

## **Vocabulary Instruction - 2nd**

**Grade Level:** Second Grade

**School:** McKinley Elementary School

**Location:** Tacoma, Washington

**Materials:** *Wolf!* By Becky Bloom

**Videographer:** Dima Yaremenko

**Elapsed Time:** 7:52

### **Introduction:**

The students have listened to the read aloud book, *Wolf!* by Becky Bloom. During the reading of the book brief explanations of words were given. Three words were selected for explicit, robust vocabulary instruction: concentrate, impressed, and educated.

**Focus:** As you watch this video, ask yourself:

- 1) What instructional steps were used to introduce each of the vocabulary words?
- 2) What other good instructional practices did you observe?

### **Feedback:**

#### **1. What instructional steps were used to introduce each of the vocabulary words?**

These instructional steps were used:

##### **a. Introduce the word.**

- Write the word on the board or overhead.
- Pronounce the word or guide students in using their decoding skills to determine the pronunciation of the word.
- Have students pronounce the word, repeating the word a number of times if the word is unfamiliar or difficult to pronounce.

##### **b. Provide a student-friendly explanation of the word.**

- Be sure that the definition contains only known words and is easy to understand.

##### **c. Illustrate with examples.**

- The examples can be concrete, visual, or verbal.
- Verbal examples were used to illustrate concentrate, impressed, and educated.

##### **d. Check students' understanding.**

- Use one of these methods:
  - Ask “deep processing questions”.
  - Have students discern between examples and non-examples.
  - Have students generate examples.

## **2. What other good instructional practices did you observe?**

### **The instructor:**

#### **a. Actively involved the students in the instruction using:**

- Group responses (choral responses) when the answers were short and the same.
- Partner responses when the answers were long or different.
- Partner responses followed by individual turns.
- Thumbs up to indicate that they had an answer.

#### **b. Enriched the vocabulary instruction by:**

- Infusing decoding in presentation of words by having students read the long words by parts.
- Involving the students in the examples.
- Providing multiple exposures to each word.
- Relating the words to their use in the read aloud book.
- Reviewing words at the end with simple word associations.
- Suggesting ways that the words could be used.

#### **c. Coached students during partner responses allowing students to experience success when they answered in front of classmates.**