



## Supporting Students in Learning New Vocabulary during Guided Reading

*\*\*The Vocabulary Cards are intended as a tool to be used in conjunction with the Literacy Footprints lesson cards.*

### During the Book Introduction

Always think about the vocabulary needs of your students when choosing words to introduce. There are two kinds of words to consider. Some words might be in students' listening vocabulary but too difficult to decode. Write those words on the easel and have students pronounce them. The second type are words that present new concepts not defined in the text through context clues, text features, or the glossary. When introducing a new-concept word, follow these four steps:

**Define It.** Define the word in kid-friendly language. Do not ask students to define the word. This wastes time and causes confusion.

**Connect It.** Make a connection between the new word and students' background knowledge and experiences.

**Relate It.** Relate the word to the text. Tell students how the word is used in the story and direct them to an illustration if one is provided.

**Turn and Talk.** Ask students to explain the meaning of the word or give an example to the student sitting next to them.

### New Word List

Choose two challenging words from the text and discuss their meanings (in the Fourth Grade and Fifth/Sixth Grade Literacy Footprints kits, we have already selected two words from each book). Have students write the words in their New Word List at the back of their writing journal. Encourage students to use the new words as they discuss the text and write about it. Every week or so, use the Vocabulary Cards to review new vocabulary using the following activities:

1. Have students turn to the New Word List in their writing journal and cover the definition column. *I'll give you a definition for one of the words. Point to the word that matches the definition.*
2. Have students turn to the New Word List in their writing journal and work with a partner. *Choose two words from the New Word List and use them in one sentence.* Have students share their sentences.
3. Shuffle the Vocabulary Cards for the lessons you have taught and place them in a pile. Have students take a card from the pile and place that card in front of them. Tell them they cannot look at the back of the card. If the definition is showing, have students say the word that it defines. If the word is showing, have students say the definition. If students need help, they can ask another student in the group.
4. Give each student two Vocabulary Cards from previous lessons. Leave the rest of the cards word side up in the center of the table. Have each student create one sentence that uses both words. If they can't think of a sentence that uses both words, they can exchange one of their words for a word on the table.
5. Hand out the Vocabulary Cards with the words you have taught the group. Ask students to draw or act out one of the words they have been given. They can use gestures and pictures, but they should not speak. Have the other students look at their New Word List and guess the word.
6. Shuffle the Vocabulary Cards for words you have taught and hand them out to students. Ask students to make a sentence for each of their words. They can use more than one of their words in the same sentence.
7. Hand out three to five Vocabulary Cards you have taught to each student and have them place the cards in front of them with the word facing up. *I'm thinking of a word that means ...* Have students identify the word you are defining. If they have trouble identifying the word, give them a hint (for example, a synonym, an antonym, the first letter, how many syllables it has, or whether it has a prefix or a suffix).