Vocabulary Routine for Specific Word Instruction
Increasing Intensity (use to introduce tier two words in big book instruction in grades K-1)

1. Write word on board
2. Say the word; children repeat
3. Provide a student friendly explanation, with corresponding picture or real object for an example. If possible, use picture from story or from Open Court picture cards.
4. Present examples of the word’s use in contexts different than from the story context
5. Engage children in activities that get them to interact with the words (choose one)
   - Share with partner what word means or
   - Show with body what this word looks like or
   - Thumbs up/thumbs down if what I say represents the word
6. Have children repeat the word
7. Post word on unit/theme vocabulary board.

Example: Exhausted

1. Write word on board. Point to word and say: One of our vocabulary words for our story today is EXHAUSTED. What’s the word? Students repeat word.
2. Student friendly definition. When someone is exhausted they are VERY TIRED.
3. Examples of word’s use in contexts different from story. If you ran around the playground all recess long, you would be EXHAUSTED. If you stayed up all night watching movies with your friends, you would probably be EXHAUSTED the next morning.
4. Interact with the word. Show your shoulder partner what you would look like if you were EXHAUSTED.
5. What’s the new word? Students say new word. Who can tell the class what EXHAUSTED means?
6. Post new word on vocabulary board.