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| **Extension of instruction**  **Word Family - Relatives**   1. Deliver instruction on the easiest form of the word, **not necessarily** the form found in the text 2. Read list of words related to target word 3. Have students read words with you: “These words are in the same family as analyze. When I touch the word, please say it.”   ***analyze*** – analyzing – analyzed – analysis – analyzable - analyzer   1. Use list of words in connected text and have students read it aloud. |  | **Selection of Vocabulary**  **for Explicit Instruction**   1. Select words that are **unknown** 2. Select words that are **important** to passage understanding 3. Select words that students are likely to encounter or use in the **future** 4. Select **difficult** words that need interpretation:  * abstract referent vs concrete * unknown concept vs known * less common word usage vs common * not defined in text OK |
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| **Vocabulary Instruction**  **Critical Attributes – Content Vocabulary**   1. Introduce the word and have students locate the definition in the glossary 2. Determine the critical attributes of the definition 3. Illustrate the word with examples (contain all the attributes) and non-examples (without at least one attribute) 4. Choose one or more of the following: - Students discern between examples and non-example- -Students generate examples and non-examples -Ask deep processing questions |  | **Vocabulary Practice**  **Yes/No/Why**   1. Using 2 or more words from the vocabulary list, form a question 2. Students justify their answers with partners or small groups using the target words in their rationale  * Can incidents cause compassion? * Do territories that are possessions have autonomy? |
| **Vocabulary Practice**  **Word Pairs**  Choose sets of any two words **for review**  when creating word pairs.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Word Pair** | **Same** | **Opposite** | **Go Together** | **No Relationship** | | scarce - abundant |  |  |  |  | | stoic – reckless |  |  |  |  | | dispute – rancor |  |  |  |  | | melancholy - frenzied |  |  |  |  | |  | **Vocabulary Practice**  **Odd Word Out**   1. Provide 4 words for review from the vocabulary list 2. With a partner determine criteria to eliminate a word 3. Repeat step two, creating as many new criteria for elimination as possible   **humiliate emancipate**  **abuse cruelty** |
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| **Vocabulary Practice**  **Word Sorts**  1. Create a bank of words for review  2. Identify categories for sorting  3. If a word fits in two or more categories, place the word in each and circle the most important placement |  | **Vocabulary Practice**  **Meaningful Sentence Writing**   1. Students write a sentence answering 3-4 of the following questions:   **who, what, when, where, why, how**   1. (Optional) Students may use two target words in one sentence.   At the end of the month, our dinners were meager because we had little money. |
| **Vocabulary Practice**  **Word Association**   1. Present several previously taught vocabulary words 2. Play… “I am thinking of a word…”   *“I am thinking of a word that goes with \_\_\_\_.”*   1. (Optional) Play… “Select a word…”   *“Which word goes best with the word \_\_\_?”*   1. Have students defend their choices |  | **Word Play**   * Onomastics – study of names * Idioms * Proverbs * Slang * Catchphrases * Slogans * Acronyms * Portmanteaus – motel=motor + hotel * Anagrams – read/dear rose/sore * Palindromes- read the same forward and backward – mom, radar, nun, eye |
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