

Introduce new vocabulary

Discuss new words students are not able to decode or do not know the meaning of. If the word is difficult to *decode*, write it on a dry-erase board and pronounce it for students. Words such as *through*, *though*, *enough*, and *precious* can be challenging for transitional readers. When you need to introduce a new word because students do not know what it *means* and the word is not defined in the text, follow these four steps:

1. **Define it.** Prepare a brief, kid-friendly definition. Do not ask students to define the word. That wastes time and causes confusion.
2. **Connect it.** Make a connection between the new word and students' background knowledge and experiences.
3. **Relate it to the book.** Tell students how the word is used in the story and direct them to an illustration if one is provided.
4. **Turn and talk.** Ask students to explain the meaning of the word or give an example to the person sitting next to them.

Tip

Consider the needs of dual language learners. They may need more support for new vocabulary.

Tip

Do not introduce every new word. Prompt students to use strategies and text clues to solve most words.

Tip

If you have to introduce more than five words, the book is too difficult. Choose another book.