

Vocabulary Instructional Routine: New Vocabulary

College- and Career-Ready Standards Addressed

- L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
 - c. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).

Objective: To identify the meaning and use of unknown words

Materials

This instructional routine should be conducted prior to reading the story.

- Whiteboard or paper, and pen or pencil
- Several words selected from text (e.g., *The Little Red Hen*: brisk, distribute, vigorous, neglect, luxury, anticipation).
- Several examples per word to demonstrate word meaning

Suggested Schedule and Group Size

Schedule: Daily, no more than five to 10 minutes per session

Recommended group size: Individual or small group (up to five students)

Note: The following script is intended as a model.

Activity

Intervention Principle

Sample Script and Procedures

Today we will learn the meaning of some new words from today’s story and how the words can be used in different sentences. Learning new words will help us use and understand more words, and learning today’s new words will help us better understand the story we will read.

Display and say the word (“brisk”). Ask students to say the word with you (“brisk”). Make sure students pronounce the words correctly.

Brisk means quick and active.

Adapted with permission from Florida Center for Reading Research. Vocabulary instructional routine second grade: Make connections with new vocabulary (http://www.fcrr.org/assessment/ET/routines/routinesVocab_23.html).

<p>Use precise, simple language to teach key concepts or procedures.</p> <p>Use explicit instruction and modeling with repetition to teach a concept or demonstrate steps in a process.</p> <p>Provide concrete practice opportunities, and provide feedback</p> <p>Have students explain new concepts, in their own words, incorporating the important terms you have taught. Provide feedback</p> <p>Provide repeated opportunities to practice using the word correctly and provide feedback.</p>	<p>In the story we will read, the little red hen sees that the wheat needs to be cut, so she runs at a brisk speed to find someone to cut the wheat. <i>Brisk</i> is used to describe how the little red hen ran. When you are brisk in the way you move, you are quick and active.</p> <p>What does <i>brisk</i> mean? (<i>quick and active</i>)</p> <p><i>Provide several examples of the use of brisk in sentences. Ensure the example sentences help students with identifying the meaning of the word. Be sure to explain each example by referring back to the key characteristics shared about the meaning of the word.</i></p> <p>Here is another example of the word <i>brisk</i> in a sentence. Let’s see if we can explain the meaning of the sentences. “If I wanted to get some exercise, I could take a brisk walk.” What does <i>brisk</i> mean? (<i>quick and active</i>) Correct, to get exercise I would have to walk in a quick and active way. I would have to take a brisk walk. Can someone show what a brisk walk looks like? (<i>Have student demonstrate a brisk walk.</i>)</p> <p>Here’s is another sentence. “The brisk walker was hard to follow.” What does <i>brisk</i> mean? (<i>quick and active</i>) The person is walking in a quick or brisk way, so it is to follow her. Why would it be hard to follow a brisk walker? (<i>The person is moving so fast, it is hard to keep up with her.</i>)</p> <p>Next, I’m going to ask you some questions about what would move at a brisk pace. Tell me which one would move at a brisk pace.</p> <p>Would a skateboarder or a person sleeping move at a brisk pace? (<i>a skateboarder</i>) Why? (<i>If you are sleeping, you cannot move quickly; a skateboarder can move quickly and be active.</i>) That’s right, a skateboarder moves at a brisk pace because he or she moves quickly.</p> <p><i>Continue with several additional practice opportunities. Be sure to have students explain their thinking.</i></p> <p><i>Other possible example and nonexample pairs:</i></p> <p><i>A person who is late for the train/a person sitting on the train</i></p> <p><i>A rabbit/a snail</i></p> <p><i>A person riding a bike/a person on crutches</i></p> <p><i>Repeat above steps to introduce the word, “distribute.”</i></p>
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Fade steps from examples, so students gradually assume responsibility for completing more and more steps.

Have students explain new concepts, in their own words, incorporating the important terms you have taught.

Review the meanings of the words with students and provide student practice for selecting the correct word in context. Write example sentences on the board.

Now let's use the words brisk and distribute (*point to the words as you read aloud*). **Say the words with me** (*brisk, distribute*). **What word means to give out?** (*distribute*) **What word means to do something in a quick or active way?** (*brisk*) **Now let's read this sentence. Then we will choose the word brisk or distribute to fit the meaning of the sentence.** *Point to the words in the sentence as you read the sentence with the students.*

"I will give a toy to each child." Which word fits the meaning of the word "give" in this sentence, brisk or distribute? (*distribute*) **Let's repeat the sentence using the word distribute instead of give.** **"I will distribute a toy to each child."** Tell me what that sentence means in your own words (*e.g., a toy will be given to each child; you will pass out a toy to everybody*).

Let's read the next sentence. "The artist had to pass out the paints." Which word fits the meaning of the words "pass out" in this sentence, brisk or distribute? (*distribute*) **Let's repeat the sentence using distribute instead of "pass out."** **"The artist had to distribute the paints."** Tell me what that sentence means in your own words (*e.g., the artist was giving out the paints*).

Let's read another one. "The little girl tried to catch the dog, but he was too quick." Which word fits the meaning of the word "quick" in this sentence, brisk or distribute? (*brisk*) **Let's repeat the sentence using brisk instead of "quick."** **"The little girl tried to catch the dog, but he was too brisk."** Tell me what that sentence means in your own words (*e.g., the dog was moving quickly and the girl was trying to catch him*).

Provide opportunities for students to use the new words. Expand on student responses to point out the key characteristics of the word meaning and confirm students' correct use of the word.

Tell me about a time you had to distribute something. (*I had to distribute the papers in class.*) **That's right, you gave out the papers to each student in class.**

Error Correction	
<p>Provide immediate and explicit error correction. Have the student practice the correct response.</p>	<p><i>Verify that students understand the words. If an error is made, then repeat the steps by explaining, modeling, and providing another practice opportunity. If necessary, modify the instructional routine to focus on one new vocabulary word rather than two.</i></p> <p>That’s not quite right. Remember, <i>distribute</i> means to give out. In this sentence, we read that a student was chosen to pass out a snack to his classmates. Let’s see if the word <i>distribute</i> would fit in this sentence. Tell me what the sentence means in your own words.</p>
Instructional Considerations	
<p>Provide ongoing practice opportunities to facilitate skill maintenance.</p>	<ul style="list-style-type: none"> ▪ Encourage students to use the new vocabulary words throughout the school day and at home. Provide positive feedback when you notice a student using the word, or make it a group activity to record when students hear or use the new word. ▪ Teach additional meanings of the new vocabulary words (e.g., brisk—efficient, fresh, invigorating; distribute—to deliver products to various places, to scatter over an area). ▪ Ask students to give synonyms for the words and used them in sentences. ▪ Review the new words frequently, providing opportunities for students to interact with the words by making up new sentences, listening to the words being used in other texts, relating words to other known words, and categorizing words. ▪ Provide opportunities for the student to use the new words in other contexts. Make it a group activity to record when students hear or use the new word. ▪ Provide individual opportunities to write and illustrate a situation where the words may be used. ▪ Provide opportunities for the students to use the new word in writing. For example, provide a beginning of a sentence and have students complete the sentence (e.g., The brisk wind...). Be sure that the students create sentences that show they understand the new word. Or, provide a prompt and have students respond (e.g., Write a story about a boy that had to distribute all the newspapers for the whole town. Use the new vocabulary words <i>brisk</i> and <i>distribute</i> in the story). Limit the number of words based on the ability of students.