

Based on *Bringing Words to Life: Robust Vocabulary Instruction*

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Making Choices

Students show their understanding of vocabulary by repeating the word when it applies. For example:

Who might be known to speak **equivocally**?

- *A politician*
- *A doctor*
- *Your parents*

Which one of these things might be **audacious**? Why or why not?

- *Coming to school with your hair blue?*
- *Traveling alone to another country?*

Applause, Applause!

Similar to Making Choices. Students clap if they agree, followed by *Why?*. For example:
*Which of the following words describe you? **Frank**; **Impish**; **Vain**; **Stern**? Why?*

Word Association

Students are asked to connect new words with a more familiar word, phrase or concept. Avoid using synonyms and instead focus on associative words. For example:

- *Which word goes with **crook**? (**accomplice**)*
- *Which word goes with **piano**? (**virtuoso**)*

Have You Ever...?

Students connect new words with their own experience. For example:

- *Describe a time when you might/you felt...*
- *Tell about someone you know who is...*
- *Describe a time when you might be **apprehensive** to speak your mind.*

Questions, Reasons, Example

Students support their thinking using new vocabulary. For example:

*What is something you could do to **impress** your friend? Why?*

Which gives you **trepidation**: a test, a first date, or giving a speech at school? Why?

Idea Completions

Rather than the traditional "Write a sentence using a new word," use sentence stems to encourage students to integrate a word's meaning into a context and explain a situation. For example:

- *The audience asked the **virtuoso** to play another piece of music because...*
- *The skiing teacher said Maria was a **novice** on the ski slopes because...*