

Preteach Tell students they will be learning new vocabulary words.

- Determine what the student already knows about each term.
- Ask students to share what they already know as a means of monitoring misconceptions.
- Ask students to share what they already know to use this knowledge as a foundation for more learning.

Teach Directly teach and model the target vocabulary words by giving a description, explanation, or example of each new term. Students need explicit, contextualized information.

Utilize examples, explanations, and descriptions, but **not definitions**. Definitions are not a recommended method for vocabulary instruction as they do not provide learners an informal, natural way to learn new vocabulary.

Apply Guide the students toward building vocabulary together. Have the students work in teams to give descriptions, explanations, or examples of the new term using their own words. Students should take turns offering these explanations orally to each other. Remind students not to copy what you said, but to use their own words. Monitor students to determine if any confusion exists.

- Provide more descriptions, explanations, or examples if necessary.
- Request that students record these in a Vocabulary Log.
- Have students draw pictures or symbols or locate graphics to represent the new term. (Students can use graphics from magazines or the Internet, too.)
- Ask students to share their work with the whole group.

Next, Marzano recommends that students “participate in activities that provide more knowledge of the words recorded in their *Vocabulary Log*.” He notes: “Encourage students to identify prefixes, suffixes, antonyms, synonyms, and related words for the vocabulary term.”

Practice Try the vocabulary in groups or pairs variation. Have the students discuss the words with other students using the “think-pair-share” strategy:

Think-Pair-Share Strategy:

- 1. THINK:** Allow think time for students to review their own descriptions and images of the terms.
- 2. PAIR:** Put students in pairs to discuss their descriptions, images, and any new information related to the terms.
- 3. SHARE:** Provide opportunity for groups to share aloud and discuss conceptions and misconceptions.

The teacher should circulate around the room monitoring each group as students help each other identify and clarify confusion about new terms.

Enhance Building vocabulary requires repetition and practice. There are many engaging games that can be used at this level. Marzano (2005) recommends games as a means of reinforcement and practice.

- **Word Walls** are very useful for beginners because they provide a visual word bank of vocabulary words learned to date. They are often posted alphabetically, but could also be classified according to academic subject areas.
- **Wordo** is a game like Bingo in which students have cards with rows and columns. Within each square is a new word. As the teacher calls out the description of the word, students cover it with a circular marker