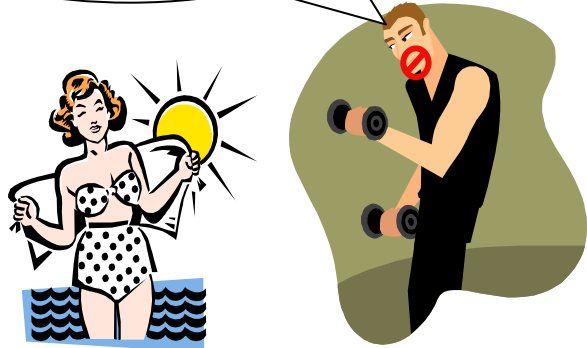
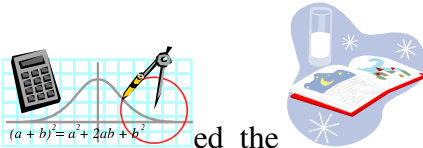



## Six Steps to Effective Vocabulary Instruction: The MODEL

Steps One, Two, and Three should be used consecutively.

<b>Step One:</b> <b>Teacher provides a description, explanation, or example of the new term.</b>	<b>Step Two:</b> <b>Students restate the explanation of the new term in their own words.</b>	<b>Step Three:</b> <b>Students create a nonlinguistic representation of the term.</b>
<p>Let's take a look at the word "stifle."</p> <p>When I hear the word, I think of being in church and getting the giggles. My parents always told me to stifle my laughter.</p> <p>What did they mean? Is "stifle" a thing or something you do?</p> <p>The place (church) was inappropriate for a lot of laughter. I was supposed to hold it back—to smother it.</p> <p>In class, students often have to stifle the urge to shout out answers or make inappropriate comments!</p> <p>When angry, it's important to stifle your comments to avoid escalation of an argument.</p>	<p>Directly after the teacher's example, students need to restate the explanation of the new term in their own words. Students might be keeping a vocabulary notebook over the course of the year.</p> <p>A student might write:</p> <p style="padding-left: 40px;">"Stifle" might mean stopping yourself from doing something you shouldn't... I stifled the urge to cheat on the test. I knew I'd get caught—so why bother?</p> <p>After reading "The Tell-Tale Heart," students might discuss "stifle" in terms of smothering—the narrator stifles the old man with the bed.</p> <p>They might also consider the word in context with their own lives:</p> <p style="padding-left: 40px;">School stifles my creativity. My parents' rules are stifling; I can't breathe.</p>	<div style="text-align: center; border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto 20px auto;"> <p><b>When she asked me what I thought of her new swimming suit, I had to stifle a comment I knew would ruin our date tonight!</b></p> </div> <div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 20px;">  <p>He <math>(a + b)^2 = a^2 + 2ab + b^2</math> ed the he would tell his mom when he got home. (a literary element used as a verb)</p> </div>

**Based upon Robert J. Marzano's *Building Background Knowledge for Academic Achievement***

## Six Steps to Effective Vocabulary Instruction: The MODEL

<b>Step Four: Students periodically do activities that help them add to their knowledge of vocabulary terms.</b>	<b>Step Five: Periodically, students are asked to discuss the terms with one another.</b>	<b>Step Six: Periodically, students are involved in games that allow them to play with the terms.</b>
<p>Students will revisit the required academic vocabulary and/or the selected vocabulary for a particular piece of text.</p> <p>By comparing terms, classifying terms, generating metaphors, and generating analogies, students will develop a deeper understanding of the vocabulary words, which can be documented in the students' vocabulary notebooks.</p> <p>This will prepare students for Step Five.</p> <p>Students might come up with something like this and document it in their vocabulary notebooks:</p> <p style="padding-left: 40px;">plot : short story :: blueprint : building</p> <p style="padding-left: 40px;">multiply : divide :: compare : contrast</p> <p>Non linguistic representations are always an option.</p>	<p>Students are often engaged by the opportunity to talk. We all know how much more we learn if we're talking and creating. Students will need their vocabulary notebooks as indicated in Step Two.</p> <p>In small groups, students interact based upon teacher prompts. Students also have the option to create their own discussion topics.</p> <p>They might start by discussing metaphors, analogies, etc. from Step Four. This could become quite spirited if students disagree about word classification or the veracity of the metaphors and analogies, for example. Students are engaged if they're defending their positions.</p> <div data-bbox="953 1052 1192 1318" style="text-align: center;">A cartoon illustration of a young boy with black hair, wearing a black suit and tie, holding a magnifying glass over his eye. The background is a light green square with a white glow behind the boy.</div>	<p>Finally, the fun part! Students may create their own games to “play” with words.</p> <p>Games students might create:</p> <ul style="list-style-type: none"><li>• <i>Go Fish</i> cards complete with nonlinguistic representations in addition to text. The games might continue over a period of weeks, adding new words.</li><li>• a <i>Pictionary</i> game to help learn/remember words or groups of words.</li><li>• slam or rap poetry using the words being studied.</li><li>• a song using the words or analogies.</li><li>• a game of <i>Charades</i>.</li></ul> <p>Possibilities once student pairs have word cards in envelopes. Teacher gives/asks:</p> <ul style="list-style-type: none"><li>• for a category/classification; students place cards appropriately.</li><li>• for a metaphor or analogy.</li><li>• for the theme of what's currently under study; students have to use their words in that context.</li><li>• for affixes.</li><li>• for synonyms or antonyms.</li></ul>

**Based upon Robert J. Marzano's *Building Background Knowledge for Academic Achievement***