

Participant Notes







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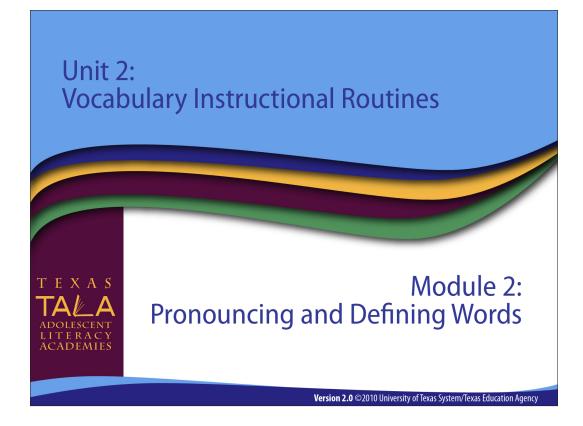


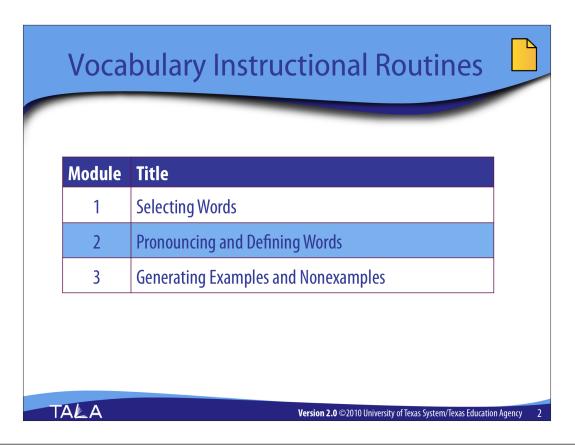
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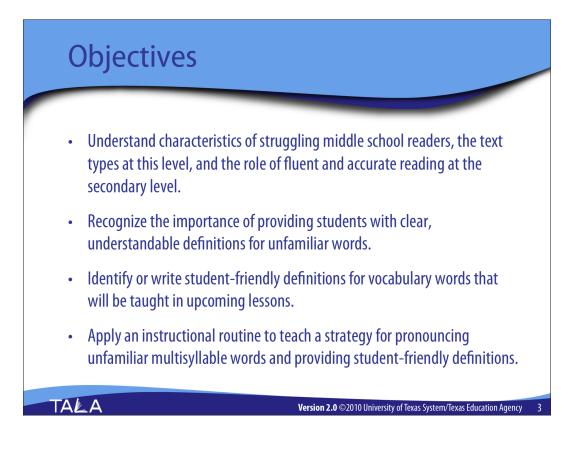
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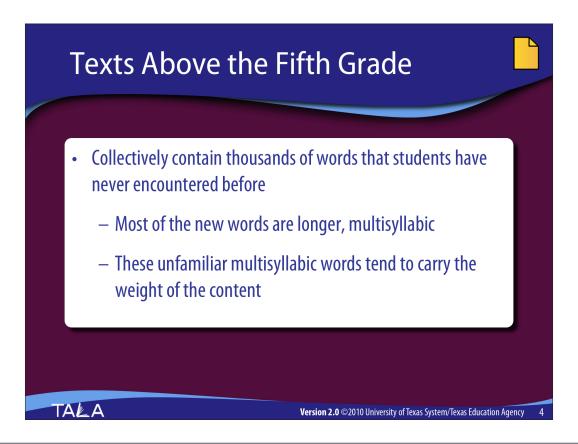
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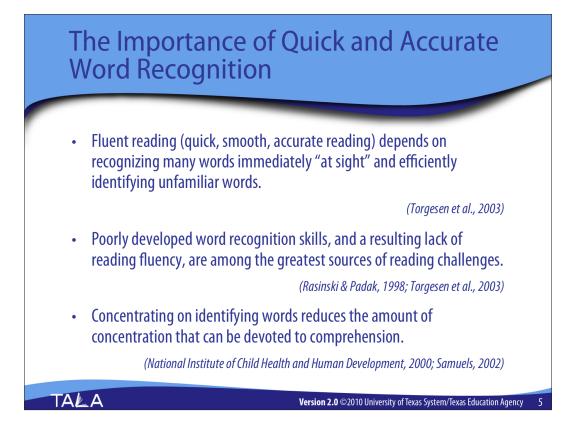
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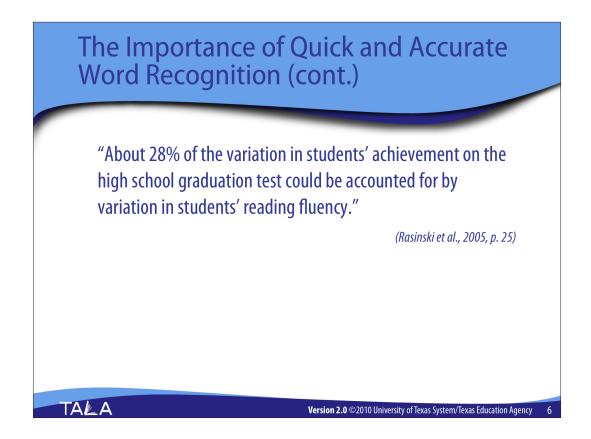


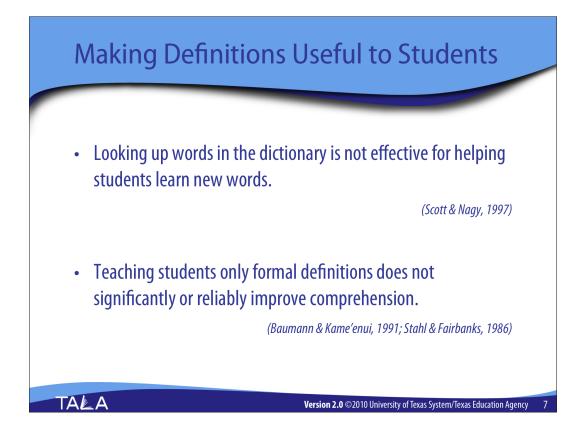


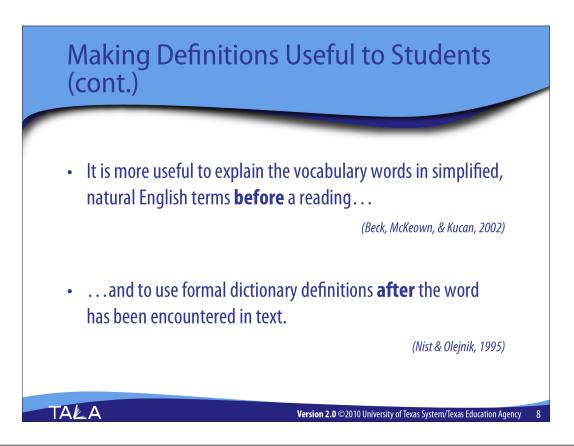












Brief vs. Expanded Instructional Routine for Vocabulary

Brief Routine

- 1. Selecting the words to teach
- 2. Pronouncing and defining the words

Expanded Routine

- 1. Selecting the words to teach
- 2. Pronouncing and defining the words
- 3. Generating examples and nonexamples

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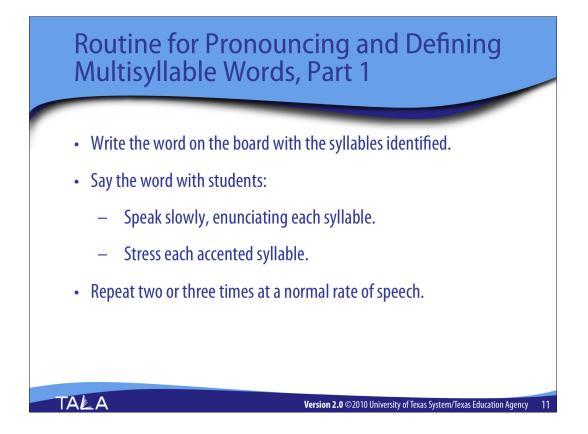
Planning to Apply the Routine for Pronouncing Multisyllable Words

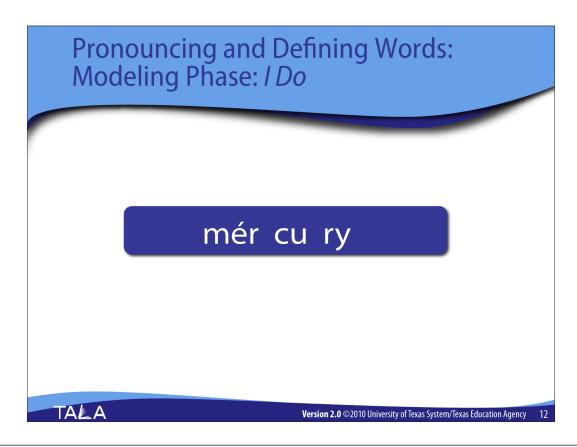
- Preview the text, looking for challenging words that students must know in order to comprehend the text.
- Select both academic and content-specific words that are:
 - New words not common to oral language
 - Mature or more precise labels for concepts already under the student's control
 - Abstract words and words not easily pictured
 - Words that require background knowledge for concept development
 - Multiple-meaning words
- Identify the word parts to prepare to pronounce multisyllable words.

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Routine for Pronouncing and Defining Multisyllable Words, Part 2

- Create student-friendly definitions by using everyday language to explain the meaning of the word.
 - Compose the definition by using words that students know and understand.
 - Provide a contextualized explanation of the word.

Pronouncing and Defining Words: Modeling Phase: *I Do*

1. Student-friendly Definition

Mercury is an element in the metal family.

It is found in the form of a liquid at room temperature.

Mercury can be used in thermostats, batteries, and chemical processes.

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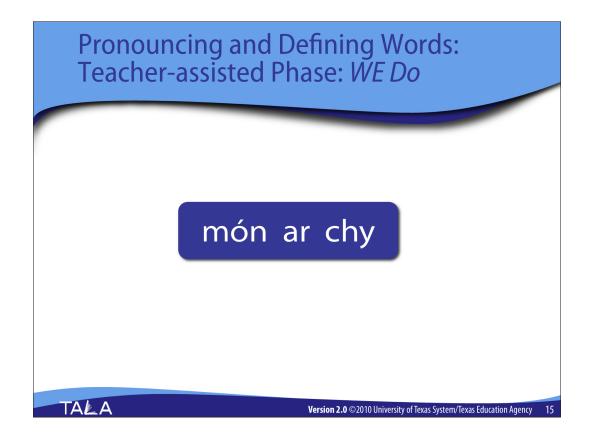


2. Traditional Definition

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Also known as quicksilver. A heavy, silvery-white, toxic, metallic element with the chemical symbol Hg that is liquid at room temperature or near temperature.

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Pronouncing and Defining Words: Peer-assisted Phase: *WE Do*

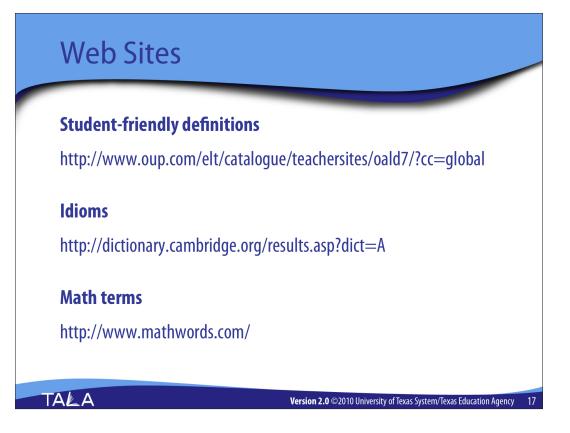
Take turns practicing the routine with your partner, using the following word:

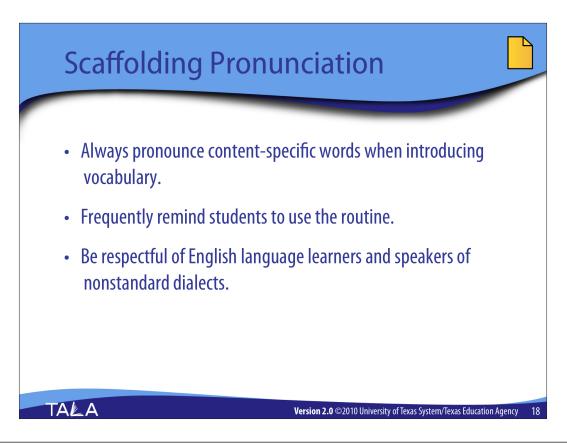
- Write the word on the board with the syllables identified.
- Say the word with students:
 - Speak slowly, enunciating each syllable.
 - Stress each accented syllable.
- Repeat two or three times at a normal rate of speech.
- Tell students the simplified explanation or have them read the explanation with you.
- Repeat the word and its definition.

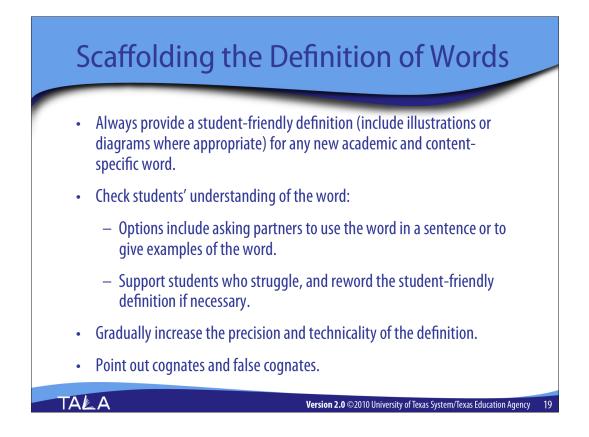
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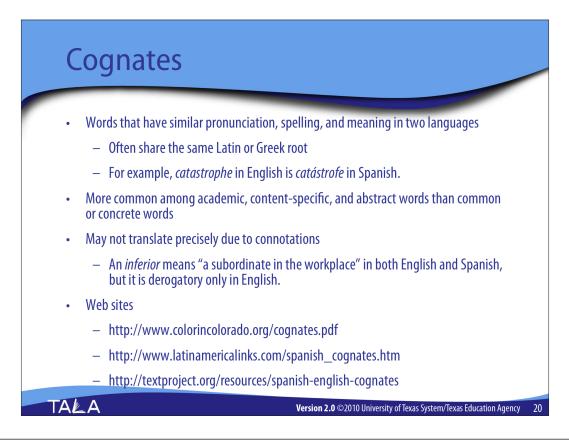
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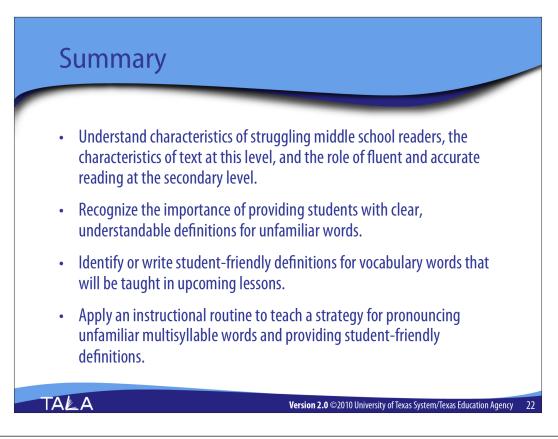












Reflection Log

Pronouncing and Defining Words

Think about how you might use the information presented in this module to plan instruction and support students' academic literacy needs.

- What seemed particularly useful to you?
- What ideas were new and interesting?
- What confirmed or challenged your previous beliefs?
- What questions do you still have?

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