

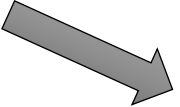


Guided Reading ~ Introduce New Vocabulary: Procedures

Component	Explanations of Procedures
 Introduce words students cannot decode. <i>ancient, although</i>	Next, introduce the new words students are not able to decode or do not know what they mean. If the word is difficult for the group to decode , write the word on a whiteboard and pronounce it for the students. Words such as <i>through</i> , <i>though</i> , <i>enough</i> , and <i>precious</i> can be challenging for transitional readers.
 Introduce new vocabulary not defined in the text.	When you need to introduce a new word because the students do not know what it means and the word is not defined in the text, follow these four steps: 1. Say the new word and a simple definition. Do not ask students if they know the word. Often one student may offer a confusing or erroneous definition that will mislead other students and waste time. I once observed a teacher introduce the word <i>bandit</i> by asking if anyone knew what a bandit was. One boy confidently shared that was <i>when you left your bookbag by the side of the road</i> . He was confusing "a bandit" with "abandoned." If the new word is <i>bandit</i> , say, "A bandit is a thief." 2. Connect the new word to the students' background knowledge and experiences. "For example, if someone steals your bookbag, that person is a bandit, or a thief." Use the new word and the synonym at each step. 3. Relate the new word to the text. Tell the students how the word is used and direct them to an illustration if one is provided. "In this book, you are going to learn about a raccoon that is called a bandit because he is a thief. He likes to steal food from the trash can." 4. Turn and talk. Ask the students to explain the meaning of the word to the person sitting next to them. If an unfamiliar word is defined in the text, the illustration or in the glossary, do not introduce the word. Prompt students to use the text clues to help them figure out the meaning of new words. If you introduce words that are defined in the text, you are not teaching students to be independent problem-solvers.

Four steps for introducing vocabulary:

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1. Define it.
 2. Connect it to students' experience.
 3. Relate it to the book.
 4. Turn and talk.