

# Descriptive of Each Step

Step 1 – **Describe** – provide a description, explanation, or example of the new term.

- Looking up words in dictionaries is not useful for teaching vocab
- Provide a context for the term; tell a story that integrates the term
- Introduce direct experiences that provide examples of the term
- Use current events to connect to something familiar & videos as the stimulus for understanding
- Describe your own mental image of the term; find or create pictures that explain the term

Step 2 – **Restate** – students restate the description, explanation, example in their own words

- Discuss with a partner or table/rug buddy; monitor misunderstandings
- Must be student's original ideas, not parroting the teacher
- Students record their description in their Vocabulary Notebook

Step 3 – **Graphic Representations** – students represent the term non-linguistically

- Create graphic representations without using words
- Draw using pictures and symbols
- Provide examples of student's drawings (and your own) that are rough but represent the ideas
- Do not overdraw the term, it's a graphic sketch
- Students record their graphic representation in their Vocabulary Notebook

Step 4 – **Activities** – engage students periodically in activities that add to their knowledge of the terms

- Highlight prefixes, suffixes, root words that will help them remember the meaning of the term
- Identify synonyms and antonyms for the term
- List related words; compare terms
- Use graphic organizers to identify examples and non-examples of the term
- Draw an addition graphic
- Translate the term into another language(s) for second language learners
- Sort and classify terms
- Write incomplete analogies for students to complete
- Allow students to write (or draw) their own analogies
- Compare similarities and differences of two terms
- Revisit original description in Vocabulary Notebook, add to, revise and edit to solidify understanding

Step 5 – **Discuss** – ask students to discuss terms with each other

- Think-Pair-Share: compare their descriptions of the terms
- Describe their pictures to one another
- Explain to each other any new information that have learned (“a-ha’s”)
- Identify areas of disagreement or confusion and seek clarification
- Students continue to make revisions to their own work

Step 6 – **Games** – play games with the terms (games may be one of the most underused instructional tools in education)

- Setting aside time each week to play games in order to re-energize students and guide them in the review and use of important terms.
- Games such as Jeopardy, Pyramid, I Have-Who Has, Pictionary, Memory, Charades, Name that Category, Bingo, Create a Skit, kids make their own games
- Utilize 21<sup>st</sup> century resources like games on the Smartboard, iPod, websites like [www.visualthesaurus.com](http://www.visualthesaurus.com), <http://innovativocab.wikispaces.com>, [www.visuwords.com](http://www.visuwords.com), [www.thesaurus.com](http://www.thesaurus.com), [www.wordsmith.org](http://www.wordsmith.org), [www.wordle.net](http://www.wordle.net) | iPod Apps – (free) Hangman, Word Warp, Vocab Quiz, Vocab Free, Vocabolistic, Vocab Daily, Word Search, Vocabulary Cartoons