

## ***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.*