

STEPS TO TEACHING VOCABULARY



Step One: Getting the students ready and engaging their interest.

- Signal that vocabulary instruction will take place and explain why.
- Specify what students will do. Example: *Today you will learn to use a new word. You will be taking notes. You will be listening to me carefully and responding orally and in writing.*
- Prepare students to take notes (e.g., with a graphic organizer or Cornell note-taking system). Remind students how to use the graphic organizer or Cornell note-taking system if necessary.

Step Two: Teaching the word explicitly.

- Introduce the new word to your students.
- Pronounce the new word clearly a few times.
- Ask your students to pronounce the word after you.
- Break up polysyllabic words.
- Write the word on the board or overhead and point to it. Tell them to write it.
- Teach the meaning of the word by giving the students a student-friendly definition. The definition should be succinct and comprehensible and applicable to learning math. You can sometimes find useful definitions in the Longman's on-line dictionary, <http://www.ldoceonline.com/>.
- Provide student-friendly examples and when possible appropriate non-examples. Tell students to write them.
- Identify the part of speech of the word for the students. Remind students to write it.
- Give students any additional information about the word they need to use the word. You could explain its related word forms, the words it is used with, and/or the particular way it is used in math contexts. Remind students to take notes.
- Guide the students in reading a sentence containing the word two or three times.

Step Three: Providing independent practice – additional opportunities for students to hear and/or read the target word (input) and use the word in speech and writing (output). In this step, you need to use a familiar instructional strategy to engage students in an activity (e.g., *Think-Pair-Share*, the Frayer Grid or a vocabulary game).

- Model the activity students are to participate in and the language students are to use. Make sure to give students clear guidelines for participating, including a time limit. Tell them to use the target word in complete sentences.

Step Four: Providing formative assessment. Hold each student accountable for using the word. Provide feedback, as appropriate. For example, ask each student to use the word to complete a task in which they write a complete sentence using the word.