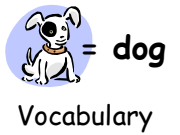




Explicit Instruction for Vocabulary



Purpose: To provide students with a routine to strengthen vocabulary development. It provides students with multiple exposures to the word, while actively engaging them in applying words and word meanings.

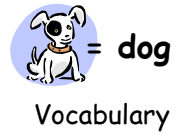
Grade Level Appropriate: K–6

Appropriate Setting: Useful in whole and small group instruction.

Directions	Example
<ul style="list-style-type: none">• This is the word ____. (Model how to read it through regular decoding methods or scooping for multi-syllabic words.)• What word?• ____ means ____ (give a student friendly definition)• Illustrate the word with several examples using student names and the story context when possible.• Check student understanding of the word by:<ul style="list-style-type: none">• Asking deep processing questions.• Having students discern between examples and non-examples.• Having students generate his/her own examples.• Providing a sentence starter and having the students complete the sentence.	<p>For the word: <u>exquisite</u> pulled from <u>Whose Garden Is It?</u> by Mary Ann Hoberman in the Kindergarten manual of Scott Foresman Reading Street.</p> <ul style="list-style-type: none">• This is the word <u>exquisite</u>. (I am pointing to the word and the picture that I have included on chart paper for the week.)• What word? (Students should respond exquisite. If the students response incorrectly give immediate corrective feedback.)• <u>When something is extremely beautiful we say that it is exquisite.</u>• <u>When I saw the tree at Rockefeller Center all lit up with its twinkling lights, I said it was exquisite.</u>• (Taken from story.) <u>When Mrs. McGee walked by the garden with its colors so bright she said this garden is simply,</u> (Gave group response signal. Students should respond exquisite. If students do not respond correctly, corrective feedback is given.)











Explicit Instruction for Vocabulary Continued



Example Continued

- **If I came in and saw that you scribbled on your paper would I say it is exquisite?** (Signal for group response answer. Students should respond no. If not, corrective feedback is given.)
- **Buddy up and tell your partner something that you think is exquisite. Start by saying, "Something that I think is exquisite is..."** (Circulate throughout the room listening to buddies, providing corrective feedback and support, and recording examples to be shared. When done, call on individual students that you know have the correct answer to share.)
- **Let's review. If I see something that is extremely beautiful I could say, "Wow, that's..."** (Give group response signal. Students should respond exquisite. If not, immediate corrective feedback is given.)

Sample of K Vocabulary Chart for Whose Garden Is It? by Mary Ann Hoberman

	soil	dirt
	seed	A small object that is put in soil and grows.
	plant	A living thing that grows in soil and has roots.
	blossoms	flowers
	garden	A place where plants and flowers grow.
	gardener	A person who works in a garden.
	exquisite	Something that is extremely beautiful.
	wonder	To think about something or to try to figure something out.