



LESSON TOPIC: A Routine for Introducing a New Vocabulary Word

 <p>Note to the teacher</p>	<p>When selecting vocabulary words to teach, look for words that students don't already know. The words should be ones that mature language users would use. They should be words that connect to other known words, and ones for which students understand the general concept but provide greater specificity in describing the concept.</p> <p>You may select vocabulary words from an age-appropriate read-aloud. For this sample lesson, the word was selected from Chapter 1 of <i>The Cricket in Times Square</i> by George Selden.</p>
<p>State the lesson objective(s) <i>Identify a clear, specific objective.</i></p>	<p>You are going to learn the meaning of a new vocabulary word. <i>Webster's Third New International Dictionary</i> and <i>The Oxford English Dictionary</i> each contain almost half a million words. Some linguists believe the English language has up to a million words in it. Learning words and their meanings will help you read, write, and comprehend. You will know you understand the meaning of a new word when you can create a powerful sentence using the word.</p>
<p>Review prerequisite skills and teach related vocabulary <i>Set up the tools students need to succeed.</i></p>	<p>Before we begin, let's review some words that will be helpful to understand during this lesson.</p> <ul style="list-style-type: none"> • <i>Vocabulary</i> refers to the words we have to know to communicate effectively. If you have a large <i>vocabulary</i>, that means you understand and use lots of words.

 <p>I do it!—Demonstrate <i>Teach the new skill. Model with clear explanations. Verbalize your thinking process.</i></p>	<p>Write the word <i>scrounging</i> on the board so all students can see it.</p> <p>Optional: <i>Use if students are still learning how to decode a big word. Based on the needs of your students, you may choose to model the strategy, do the strategy together with the students, or have students use the strategy independently while you scaffold and correct.</i></p> <p>Let's use our Read Big Words strategy to figure out the word.</p> <ul style="list-style-type: none"> • Step 1 is <u>Circle the affixes</u>. Circle <i>ing</i>. I know these three letters work together to say <i>-ing</i>. • Step 2 is <u>Find the vowels</u>. Underline <i>ou</i>. I underline the <i>o</i> and the <i>u</i> together because they probably make one sound. There are two vowel sounds in the word—/<i>ow</i>/ and the <i>i</i> in <i>/ing/</i>. That means the word has two syllables! • Step 3 is <u>Look for other parts you know</u>. I'll put a dot under each part and say the sound it makes. Make a dot under each consonant and say the sound it makes. • I'll chunk the word into two syllables. I already know <i>/ing/</i> is one part, so the rest of the word—<i>scroung</i>—has to be the other part. • Now, I read each chunk, sounding it out if I need to: <i>/sscrrownnj/ /ing/</i>. If students are learning the hard <i>g</i> sound <i>/g/</i> and the soft <i>g</i> sound <i>/j/</i>, remind them that the letter <i>g</i> makes the sound <i>/j/</i> when it is followed by an <i>e</i>, <i>i</i>, or <i>y</i>. • I blend the syllables together and read the word: <i>scrounging</i>. <p>I can read the word <i>scrounging</i>, but I also have to understand what the word means in order to begin using it as part of my vocabulary.</p> <ol style="list-style-type: none"> 1. I am going to teach you the meaning of a new word using a 6-step routine. 2. I will say the word and you will repeat it. 3. I will give you a definition of the word. 4. You will discuss what you already know about the word. 5. I will provide examples and non-examples of the word. 6. We will do an activity using the word. 7. You will work with your partner to write a really good sentence using the word.
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We do it!—Provide guided practice

Provide opportunities for students to practice as a group with teacher scaffolding. Provide immediate and specific feedback.

Let's try it together!

The word is *scrounging*. What's the word? Students: *scrounging*

The word *scrounging* comes from the base word *scrounge* plus the inflectional suffix *-ing*. Note: If students are unfamiliar with the terms "base word" and "inflectional suffix," use terms they already know, such as "word" and "special ending."

Scrounging means finding something you need by digging around in discarded or trashed things. A raccoon might go scrounging in a trash can to find leftover food. I might *scrounge* for loose change in the sofa cushions.

Think for a moment: What do you know about the word *scrounging*? Allow 20 seconds for think time. **Now, turn and talk with a partner about the word *scrounging*.** Allow one minute for students to turn and talk. Listen in on student conversations. Correct and scaffold as needed.

Here are some examples of things you could scrounge for. Read each sentence. Discuss *why* it is an example or a non-example of the word *scrounge*.

- something you wanted to keep, but your mom found it and threw it in the trash
- your homework, which is somewhere in your very messy backpack
- your lucky shirt that you need to wear, but it's somewhere in your dirty clothes hamper

Here are some examples of things you probably wouldn't scrounge for:

- a box of cereal at the grocery store
- a spoon in the silverware drawer
- the pencil sharpener in your classroom

I'm going to read some sentences. If you think the sentence uses the word *scrounge* or *scrounging* correctly, give me a thumbs-up. If you think the sentence does NOT give an example of the correct use of *scrounge* or *scrounging*, give me a thumbs-down. Allow students to talk about their responses.

- Jack *scrounged* through the junk drawer in the kitchen for a paperclip. (thumbs up)
- A family of raccoons *scrounged* for food in our trash can last night. (thumbs up)
- The students *scrounged* for lunch in the school cafeteria. (thumbs down)
- The artist *scrounged* for materials to use in her sculptures, finding inspiration in discarded objects. (thumbs up)
- Judy *scrounged* for a pair of socks in her neatly-organized sock drawer. (thumbs down)



You do it!—Provide independent practice

Provide individual students with multiple opportunities to practice independently and provide feedback as needed.

Now it is your turn to create a sentence that correctly uses the word *scrounged*. Work with your partner. Together, come up with one sentence. You may write it down if it will help you remember the sentence. You have three minutes to create a sentence that correctly uses the word *scrounged*. After three minutes, I will call on each team to say their sentence aloud.

Listen to each student pair as they work to create a sentence. Scaffold if needed.

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Check for understanding

Assess students (either formally or informally) to determine level of mastery for stated objective.

Observe individual students as they respond during guided and independent practice. Scaffold or correct all errors. Provide specific feedback for accurate responses.