

## Vocabulary Routine

### 1. Begin with either:

- This word is \_\_\_\_\_.

OR

- Loop Loop Decoding Strategy:

1. Show the word. Ask: What do you notice about the word? (If students are having difficulty recognizing parts of the word, have them first look for prefixes/suffixes, then vowels.)
2. Mark the parts of the word and move your finger under the first part. Ask: What part? Repeat with the remaining parts.
3. Move your finger quickly under each part. Ask: What part? What part? What part? Etc.
4. Ask: What word? (You want students to make a close approximation.)
5. Ask: Is that a real word? What is the word? Yes, \_\_\_\_.

OR

- Reading Big Words Strategy:

Step 1: Look for word parts at the beginning of the word. (prefix)

Step 2: Look for word parts at the end of the word. (suffix)

Step 3: In the base word, look for familiar spelling patterns. (Have them look for vowel patterns. This will help them find how many syllables are in the word.)

Step 4: Sound out word parts.

Step 5: Say the word parts fast.

Ask: Is that a real word?

Does it make sense in the sentence?

### 2. Read-Spell-Read

3. **Ask Backs** (Provide the definition. Say: What word means...? Yes, \_\_\_\_ ) and Flip Flops (Ask: What does \_\_\_\_ mean? Yes, \_\_\_\_ means \_\_\_\_).

4. **Word Interaction** (Examples and non-examples, think of a time, etc. Always use the word as many times as possible. Provide sentence stems using the word if necessary.)
5. **What is the word?** Yes, \_\_\_\_.