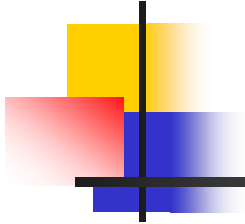


Adding Zip and Zest: Explicit Teaching of Strategies and Concepts



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EFFECTIVE INSTRUCTION

- **Critical Content**
- **Design of Instruction**
- **Delivery of Instruction**
- **Independent Work**
- **Management**



Critical Content

- ***Criteria***

- Is it USEFUL?
- Will it GENERALIZE?
- Will it WORK?

- **Strategies - How**

- **Concepts (Vocabulary) - What**



Design of Lesson - *Overview*

- **Opening**
 - Attention*
 - Review*
 - Preview*
- **Body**
- **Close**
 - Review*
 - Preview*



Design of Lesson - *Opening*

- **Attention**

- *Use a verbal cue such as “Listen” or “We are going to begin.”
- *Follow the verbal cue with silence.

- **Review**

- *Review the content of the previous lessons.
- *Review necessary preskills for today’s lesson.
- *Review background knowledge needed for today’s lesson.

- **Preview**

- *State the goal of the lesson.
- *Preview the activities for the period.



Design of Lesson - *Closing*

■ Review

- Review the skills/strategies/concepts/information taught.

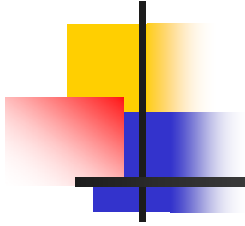
■ Preview

- Preview the content that will be taught in the next lesson.

■ Independent Work

- Review assignments/quizzes/projects/performances due in the future.
- Have students record all assignments.





Strategy and Skill Instruction

Skill or Strategy Instruction *Preparation*



- 1. Is the strategy **explicit**?
- 2. Are the steps few in **number**?
- 3. Are the steps **clearly stated**?
- 4. Could the strategy be **visually presented**?

Design of Lesson - *Body* *Skill or Strategy Instruction*



- Model I do it.
- Prompt We do it.
- Check You do it.



Strategy/Skill Instruction Design of Lesson

- **Introduce the strategy.**
 - **WHAT** - Tell students what is being taught, the goal of the strategy instruction.
 - **WHY** -Tell students the rationale for the strategy.
 - **HOW** -Describe the steps in the strategy. (This can also be done as the strategy is modeled.)

Strategy/Skill Instruction

I do it. ("My turn.")

- **Model (I do it.)**
 - **Show**
 - Proceed step-by-step.
 - Exaggerate the steps.
 - **Tell**
 - Tell students what you are doing.
 - Tell students what you are thinking.
 - **Gain Responses**
 - Ask for responses.

Strategy/Skill Instruction

We do it. ("Let's do it together.")

- Prompt (We do it.)
 - Prompt by doing behavior at the **same time**.
 - Prompt **physically**.
- OR
- Prompt **verbally**.
 - Guide or lead students through the strategy.
 - Step - do - Step - do - Step - do - Step - do
 - Gradually fade your prompt.



Strategy/Skill Instruction

You do it. (“*Your turn.*”)

- **Check for understanding. (You do it.)**
- Verify students’ understanding before independent work is given.
- Carefully monitor students’ responses.
- Continue until students are consistently accurate.



Strategy/Skill Instruction - Modifications

- **Modifications of: I do it. We do it. You do it.**
 - In some cases, you can use **“I do it”** and **“You do it”**.
 - In some cases, you can use **“We do it”** and **“You do it”**.
 - Across lessons, **fade** out the **“I do it.”**
 - Across lessons, **fade** the **“We do it.”**



Strategy/Skill Instruction Summary

- What
- Why
- How

- I do it.
- We do it.
- You do it.





Strategy/Skill Instruction

Video Example

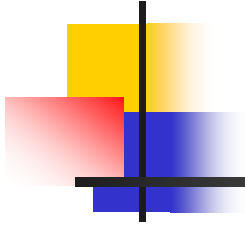
- What instructional steps were demonstrated?



Strategy/Skill Instruction

- Video Example
-

- What other good practices did you observe?



Vocabulary (Concept)

Instruction



Selection of Vocabulary

- Select a **limited number** of words for robust, explicit vocabulary instruction.
- **Three to ten words** per story or section in a chapter would be appropriate.
- Briefly **tell students the meaning of other words** that are needed for comprehension.



Selection of vocabulary

- Select words that are **unknown**.
- Select words that are **critical** to passage understanding.
- Select words that students are likely to encounter in the **future** and are generally **useful**. (Stahl, 1986)
 - Focus on Tier Two words (Beck & McKeown, 2003)
 - Academic Vocabulary



Selection of Vocabulary

- Tier One - Basic words
 - chair, bed, happy, house
- **Tier Two - Words in general use, but not common**
 - concentrate, absurd, fortunate, observation, accountant, dignity, convenient
- Tier Three - Rare words limited to a specific domain
 - tundra, igneous rocks, weathering



Explicit Instruction of Words- Selection of Vocabulary

- “Goldilocks Words”
 - Not too difficult
 - Not too easy
 - Just right

(Stahl & Stahl, 2004)

Select words for robust, explicit instruction.

Second Graders	Fifth Graders
Enemy Pie by Derek Munson	The Family Under the Bridge by Natalie Savage Carlson (for Chapter 1)
perfect	monsieur
trampoline	cathedral
enemy	cowered
recipe	hidey-hole
disgusting	hyacinths
earthworms	fragile
ingredients	oleanders
horrible	gratitude
nervous	fastidious
invited	loitering
relieved	roguish
boomerang	adventure

Teach the meaning of critical, unknown vocabulary words.

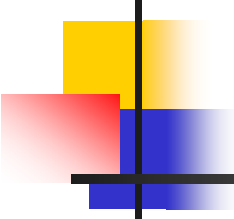
Select 3 words for robust explicit instruction.

Reading Level: 2nd Passage: Lemonade for Sale Series: Harcourt Trophies		
announce d	members	neighborhood
arrived	rebuild	lemonade
glum	squawked	clubhouse



Select 5 words for robust explicit instruction.

Reading Level: Eighth Grade		Passage: Breaker's Bridge
Series: Prentice Hall		Words: *Selected for instruction in manual.
obstacle*	district	amplify
writhing*	gorge	imperial
piers*	miniature	emerged
executioner*	defeated	insult
immortals*	desperation	deposited
emperor	supervising	deadline



Teach the meaning of critical, unknown vocabulary words. Preparation - Selection of words.

- Also, teach idioms (*A phrase or expression in which the entire meaning is different from the usual meaning of the individual words.*)

“The car rolling down the hill caught my eye.”

“Soon we were in stitches.”

“The painting cost me an arm and a leg.”

“The teacher was under the weather.”



Teach the meaning of critical, unknown vocabulary words.

Preparation - Student-friendly explanations.

- **Dictionary Definition**

- **relieved** - (1) To free wholly or partly from pain, stress, pressure.
(2) To lessen or alleviate, as pain or pressure

- **Student-Friendly Explanation** (Beck, McKeown, & Kucan, 2003)

- **Uses known words.**
- **Is easy to understand.**
- When something that was difficult is over or never happened at all, you feel **relieved**.



Teach the meaning of critical, unknown vocabulary words.

Preparation - Student-friendly explanation.

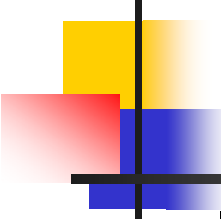
- **Dictionary Definition**

- **attention** - a. the act or state of attending through applying the mind to an object of sense or thought
b. a condition of readiness for such attention involving a selective narrowing of consciousness and receptivity

- **Explanation from Dictionary for English Language Learners**

(*Elementary Learner's Dictionary* published by Oxford)

- **attention** - looking or listening carefully and with interest



Teach the meaning of critical, unknown vocabulary words.

Preparation - Selection of Vocabulary

Dictionary Definition	Student-Friendly Explanations
disgusting - to cause to feel disgust; be sickening, repulsive, or very distasteful to	
fragile - easily broken, damaged, or destroyed	
gratitude - a feeling of thankful appreciation for favors or benefits received	
loitering - to linger in an aimless way; spend time idly	



Teach the meaning of **critical**, **unknown** **vocabulary words.** Video Example

- What instructional steps were used to introduce each of the words?



Teach the meaning of **critical**, unknown vocabulary words. Video Example

- What other good practices did you observe?



Teach the meaning of critical, unknown vocabulary words. Instructional Routine

(Note: Teach words **AFTER** you have read a story to your students and **BEFORE** students read a selection.)

Step 1. Introduce the word.

- a) Write the word on the board or overhead.
- b) Read the word and have the students repeat the word.
If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times.

Introduce the word with me.

“ This word is relieved. What word?”



Teach the meaning of critical, unknown vocabulary words. Instructional Routine (continued)

Step 2. Present a student-friendly explanation.

- a) Tell students the explanation. OR
- b) Have them read the explanation with you.

Present the definition with me.

“When something that is difficult is over or never happened at all, you feel relieved. So if something that is difficult is over, you would feel _____.”



Teach the meaning of critical, unknown vocabulary words. Instructional Routine (continued)

Step 3. Illustrate the word with examples.

- a) Concrete examples.
- b) Visual representations.
- c) Verbal examples.

Present the examples with me.

“When the spelling test is over, you feel relieved.”

“When you have finished giving the speech that you dreaded, you feel relieved.”



Teach the meaning of critical, unknown vocabulary words. Instructional Routine (continued)

Step 4. Check students' understanding.

Option #1. Ask deep processing questions.

Check students' understanding with me.

When the students lined up for morning recess, Jason said, "I am so relieved that this morning is over." Why might Jason be relieved?

When Maria was told that the soccer game had been cancelled, she said, "I am relieved." Why might Maria be relieved?



Teach the meaning of critical, unknown vocabulary words. Instructional Routine (continued)

- Step 4.** Check students' understanding.
- Option #2.** Have students discern between examples and non-examples.

Check students' understanding with me.

“If you were nervous singing in front of others, would you feel relieved when the concert was over?”

Yes ***“Why?”***

“If you loved singing to audiences, would you feel relieved when the concert was over?” No ***“Why not?”*** *It was not difficult for you.*



Teach the meaning of critical, unknown vocabulary words. Instructional Routine (continued)

- Step 4.** Check students' understanding.
- Option #3.** Have students generate their own examples.

Check students' understanding with me.

“Tell your partner a time when you were relieved.”



Teach the meaning of critical, unknown vocabulary words. Instructional Routine (continued)

- Step 4.** Check students' understanding.
- Option #4.** Provide students with a “sentence starter”. Have them say the complete sentence.

Check students' understanding with me.

Sometimes your mother is relieved. Tell your partner when your mother is relieved. Start your sentence by saying, “My mother is relieved when_____.”



Teach the meaning of critical, unknown vocabulary words.

Did the teacher:

1. Introduce the word?
2. Present a student-friendly explanation?
3. Illustrate the word with examples?
4. Check students' understanding?



Vocabulary Logs

- **Have students maintain a vocabulary log.**
 - The log can be used for:
 - ★ Scheduled vocabulary reviews with the class.
 - ★ Study with a partner or a team.
 - ★ Self-study of vocabulary.



Vocabulary Logs (Continued)

- **What can be recorded on a vocabulary log?**
 - **Word**
 - **Student-friendly explanation**
 - **Any of these options**
 - A sentence to illustrate the word's meaning
 - Examples and non-examples
 - An illustration
 - Part of speech



Word Walls

- **Create a word wall in your classroom**
 - Post a reminder of the context.
 - Copy of the cover of the read-aloud book
 - Copy of the first page in the story
 - The title of the story or chapter
 - The topic in science or social studies
 - Post the vocabulary words.
 - Incorporate the words into your classroom language.
 - Encourage students to use the words when speaking and writing.



Word Walls

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Practice Activities

- Practice activities should:
 - **Be engaging.**
 - **Provide multiple exposures** to the words.
(Stahl, 1986)
 - Encourage **deep processing** of the word's meaning. (Beck, Mc Keown, & Kucan, 2002)
 - When possible, connect the word's meaning to **prior knowledge.**
- Provide practice over time.



Example Practice Activity - Yes/No/Why

1. Do territories that are possessions have autonomy?
2. Can incidents cause compassion?
3. Do people always comply with their obligations?

(Beck, Perfetti, & McKeown, 1982; Curtis & Longo, 1997) Items taken from REWARDS PLUS, Sopris West.



Example Practice Activity - Yes/No/Why

1. **Could a disgusting enemy be horrible?**
2. **Would you be relieved if you could concentrate on the test?**
3. **Would it be disgusting to eat earthworms?**
4. **Could an enemy do disgusting things?**



Example Practice Activity - Completion Activity

1. **confine:** to hold or keep in; to limit; imprison; restrict
Things that can be confined are _____.
2. **persistent:** refusing to give up; determined
I was very persistent when _____.
3. **dispersal:** send off in different directions
At school dispersal might involve _____.
4. **globalization:** condition when something spreads across the world
Today, globalization involves the dispersal of _____.

(Curtis & Longo, 1997)

Example Practice Activity - Word Pairs

(Stahl & Kapinus, 2001)

Word Pair	Same	Opposite	Go Together	No Relationship
nomad - wanderer	X			
nomad - settler		X		
desert - city				X

Example Practice Activity - Word Lines

(Example designed by Isabel Beck, 2004)

How surprised would you be if.....

1. You saw your friend **vault** over the moon?
2. Your teacher **commended** a student for doing good work?
3. A dog started **bantering** with you?
4. The mayor **urged** everyone to leave town?
5. A coach **berated** his team for not making a touchdown?
6. A rabbit **trudged** through a garden?

Least ----- Most
Surprised Surprised



Example Practice Activity - Word Lines

(Example designed by Isabel Beck, 2004)

How much energy does it take to....

1. **Meander** down a hall?
2. **Vault** over a car?
3. **Banter** with your best friend for an hour?
4. **Berate** someone at the top of your voice?
5. **Stalk** a turtle?
6. Be a **spectator** at a concert?

Least - - - - - Most
Energy Energy



Example Practice Activity- Sentence Substitution

1. When the spelling test was over, Kaiya was relieved.
2. After reading the children's stories, the teacher said that she was very impressed.
3. Marcus couldn't concentrate on his math assignment.

(Lively, August, Carlo, & Snow, 2003)

Example Practice Activity- Meaningful Sentence

(adapted from Success for All)

- Students write a sentence answering three to four of these questions:

who, what, when, where, why, how

- *Not OK*

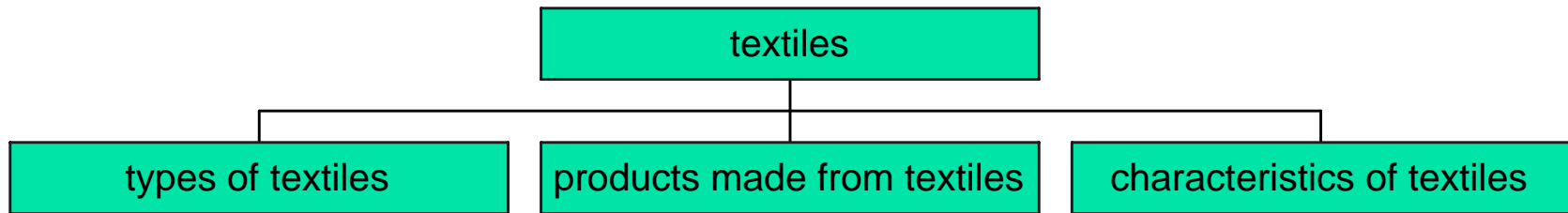
It was meager.

- *OK*

At the end of the month, our dinners were meager because we had little money.

Example Practice Activity - Semantic Mapping - Structured

(Heimlich & Pittelman)





Example Practice Activity- Word Association

- Present a number of words.

representative . socialism . reform . revolution . tributary

- Play... I am thinking of a word.....

“I am thinking of a word that goes with river.”

“I am thinking of a word that refers to a person that takes ideas to the government.”

“I am thinking of a word that means a change.”



Example Practice Activity- Word Association - Challenging

- Present a number of words.

concentrate relieved enemy impressed absurd educated

- Play... Select a word. Defend your choice.

“What word goes best with the word humor. Tell your partner and defend your choice.”

“What word goes best with a game. Tell your partner and defend your choice.”