

6 Step Process for Learning New Words

Step 1	Introduce the Word A. Decode the word, or B. Read word. Student repeat. C. Repeat for unfamiliar words.	EXAMPLE “This word is reluctant.” “What word?”
Step 2	Present a Student-Friendly Definition A. Tell students explanation, or B. Have students read explanation with you.	“Reluctant means you are not sure you want to do something.” “When you are not sure you want to do something, you are ...”
Step 3	Illustrate the Word with Examples A. Concrete examples B. Visual representations (pictures or gestures) C. Verbal examples	“If your mother asked you to try a new food, you might be reluctant.” “You may be reluctant to watch a scary movie.”
Step 4	Illustrate the Word with Non-examples A. Verbal non-examples	“If you’re a good swimmer, you might <u>not</u> be reluctant to jump off the diving board.”
Step 5	Check Students’ Understanding Option 1: Deep processing questions Option 2: Examples/Non-examples Option 3: Students generate examples Option 4: Sentence starter	(1) “Why would a student be reluctant to go to a new school?” (2) “Would you be reluctant to go to recess on a warm, sunny day?” (3) Tell your partner something a cat might be reluctant to do. (4) “Start your sentence by saying, ‘A cat might be reluctant to...’ Then tell why.”
Step 6	Review A. Give clues. Students identify words, or B. Give sentences with word missing. Students identify missing word.	“I’m thinking of a word that means I’m not sure I want to do something.” “I was _____ to speak in front of all those people.”