

# Module 5: Developing Vocabulary

## Instructional Routine to Teach Vocabulary Explicitly

### Vocabulary Instructional Routine

The table below illustrates a six-step instructional routine to teach vocabulary explicitly. The instructional step, its overview, and an example are provided for the word *expedition*.

Step	Overview	Example
<b>1. Introduce the word. Have students say the word.</b>	Introduce the word and have students say the word to provide an opportunity to pronounce it correctly.	Point to the word <i>expedition</i> on the board and say the word. Point to the word two more times and have the students read the word after you do.
<b>2. Present a student-friendly explanation.</b>	Explain the word's meaning rather than providing a dictionary definition. Characterize the word and how it is typically used. Explain the meaning of the word in everyday language.	Say, "An <i>expedition</i> is a journey or voyage with a group of people, usually for a special purpose."
<b>3. Clarify the word's meaning.</b>	Use examples, concrete examples, visual representations, and synonyms and/or antonyms. The visual representations help to clarify concrete examples by attaching meaning to the verbal explanations. For example, a picture of space exploration (a visual representation) will help clarify the concept of space exploration.	<b>Examples:</b> <ul style="list-style-type: none"><li>• Organized trip (e.g., mountain climbing <i>expedition</i>)</li><li>• Mission (e.g., military <i>expedition</i>)</li><li>• Quest to learn or discover something (e.g., Lewis and Clark <i>expedition</i>, space exploration)</li></ul> <b>Concrete Examples:</b> <ul style="list-style-type: none"><li>• Does not apply for the word <i>expedition</i>; could role-play going on an <i>expedition</i></li></ul>

Step	Overview	Example
		<p><b>Visual Representations:</b></p> <ul style="list-style-type: none"> <li>• Show pictures of <i>expeditions</i></li> </ul> <p><b>Synonyms and/or Antonyms:</b></p> <ul style="list-style-type: none"> <li>• Journey, voyage</li> </ul>
<p><b>4. Actively engage students in using the word.</b></p>	<p>Encourage active engagement with the word by providing short and playful opportunities for students to interact with the word and process its meaning. Actively engaging students with the word provides students repeated exposures to the new word.</p>	<p>I'm going to ask questions and if your answer is yes, show me a thumb up. If your answer is no, show me a thumb down.</p> <ul style="list-style-type: none"> <li>• Would a safari be an <i>expedition</i>? Why?</li> <li>• Would a vacation be an <i>expedition</i>? Why?</li> <li>• Would an adult driving to work be an <i>expedition</i>? Why?</li> <li>• Which would have a more important purpose, an <i>expedition</i> to Mars or an <i>expedition</i> to a theme park? Why?</li> </ul>
<p><b>5. Check students' understanding of the word.</b></p>	<p>This step is often combined with Step 4. For any activity you implement, determine a quick way to formatively assess if students understand the word's meaning.</p>	<p>Observing a student's thumb up or down and asking a student why after each question in the previous step will allow you to check their understanding of the word <i>expedition</i>.</p>
<p><b>6. Expand students' understanding and use of the word.</b></p>	<p>Engaging students in activities to use the word across multiple contexts encourages more active engagement and participation and can serve to deepen understanding of the word.</p>	<ul style="list-style-type: none"> <li>• Have you ever gone on an <i>expedition</i>? Describe it.</li> <li>• Are the following words similar to an <i>expedition</i>: <i>quest</i>, <i>mission</i>, <i>walking</i>, <i>exploration</i>, <i>delay</i>, and <i>amble</i>? If so, how?</li> <li>• Why might a trip to Alaska be considered an <i>expedition</i>?</li> </ul>