the new word.		**"There is a word close to the new word that means the same thing."** **"I'll tell you the word that means the same as *odor*."** **"*Odor* means smell."**
Call on a student to find the meaning of the new word.	Call on one student.	**"_____ , tell me the word that means the same as *odor*."** (smell) If students make an incorrect response: • Immediately model the correct response. Ask a second time for the word that means the same as odor.
Read the sentence with the synonym or definition.	Call on one student. Call on another student.	**"_____, read me the sentence with *odor*."** The odor of the cake made her mouth water. The smell was in every room. **"_____, read me the sentence using the word that means the same as *odor*."** The smell of the cake made her mouth water.

Instructional Feature	What To Do	Explicit Instruction
Relate the target word to the students' personal experiences.	Call on one child.	**"Tell me about an *odor* you have been around."** Strawberries, garbage
Provide an example of the target word in a sentence.		**"I can use *odor* in a sentence."** **"The *odor* coming from the garbage can told me it was time to take it outside."**
Provide opportunities for students to use the target word in an original sentence.		**"Turn to the student next to you and tell him or her about an *odor*."** Repeat with additional passages.

How To Evaluate Learning

- Provide students with a sample passage. Tell students to circle a word they do not know and then underline the words that tell the new word's meaning.

The (miniature) piano was very <u>tiny</u>.

- Provide the students with a sample passage. Have the students rewrite the sentence with the new word using the synonym or definition.

Sally held the miniature piano. It was very tiny.

Sally held the *very tiny* piano.

**Students may need help when words or synonyms do not fit "as is" into the target sentence.

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V. Context-Lesson 3:
Expansion Strategy—Using Original Context to Explain Words

Lesson Objective
The student will provide the meaning of a word in the context of a sentence.

Corresponding TEKS Objectives
2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

2.8: The student develops an extensive vocabulary.

Rationale and Purpose
• This strategy is designed to teach students to explain the meaning of a word in the context of sentences they create.

• It may be used with students in late second and third grade, and with older students who have difficulty explaining the meaning of new words in their writing.

• The teacher draws attention to why writers provide meaning in context.

• Students respond by writing an original sentence with a previously taught word and include the meaning of the new word.

• Effective instruction will allow students to use this strategy on many types of context
(e.g., synonyms, definitions, inferences).

Necessary Preskills
For students to be successful, they need to be able to:

• Decode simple text.

• Use synonyms and definitions to understand the meanings of new words.

• Write a simple sentence.

Instructional Design Criteria
To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

• The new words are words that will be encountered in many contexts.

• Students have an easier time using the context to find the meaning of a new word when the definition or synonym is located close to the new word.

• Students have a harder time finding the meaning of a new word when inferences provide the meaning of the new word.

• Students need to have multiple exposures to the target words.

Materials and Examples

- Passages or book with the target words not underlined.

- Sample text with an unfamiliar word explained in the same sentence.
  Example:
  The dangerous roller coaster is unsafe.

- Sample text with an unfamiliar word explained in an adjacent sentence.
  Example:
  The boy ran swiftly to finish the race. Nobody had ever seen him run so fast.

- Sample text with an unfamiliar word meaning explained indirectly.
  Example:
  The ground was damp after it rained.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity of finding unknown words in text.	Hold up the new book or passage. Give every student a copy of the text.	**"We have been learning new words by finding their meanings in passages."** **"I want you to read this sentence and circle any words you don't know or are unsure of."**
Read the text.	Have students read to themselves or in pairs.	

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Instructional Feature	What To Do	Explicit Instruction
Ask a student to provide the new word.	Call on one student.	**"Who has found a word they don't know or are unsure of?"** **"Tell me the new word."** *Damp* If students make a correct response: • **"That's right! *Damp* is our new word."** If students choose an alternate word: • Use that word if the meaning is provided or can be inferred in the text. • If the meaning is not provided in the text, use another strategy (e.g., definition or synonym) to explain this word. • Provide students with the new word if they do not indicate it (e.g., **Look at this word, damp. Do you know what that word means?**)
Model the meaning of the target word (synonym or definition) or words that give clues about the meaning.		**"The word that means *damp* is not in the sentence, but there are some clues that tell us what *damp* means."** **"Here's a clue."** Heavy rainfall. **"The heavy rainfall tells you that the ground was sort of wet."** **Now you know that *damp* means…** Sort of wet.
Call on a student to provide the meaning of the target word (synonym or definition) or words that give clues about the meaning.	Call on one student.	**"_____, tell me what *damp* means."** Sort of wet.
Read the sentence as written and then with the found meaning.	Call on one student. Call on another student.	**"_____, read me the sentence with *damp*."** The ground was *damp* after it rained. **"_____, read me the sentence another way."** The ground was sort of wet after it rained.

VOCABULARY—V. Context-Lesson 3: Expansion Strategy—Using Original Context to Explain Words

Instructional Feature	What To Do	Explicit Instruction
Discuss why meaning is added or clues to meaning are given in writing.		**"In this sentence, the writer gives you clues to tell you what the word *damp* means."** **"The writer did this because he or she wasn't sure that you would know the word."**
Relate the target word to the students' personal experiences.	Call on two to three students.	**"Have you ever seen something that was *damp*? Tell me about it."** Damp grass. Damp clothes.
Provide a model for using the new word and its meaning or clues to its meaning in a sentence or sentences.	Write the sentence on a white board for students to view its construction.	**"I am going to write a sentence about a *damp* swimming suit."** Write each word as you say it. **"I put my *damp* clothes in the laundry room."** **"Does this sentence tell you what damp means?"** No! **"I will make sure to include words that tell the reader what damp means."** **"I put my *damp*, sort of wet clothes in the laundry room."** **"Why did I write what damp means?"** So the reader would know what it means.
Provide opportunities for students to use the new word in an original sentence that includes the meaning.	Provide students with writing materials and paper.	**"I want you to write a sentence using *damp*. Make sure you include words that tell what it means."** **"Nice job! You have all written a sentence using the new word."**
Provide opportunities for students to share their original sentences and evaluate if they included the new word's meaning.		**"_____, read me your sentence."** **"That was excellent. Did he or she tell you what *damp* means?"** Repeat with additional passages.

How To Evaluate Learning

• Provide students with a sample passage. Tell students to circle a word they do not know and then underline the words that tell the new word's meaning. Then have students fill in the blanks in the sentences below using the words in a new context.

For example:

She was very flexible. She could bend one way and then another.

The great blue whale breached the surface of the ocean. She had leaped out of the water and taken a large breath of air.

1. The dolphin _____ and did a leap in the air.
2. The plastic toy was very _____. It could bend one way and then another.

Words to Use
breached
flexible

• Provide students with a sample passage. Tell students to circle a word they do not know and then underline the words that tell the new word's meaning. Have students generate an original sentence using the new word that includes the meaning.

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