

Lesson Sample: Toolkit Word Instructional Routine

Transitions & Steps:		Sample language:
Phase 1: Introducing Each Word	Establish purpose	<i>Let's learn about some of the target vocabulary words we will need for our upcoming reading.</i>
	1. Direct students' attention	<i>Point to the target word labor. The word we are learning is labor.</i>
	2. Pronounce	<i>Pronounce it with me, labor.</i>
	3. Syllabify	<i>Listen as I tap and slowly pronounce each syllable in labor.</i>
	4. Students repeat	<i>Say the word with me again as you tap/clap each syllable labor.</i>
	5. Provide part of speech	<i>The word labor is a noun, a thing.</i>
	6. Provide a student-friendly definition	<i>In the upcoming reading, the word labor means difficult, challenging (or hard) work.</i>
	7. Rephrase and cue students	<i>Something that is difficult or hard work is ... Now fill in the missing word: (chorally) labor.</i>

Transitions & Steps:		Sample language:
Phase 2: Verbal & Written Practice	Transition to Verbal Practice	<i>Now let's practice using the word.</i>
	1. Introduce frame for verbal practice <i>visibly displayed, include model response</i>	<i>Let's examine our first example of this target word in a sentence. One type of labor that is hard work is _____ (carpentry).</i>
	2. Students point to, and repeat and fill in blank(s)	<i>Point to and read the first example sentence with me. One type of labor that is hard work is _____ (carpentry).</i>
	3. Cue students to think , then verbally practice applying the frame and idea with a partner.	<i>Take a moment (30 sec) to think about another kind of work that you think is very difficult or hard to do. Then use the response frame to share your idea with your partner. Partner B go first. One type of labor that is hard work is _____ (student example).</i>
	4. Model example #2 visibly displayed	<i>Let's examine the word labor used in a different context sentence. One type of challenging labor that I know I can do well is _____ (caring for a younger sibling)</i>
	5. Prompt students to consider a response.	<i>Take a moment to consider how you could complete the response frame.</i>
	6. Students point to, repeat <i>(Cue students record their example in their rBooks -- or record at step 9-11 *)</i>	<i>Point to and read the second example with me (in phrases). Then fill in the missing word(s) – <u>display a word bank</u>. One type of challenging labor... that I know I can do well. . . is _____ (caring for a younger sibling)</i>
	7. Cue partner (A/B, 1/2) to share response with partner	<i>Partner A, raise your hands; please share your response first. Be sure to read your entire sentence with eye contact and expression.</i>
	8. Circulate listening, providing feedback, and preselect reporting	<i>(Initially attend to targeted students) When I ask students to report, I would like you to please share your response with the whole class.</i>
	Transition to reporting	<i>Now let's hear some of your responses.</i>
	9. Elicit reporting with frame, visibly displayed	<i>I'll remind you to use your public voice and the frame when I call on you to report. Everyone listen carefully for an example that really catches your attention. After our reporting, * I will ask you to fill in the blank with a vivid example that will help you remember our key word, that will create some "vocabulary Velcro".</i>
10. Cue preselected students to report	<i>I've asked ___ to share his response first. Now let's hear from ___.</i>	
11. Direct students to write the word and selected response in the frame	<i>Now record your favorite response, the one was most interesting to you. It can be yours, your partner's, or one of the ideas just shared.</i>	