

Make Words Your Own

Vocabulary Routine 1

Decades of research have confirmed the important role that vocabulary plays in reading comprehension and in students' overall academic success (Hiebert & Kamil, 2005). Immersing students in rich and varied language experiences permits them to learn words through listening, speaking, reading, and writing. In this new view of robust, explicit instruction, vocabulary is introduced using a consistent, predictable routine (Beck et al., 2002). Follow these steps to help students make words fully their own, so that vocabulary can be accessed at will in a variety of situations.

- 1. Pronounce** Guide students in correctly pronouncing the word (by syllables and as a whole). Have students repeat the word after you multiple times; you may want to have ELLs repeat syllable-by-syllable before building up to the whole word. Point out appropriate spelling patterns. For higher-level students, point out if the word is a compound word, includes prefixes or suffixes, or has Latin or Greek roots. For example: *The word structure includes the Latin root -struct, which means "to build." Knowing that, what do you think the word destruction means?*
- 2. Rate Word Knowledge** Have students use the rating scale provided on the student page to show how well they know the word. Students can hold up one, two, or three fingers to indicate word knowledge or use the Vocabulary Rating Scale provided online.
- 3. Explain** Refer to the examples in **Prepare to Read** to provide a clear, student-friendly explanation of the word's meaning. Provide any synonyms and/or antonyms that students may be familiar with. For example: *The word opponent means the person or team who is against you. A synonym is rival, and an antonym is teammate. Our opponents in next week's basketball game are the Cougars from Lake Middle School.*
- 4. Study Examples** Encourage students to think about how and why words are being used in example sentences. Systematic use of tools such as word squares, definition maps, and vocabulary study cards provides students with the opportunity to study words in various contexts.
- 5. Encourage Elaboration** Students elaborate word meanings by generating their own examples and through practice. Choose from these techniques:
 - Role-play, drama, or pantomime
 - Create a drawing or visual representation
 - Generate more examples. Build schema by creating a list of examples within a specific category. For example: *A mammal is a warm-blooded animal that feeds its young with milk. Human beings are mammals. What other animals are mammals?* (cat, dog, whale, elephant, cow, etc.)
 - Prompt a discussion by asking open-ended questions. For example, to elaborate on the word *standards*, say: *Talk about standards that you have chosen for yourself and your own life.*
- 6. Assess** Check student understanding through both informal, ongoing assessment and summative evaluations. In all cases, assessments should go beyond simple memorization or matching, requiring students to demonstrate a deeper level of thinking and understanding. The following are examples of assessment types that require deep thinking:
 - Students complete a sentence that requires giving an example or explaining the word. For example: *The workers struggled to _____.* (lift the heavy boxes, move the large sofa, etc.)
 - Students complete a sentence with the target word. For example: *Because I didn't want to be late to class, I took the _____ of setting my clock ten minutes ahead.* (precaution)
 - Ask students to identify appropriate use in a sentence. For example: *Which sentence makes sense? It is an American tradition to celebrate July 4th with fireworks. OR It is an American tradition to play soccer on Labor Day.*

Unit 1 Vocabulary Rating Scale			
Level A	Vocabulary Rating Scale 1 I have never seen this word before.	Vocabulary Rating Scale 2 I am not sure of the word's meaning.	Vocabulary Rating Scale 3 I know this word and can teach the word's meaning to someone else.
Key Vocabulary			
adjust			
agree			
angry			
appreciate			
change			
community			
culture			
curious			
different			
familiar			
festival			
immigrant			
leave			
native			
neighborhood			
opportunity			
ordinary			
population			
relative			
strange			
tradition			
understand			
value			
Academic Vocabulary			
•analyze			
•arrange			
•collect			
•compare			
•content			
•explain			
•topic			

Vocabulary Rating Scale

Materials Dedicated section of three-ring binder or spiral-bound notebook; print or online student dictionary

1. Before explicitly teaching key words, have students conduct a self-assessment by completing a **Word Awareness Scale** for each word. (After students work with the word in multiple vocabulary routines, ask them to re-rate their word knowledge.)
2. Model how to record information for each key word, including a **student-generated example and a definition**. Students can develop the information individually or with a partner. Although students can consult a dictionary for help, discourage them from directly copying definitions as this requires little thought or understanding.
3. In addition to the example and definition, encourage students to include other helpful information. For example, a **phonetic respelling** may help them remember how to pronounce the word. Sometimes, a **synonym and antonym** or a **common prefix, root, or suffix** will help jog the students' memory of the word's meaning. For some words, students may draw a picture, diagram, or cartoon.
4. As extra support for English language learners, suggest they include a **translation of each key word** and examples in English of multiple meanings for the word.
5. To foster word consciousness, encourage students to **add to the notebook** interesting words that they come across in other sources: outside reading, conversations, the Internet, music CDs, etc.

Word Awareness Scale

word	I recognize it in context. I think it has something to do with	I have never seen the word before, so to learn about it I will	I have heard of the word, but I don't know what it means. To understand it, I am going to	I know the word. It means
advanced	doing well			
potential			look for examples	
conflict				disagreement
inevitable		look up synonyms		

advanced verb; to move forward
I passed the test so I **advanced**
to the next level.

synonym: progressed

antonym: withdrew

Vocabulary Study Cards

Vocabulary Routine 3

Materials 3" x 5" index cards; thesaurus and pronunciation guide (optional)

Have students create a **study card** for each key word they wish to learn.


1. Demonstrate how to use the **Framer Model** graphic organizer. Show students how to add the information to the model by writing the word in the center, a student-generated definition and characteristics of the word at the top, and an example and non-example in the two bottom cells. Encourage students to draw on prior knowledge to come up with examples and non-examples from their own life.
2. Turn the card over and model how to note additional information about the word's pronunciation, synonyms and antonyms, connotation, word relationships, and a sample sentence.
3. Introduce **4-Corner Vocabulary** as another option for a study card. Demonstrate how to use this method with a common word.
4. Suggest that students use these study cards as word sorts for periodic cumulative review and to prepare for vocabulary tests by self-and partner-testing. As words are learned, cards could be discarded or given to a partner or class set. Study cards could also be used as flip books.

Framer Model

Definition	Characteristics
never changing, boring	never changing, boring
monotonous	
A boring movie where nothing ever happens	An exciting movie with a lot of action
Example	Non-Example

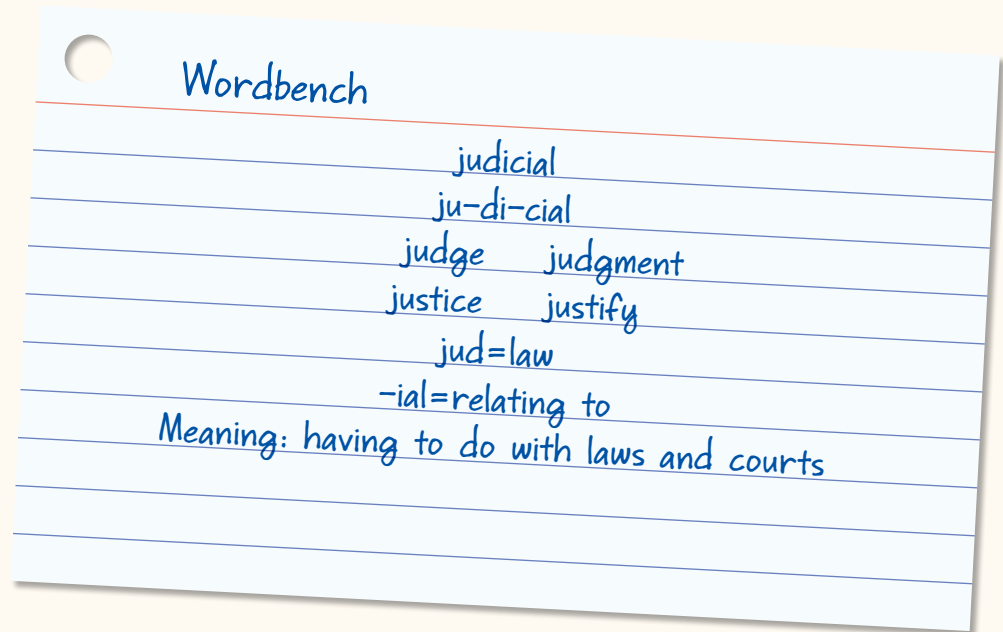
Pronunciation	mu•no•tu•nus
Synonyms	unchanging, boring
Antonyms	changing, exciting
Connotation	negative
Word Family	monotony, monotone
Sentence	The movie was so monotonous, I almost fell asleep.

4-Corner Vocabulary

Word	Picture
property	
Word in Context	Definition
My parents have owned property for many years.	a piece of land or real estate

Use a **Wordbench** to provide explicit instruction in spelling, morphemic analysis, word families, and cognates.

1. Display these two questions in a prominent place in the classroom:
Do I know any other words that look like this word? Are the meanings of the look-alike words related?
2. Use these questions to examine new vocabulary with students. **Display a word** and explain that this is like a carpenter's workbench, where you can take a word apart and put it back together.
3. Have students **pronounce the word** and **divide it into syllables**. Then ask them to name other words that look like it. List the words and invite students to underline and "spell out" the letters that make up the common parts.
4. Next, **focus on meaning** by asking students what each familiar word means. Refer students back to the passage where the new word appears. The more examples of its use that you can provide, the better. Then ask: *Does the meaning of the word you know relate in some way to this new word? If so, how?*
5. If the two words are related in meaning, lead students in exploring the word relationships. Discuss their common roots, affixes, and word origins. Then point out the differences between the words—spelling, pronunciation, affixes, etc.
6. Encourage students to add insights from the **Wordbench** to their **Vocabulary Notebooks** and **Vocabulary Study Cards**. Remind them that they can draw on their knowledge of word relationships and cognates to figure out the meanings of new words during reading.



Text Talk Read-Aloud Method

Vocabulary Routine 5

The **Text-Talk** method (Beck, et al., 2002) teaches text-specific vocabulary after a story or passage has been read aloud to students.

- 1. Read Aloud** Write the target words on the board or a transparency. Read aloud the text or excerpt; as you are reading, pause to provide a short explanation of each target word as you reach it in the text, as well as any other words that may affect comprehension. Don't let your explanations break the flow of your reading; you will be explaining the target words more fully after reading the story or passage. If your target words were *tradition*, *celebrate*, *purpose*, and *freedom*, you would do the following:
 - For the target word *tradition*, pause and say: *A tradition is a belief or way of doing things.*
 - For the target word *celebrate*, pause and say: *To celebrate is to have a party or other special activities to show that an event is important.*
 - For the target word *purpose*, pause and say: *A purpose is a reason for something.*
 - For the target word *freedom*, pause and say: *Freedom is the power to do, say, or be whatever you want.*
- 2. After Reading** After reading the story or passage, explain the meanings of the target words more fully. Use the **Make Words Your Own** routine (PD33), which includes these steps: Pronounce, Explain, Study Examples, Encourage Elaboration, and Assess.
- 3. Bring the Target Words Together** After you introduce the target words one at a time, give students opportunities to use the words together.
 - **One Question** Using all the target words, create one thoughtful question and ask students to answer it. For example, if your target words were *tradition*, *celebrate*, *purpose*, and *freedom*, you could ask: *Which U.S. tradition has the purpose of celebrating people's freedom?*
 - **Questions: Two Choices** Form a question that requires that students choose the best target word between two options. For example, ask: *If a group of people always wears the color red to celebrate a holiday, is it a tradition or a purpose?* (tradition)
 - **Questions: One Context** Form a question for each of the target words, keeping all questions within a single context. Ask students to answer the question set. For example, if the single context is learning about Thai culture, you could ask: *What tradition do Thai farmers have after the January rice harvest? How do Thai families celebrate the New Year? What is the purpose of the wai gesture? Why is freedom important to Thai people?*
 - **Questions: Same Format** Use a consistent format to form a question for each target word. Encourage students to explain their answers. For example, ask: *When you follow a tradition, are you doing something original or something many people do? When you have a celebration, are you excited or bored?*
 - **Prompts** Create a discussion prompt for each of the words. Be sure your prompts are open-ended, and encourage students to answer creatively. For example, ask: *How could you and your classmates create new traditions? If you wanted to celebrate your friend's birthday, what would you do?*
- 4. Extend Word Use Beyond the Classroom** In order to develop a rich, deep, and lasting understanding of new vocabulary, students require multiple exposures to target words in more than one context. Encourage students to think about and use target words beyond the classroom as often as they can.

Materials 3" x 5" index cards or narrow paper strips

Students explore word relationships by sorting, or categorizing, words into groups.

1. Have students write a word on each card or paper strip. You can have students do a **closed sort** by providing the categories of how the cards should be sorted. Choose closed sorts when progress monitoring indicates that students need additional review, reinforcement, or practice with particular skills.

When students need to apply spelling and structural analysis for more advanced vocabulary development, use sorts for **spelling patterns**:

- number of syllables
- common affixes
- derived vs. non-derived forms

When students struggle with grammar and syntax, use the following sorts:

- **Part of speech**
- **Formal and informal language**
- **Words with cognates (for English learners)**

When students are learning to synthesize ideas or analyze word choice, use the following sorts:

- **Related meanings or concepts**
- **Multiple meanings**
- **Positive or negative connotations**

When students grapple with science or social studies concepts, use the following word sort:

- **Subject areas**

Another option is an **open sort** where you provide students with a list of words only. Then students work together to identify the common patterns and attributes of the words on their own. Open word sorts foster creativity, support student independence, motivate students, and foster word consciousness.

2. When students have sorted the cards, ask students to **explain their sorts**. Then have them create a chart or web to record the word relationships they discovered.

3. Finally, encourage students to **sort the words again using different categories** and to once again record the information in a graphic organizer.

4. **List-Group-Label** is a more sophisticated version of a word sort.

- Students brainstorm words associated with a topic.
- Students look at the word list and group words into different categories.
- Then students label the categories.

When students are sorting words, supply a "parking lot" category for words that might not fit existing groups. Additionally, allow students to assign one word to more than category when appropriate.

Part of Speech Sort

<u>Nouns</u>	<u>Verbs</u>	<u>Adverbs</u>
abstract (n.)	adhere (v.)	ethically (adv.)
dilemma (n.)	advocate (v.)	desolately (adv.)
	reinforce (v.)	deliberately (adv.)

Number of Syllables Sort

<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
ab-stract	ad-vo-cate	des-o-late-ly	de-lib-er-ate-ly
ad-here	di-lem-ma		
	e-thi-cal		
	re-in-force		

List-Group-Label Sort

Topic: War

general	planes	courage
soldier	weapons	uniform
plan	fear	spy

<u>People</u>	<u>Tools</u>	<u>Feelings</u>	<u>Actions</u>
general	planes	fear	plan
soldier	weapons	courage	spy
	uniforms		

Materials Overhead projector; models of completed graphic organizers (optional)

Students can use graphic organizers to visually represent dimensions of word meanings and build connections between groups of semantically connected words.

- 1. Word Web** A **Word Web** shows the meaning(s) and examples of a key word. The key word is written in a central oval, with spokes connecting it to its various meanings and examples. A word web is ideal for the study of polysemous (multiple-meaning) words and their synonyms.
- 2. Semantic Map** In a **Semantic Map**, students group words related to a predetermined concept. Semantic maps are adaptable to a number of different topics and contexts. You may want to develop an initial semantic map based on a preview of a reading selection and then revise and expand it after students have finished reading the text.
- 3. Five Senses Web** A **Five Senses Web** is a good way to make a word memorable. Students write a word in the center oval. Then they imagine the different sensory images the word conjures up in their minds.
- 4. Matrix Grid** A **Matrix Grid** is a good way to quickly compare things in a category. Students write the category at the top of the first column. Below it, they list examples of items in the category. Across the top they list the attributes or key features of things in the category. Then they go through each example, deciding whether or not it has each feature they listed. A plus sign (+) indicates that it does; a minus sign (-) means that it does not. When the grid is complete, students can see at a glance how the items are similar and what makes each one unique.
- 5. Denotation and Connotation Chart** In a **Denotation and Connotation Chart**, students determine the feeling that the word suggests. This can help students choose the best word when they are trying to describe something.

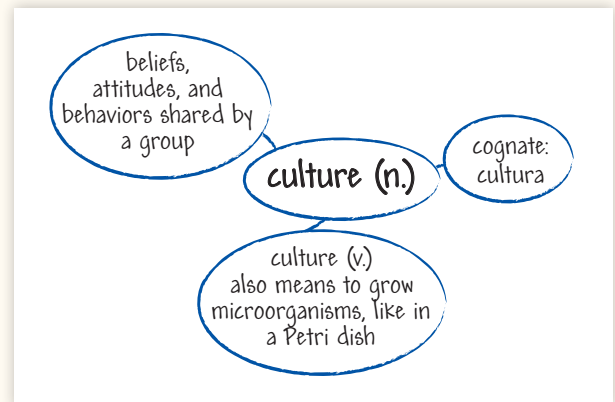
Matrix Grid

Instruments	Wood Body	Metal Body	Strings	Pedals
piano	+	-	+	+
guitar	+	-	+	-
saxophone	-	+	-	-

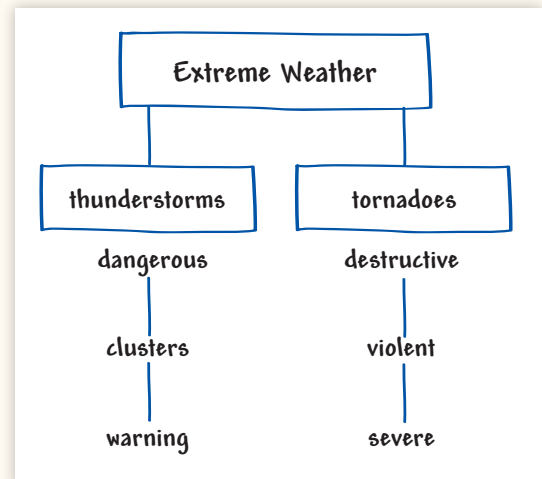
Denotation and Connotation Chart

Word	Denotation	Example from My Life	Connotation
steady	"not changing, constant"	when the beat in a song stays the same	◇ positive ✔ neutral ◇ negative
monotonous	"not changing; repetitious and dull"	when the beat in a song is boring	◇ positive ◇ neutral ✔ negative

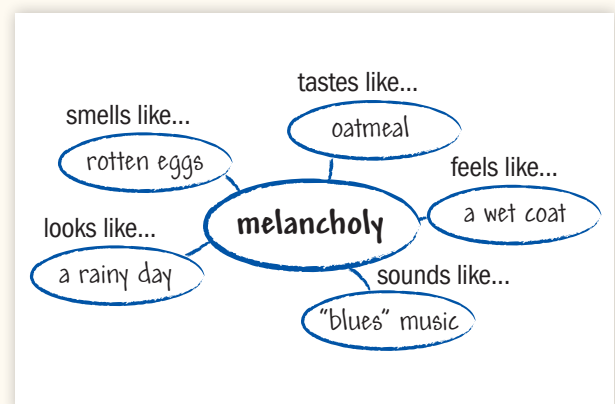
Word Web



Semantic Map



Five Senses Web



Discuss Author's Word Choice

Vocabulary Routine 8

Structured discussions about authors' word choices provide students opportunities to extend their knowledge of known words, learn new words, and realize how specific words shape the meanings of texts.

1. To introduce word choice discussions to your students, first select 2 or 3 words or phrases from a passage that are especially effective in shaping meaning and tone, engaging feelings, or triggering sensory images. These terms often have strong connotative or figurative meanings.
2. After students read the passage, use the **eEdition** to display a page containing the words or phrases that you selected. Briefly describe word choice by saying: *Authors choose words to grab your attention and influence your thinking. These words suggest important ideas, positive or negative feelings, and sensory images. Identifying these words and talking about them adds to your understanding of the word and of the text that you're reading.*
3. Then model how to analyze an author's choice of words. For instance, for "The House on Mango Street," say:

Sandra Cisneros writes: "She trudged up the wooden stairs." The word trudged grabbed my attention. This word tells me the character, Esperanza, feels tired or unhappy about where she is going. I imagine her walking slowly and with heavy steps. If the author used the words raced or skipped up the stairs to describe the scene, I would think Esperanza feels excited or happy, and I would think about her differently.

For the selection, "Outliers," you could say:

Malcolm Gladwell writes: "The people at the very top don't work just harder or even much harder than everyone else. They work much, much harder." I notice that Gladwell uses the word much two times in the second sentence. This repetition tells me that it is important to realize that top performers put in far more work than lower performers.

4. Display the page containing other words you identified, and have students chorally read the sentences in which they appear. Then collaboratively discuss with your students the author's choices of the particular words or phrases. Use the following questions to generate discussions about word choice:

- Why do you think the word(s) _____ is/are important?
- How does/do the word(s) _____ make you feel?
- What images does/do the word(s) _____ create for you as a reader?

5. Have pairs or small groups of students identify 2 or 3 additional noteworthy words or phrases. Then invite the pairs or groups to compare the words they identified. Display language frames like those shown to support English language learners.

6. Have students add the new words to their Vocabulary Notebooks using to Step 5 in **Vocabulary Routine 2** (PD 34). Encourage students to record the following details in their notebook entries:

- The context for the word and citation of the passage
- Why the word is important
- The feeling or image the word creates

7. Gradually release to your students the responsibility for discussing authors' word choices. Before reading a new passage, remind students to be prepared to talk about its noteworthy words. After reading, have students discuss the author's use of noteworthy terms and add them to their Vocabulary Notebooks. Use additional language frames like the ones shown at right to promote academic discussions. Fade out the use of prompts and language frames gradually so your students independently discuss the words that authors choose.

Language Frames

Identify Words or Phrases

- I think the word(s) _____ is/are important because _____.
- The word(s) _____ makes/make me feel _____.
- The words _____ create images of _____.

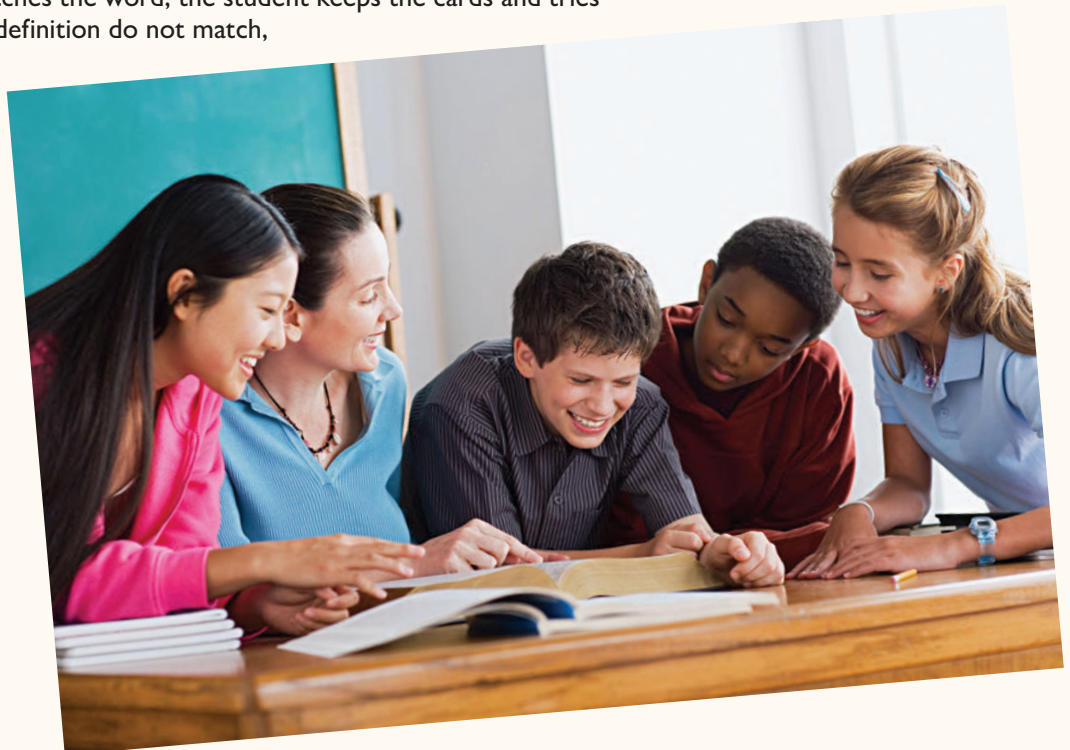
Language Frames

Discuss Word Choice

- The author probably chose the words _____ to make me think _____.
- The words _____ tell me that _____.
- The author used the words _____ because _____.
- The words _____ made me feel positive/negative about _____ because _____.
- The words _____ made me use my senses to _____.
- If the author had used the word _____ instead of _____, I would think _____.
- The word _____ seemed like it didn't belong in the text, but it does belong because _____.

Games motivate students to be word conscious while actively manipulating and using language. Drama activities allow students to explore word meanings through a total physical response. Games are especially beneficial for English language learners since they create an authentic context for social interaction and build listening and speaking skills; pantomime and charades are ideal for students who have limited oral vocabularies. In addition to the time-honored **20 questions**, **classroom baseball**, and **Pictionary®**, make the following games and drama activities part of your daily vocabulary routines:

- 1. Stump the Expert** Designate an expert. A stumper presents a definition and the expert has 10 seconds to produce the term. If the expert responds accurately, the next stumper offers a challenge. This continues until the expert is stumped, or until the expert answers a set number of challenges and earns applause or a prize. The person who stumps the expert becomes the next expert.
- 2. Around the World** A student designated as the traveler moves from his or her seat and stands by a student in the next seat. Give the traveler and the challenger a definition; whoever correctly identifies the word first is the traveler and stands by the student in the next seat. A traveler who continues responding first and returns to his or her seat has successfully gone "Around the World."
- 3. Whatta' Ya' Know** Pose yes/no questions using two key vocabulary words. You or your students can make up the questions. The responses can be written or stated orally, and one hand can be raised for yes and two hands for no. For instance, the following questions might be asked about words associated with volcanoes: Are volcanoes *made of lava*? Do igneous rocks *come from magma*?
- 4. Rivet** For this variation of the game Hangman, choose a key vocabulary word (such as *ecology*). On the board, make a blank for each letter in the word: _ _ _ _ _ . Fill in the blanks by writing one letter at a time: **e c o** _ _ _ . Pause briefly after you write each letter and encourage the class to guess the word. When someone identifies the correct word, have that student come to the board and fill in the blanks with the remaining letters.
- 5. Vocabulary Concentration** Write one key vocabulary word per index card. Write the definition of each word on a separate card. Tape the cards, blank side showing, to the board, placing word cards on one side and definition cards on the other. Call on a student to choose one card from each side of the board, read the two cards aloud, and say whether the word and definition match. If the definition matches the word, the student keeps the cards and tries to make another match. If the word and definition do not match, the student replaces the cards on the board and another student has a turn. Continue playing until all cards have been matched.



- 6. You Made That Up!** Each student uses a dictionary to find an unfamiliar word and writes the word on an index card. On the card, the student also writes the real definition of the word. He or she then makes up and writes two phony definitions. One student says her or his word and reads all three definitions, in no particular order, and calls on another student to tell which definition is correct. If that student makes the right choice, he or she takes over. If the choice is wrong, any other student can raise a hand and volunteer the correct answer.
- 7. Multiple Key Word Skit** Groups can work together to create and act out a skit with dialogue that includes at least five of the key words. Allow groups a few minutes of preparation time to brainstorm ways that the words relate to each other. You may wish to award points for the most original skit, the most humorous, or the most accurate use of the words' meanings.
- 8. Charades** Students can play Charades to pantomime an action or emotion associated with a key word or phrase.
 - Write out words or phrases on index cards and place them in a stack.
 - Arrange students in teams; one member of a team takes a card and acts out each word or syllable of a word using only physical signals. His or her teammates must guess the word or phrase being acted out.
 - A time-keeper from the other team monitors the time, and the team with the lowest time score after a full round wins.
- 9. Synonym Strings** Have teams compete to form synonym strings. Arrange the class in two teams and assign a starter word, such as *talk*, to each team. Teams then work to come up with as many synonyms as they can, and act out the meaning of each one. For example, for the starter word *talk*, students might come up with *babble*, *blab*, *chat*, *drawl*, *intone*, *squeal*, *yell*, etc. Synonyms can be checked in a thesaurus or against a teacher-generated list. Building synonym strings leads to distinguishing denotations/connotations and shades of meaning.
- 10. Picture It** On the board, write several key vocabulary words. Arrange students in small groups. Assign each group a place to work in the classroom, along with a sheet of chart paper and a marker. Explain that group members are to work together to choose one vocabulary word without announcing what that word is. Then they must decide how they can show the word's meaning in a drawing. They must also choose only one member to make the drawing. Call on a group and allow the drawer 15 to 30 seconds to complete the picture. Have the other groups talk quietly about the picture. When group members agree on the word, they designate someone to raise a hand and give the answer. The group that guesses the word correctly gets 1 point. The drawer for that group goes next, and so on. Continue until one group has collected 3 points.



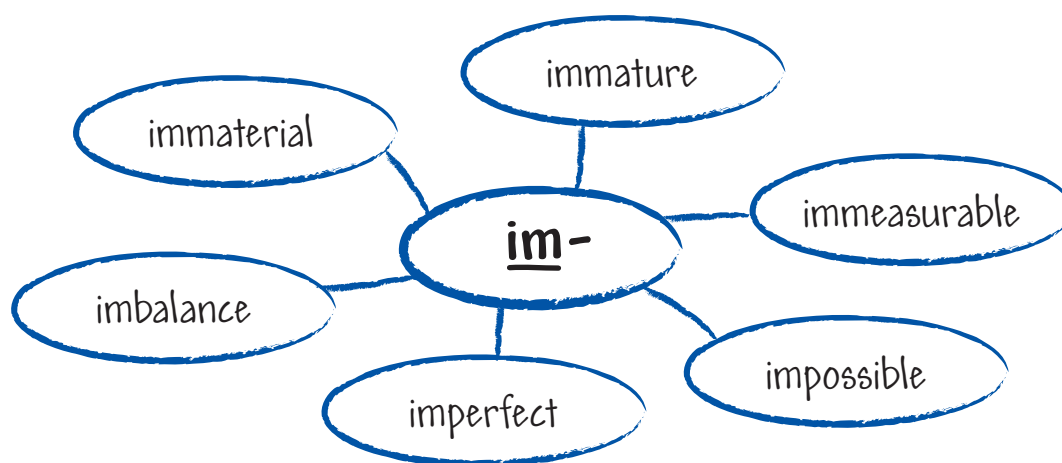
Materials Board, chart paper, or transparency; dictionary (optional)

Students explore how words are related, expand vocabulary, and learn or apply spelling patterns and rules by looking at word parts.

1. Write a **root, prefix, or suffix** in the center of the board or paper and circle it.
For example: *im-*.
2. Ask students to **generate other words with that word part**.
3. Draw lines from the center circle out and write the generated words at the end of the lines forming a sun. For example: *imperfect, impossible, imbalance, immature*. Students can use dictionaries to help them generate additional words that suit the word part.
4. Look at the generated words and see if students can get the meaning of the word part. Ask them: What do *possible* and *perfect* mean? How does the prefix *im-* change the meaning of the words? Define *im-*.

Note: Sometimes students say words that don't fit the root or affix meaning. Example: *imitate*. That's okay. It's a teachable moment. Remind students: English words come from many different places. Certain letter combinations can give you clues about prefixes, suffixes, or roots. Some words do not follow those rules.

Word Generation Diagram



Materials Board, chart paper or transparency

Using key vocabulary or other words from a selection in a less structured way provides opportunities for students to expand their vocabulary skills. Poetry is a great way to accomplish this.

1. Concrete poems Students draw a meaningful shape or object and write words along the outline of the shape, so words look like the physical shape. Example: Student draws a volcano and along the outline writes: *lava*, *magma*, *cone*, *flow*, and *ash*.

2. Diamante poems Diamante poems are 7 lines long.

Line 1: Students select or are assigned a key word.

Line 2: Two adjectives that describe line 1

Line 3: Three action verbs that relate to line 1

Line 4: Two nouns that relate to line 1, and 2 nouns that relate to line 7

Line 5: Three action verbs that relate to line 7

Line 6: Two adjectives that describe line 7

Line 7: One noun that is the opposite of or contrasts with line 1

3. Cinquain poems Cinquain poems have different patterns. Have students work together to complete the pattern below with a vocabulary word.

Line 1: A noun

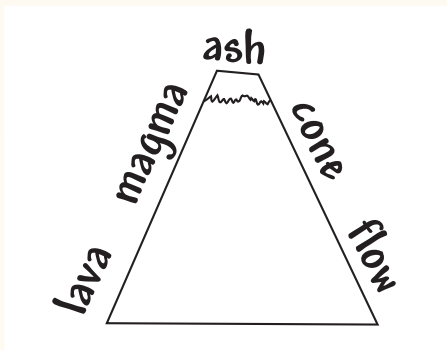
Line 2: Two adjectives

Line 3: Three *-ing* words

Line 4: A phrase

Line 5: Another word for the noun

Concrete Poem



Diamante Poem

Winter
Rainy, cold
Skiing, skating, sledding
Mountains, wind, breeze, ocean
Swimming, surfing, scuba diving
Sunny, hot
Summer

Cinquain Poem

Spaghetti
Messy, spicy
Slurping, sliding, falling
Between my plate and mouth
Delicious

Reteaching Key Vocabulary

Vocabulary Routine 12

Reteaching Routine

Group students who did not master the Key Vocabulary or Academic Vocabulary. Use the following routine to reteach each word.

- 1. Find and Say the Word** Point out the word in the **Prepare to Read** section in the Student Book. Say the word and have students repeat it after you. Then have the students locate the word in the selection, repeat the word after you, and read aloud the sentence in which the word appears. For Academic Vocabulary, point out the definition in context.
- 2. Learn the Meaning** Read aloud the definition of the word. Then elaborate by restating the meaning using different words and giving additional examples.

For example, to reteach the word *village* you might say: *A village is a place where people live. It is smaller than a town. A village might be made up of just a few houses.* Then you might show a drawing of a village in a work of fiction and a photograph of a village in a modern rural setting. You can also help students look up the word in a dictionary to confirm its meaning.
- 3. Make Connections** Discuss with students when they might use the word. For example, they might hear the word *village* in a social studies class or read it in a story.
- 4. Write and Remember** Have students record each word at the top of a separate page in a notebook in order to create a personal dictionary. Ask them what they notice about its sounds and spelling. Then have them make a **Word Map** to help them remember the word. If they have already created a **Word Map**, you can suggest other ways to help them remember, such as:
 - making a drawing to illustrate its meaning
 - copying the word, with its phrase or sentence context, when they see it in print
 - writing a sentence with the word, or
 - writing the translation of the word in their home language.

Word Map

