



TRANSCRIPT

A Teaching Routine for Academic Vocabulary in Grades PreK-1

NARRATOR

When teaching new vocabulary, teachers of young children may skip over complex words or concepts, believing them too difficult, especially for students whose home language is not English.

In fact, young students are capable of learning complex vocabulary if given the right supports and scaffolding.

This video will share a three-step teaching routine for introducing new academic vocabulary words to students in preK through first grade.

The routine aligns with evidence-based recommendations from two What Works Clearinghouse Practice Guides on teaching early literacy skills to all students, including English learners.

The recommendations include using student-friendly definitions, giving meaningful examples of the word, and reinforcing new vocabulary through multiple modalities.

In this video, you'll watch a first-grade teacher from California's Fresno Unified School District teach the word "provide" using a three-step routine aligned with the Practice Guide recommendations.

The first step in the routine is to introduce the new word—selected from a text that the class read together earlier—and use a student-friendly definition. Show visual examples of the word to reinforce and explain it.

TEACHER

So today we're going to learn a new word that we read about in our text the other day. And our new word is "provide"—everybody say that.

STUDENTS AND TEACHER

Provide.

TEACHER

Let's clap out the syllables.

STUDENTS AND TEACHER

Pro-vide.

TEACHER

How many syllables?

STUDENTS AND TEACHER

Two.

TEACHER

I'm going to write that word down. Provide.

To provide something means to give, to give or to take care of something.

So in the text the author shows us how trees in the forest provide or give us things that we need, like wood. And it also provides or gives the squirrels and animals homes and nuts and acorns and seeds.

I'm going to show you some other examples of the word "provide" and we'll take a look at them. Okay? All right. So this is a picture of a pig. And what's the pig doing? She's providing milk, the mother's milk...the mother pig provides milk for her babies. She's giving them milk.

Here we have a river and this river provides the city around it lots of clean water.

Here's a picture of a wolf in a den and the den provides the wolf with safety and a place to live.

NARRATOR

The second step is to give students several opportunities to use the word meaningfully. Use a sentence frame, give students time to think of examples to complete the sentence frame, share some of your own examples and invite students to use them if they can't think of their own, ask students to share with a partner, and ask students to share with the entire class.

TEACHER

Okay, so I'm going to ask you a question. I want you to think, okay? I'm going to ask you a question. What's our word?

STUDENTS

Provide.

TEACHER

Provide, our word is "provide." Okay. So what are some things that your parents provide for you? What are some things that your parents provide for you? And we're going to answer, we're going to talk to a partner in a minute, and we're going to use this frame right here. "My parents provide me with *mm*, so that *mm*." Okay? Let's practice that together.

STUDENTS AND TEACHER

My parents provide me with *mm*, so that *mm*.

TEACHER

Let's all practice that together. Here we go.

STUDENTS AND TEACHER

My parents provide me with *mm*, so that *mm*.

TEACHER

So think about the question. What are some things that your parents provide you with? Everybody think. Think, think, think, think. Everybody have something that they can think of that their parents provide? Not yet?

Okay. If you can't think of anything, I'll give you some examples. For example, my parents provide me with food, so that I can stay healthy. My parents provide me with clothing, so that I can stay warm. My parents provide me with a home, so that I can stay safe.

Okay. Let's practice our frame one more time before we share with our partner.

STUDENTS AND TEACHER

My parents provide me with *mm*, so that *mm*.

TEACHER

Does everybody have what they're going to tell their partner?

So let's... So your parents provide you with healthy food. Is that what they do? They provide you with healthy food so you don't eat junk food? Okay. Let's say that. Let's say that in a sentence then, everybody, here we go.

STUDENTS AND TEACHER

My parents provide me with healthy food.

TEACHER

Let's try that one more time.

STUDENTS AND TEACHER

My parents provide me with healthy food.

TEACHER

Excellent, excellent, excellent. Very good job, boys and girls. I heard some excellent ideas.

NARRATOR

The third step is to check for understanding and encourage students to develop their word knowledge over time. Give examples that match and don't match the word and ask students to differentiate if you are describing the word or not, and invite students to try using the word in conversations with their friends and family.

TEACHER

Okay, now we're going to play a game, so I'm going to give you some examples and if it is an example of "provide," I want you to say "provide." And if it's not an example, I want you to say "not provide." So if it's an example, what are we going to say?

STUDENTS

Provide.

TEACHER

Provide. If it's not an example, what are you going to say?

STUDENTS

Not provide.

TEACHER

Not provide. Okay, here we go. My mom makes me breakfast every day before I go to school.

STUDENTS

Provide.

TEACHER

Provide. My brother steals my toys.

STUDENTS

Not provide.

TEACHER

Not provide. A mother rabbit takes care of her babies by hiding them in a den or in a hole so that a wolf can't eat them.

STUDENTS

Provide.

TEACHER

Provide. The milk we drink comes from cows. The cow's body makes milk.

STUDENTS

Provide.

TEACHER

Provide. The river has dried up, there's no more water, and now we need to get our water from another place.

STUDENTS

Not provide.

TEACHER

Not provide. Excellent. So today we learned a new word and our word is...

STUDENTS

Provide.

TEACHER

Provide. So when you are talking to your friends and when you are talking in class and when you go home, I want you to tell your parents about the new word that you learned. And the new word is?

STUDENTS

Provide.

TEACHER

So if you can use that word, that's what we're going to try and do. Okay?

NARRATOR

To reinforce understanding and recall, you may want to include a gesture when you are introducing the word. For example, pretending to present a gift with both palms up for the word “provide” or patting your hand over your mouth for “exhausted.”

You may have also noticed that the teacher in this video encouraged students to repeat the word several times throughout the lesson. We refer to this as “miles on the tongue.” Adding “miles on the tongue” through repetition will build students’ confidence with saying the new word out loud and may be especially beneficial for students whose home language is not English.

To review, the three steps to this teaching routine for new vocabulary are: introduce the word and use a student-friendly definition, provide multiple opportunities for students to use the word meaningfully; use a sentence frame for students to practice saying the new word out loud; check for understanding and encourage students to use the word on their own.

To learn more about the Institute of Education Sciences’ What Works Clearinghouse Practice Guides, visit <https://ies.ed.gov/ncee/wwc>.

To access other related resources, visit the REL West website.