**Pre-teaching Vocabulary in Seven Steps**

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| 1. The teacher says and shows the word, and asks students to repeat the word three times. *This helps pronunciation and introduces the print version.*
 | Say “*manage*” three times. |
| 1. The teacher reads and shows the word in a sentence (context) from the text. *This helps the students remember the word in context when they begin to read.*
 | Although many species *manage* to survive such extreme… |
| 1. The teacher gives the dictionary or glossary definition(s). *This provides exposure to formal English and prepares students for dictionary use when they are more proficient.*
 | (1) succeed in doing something difficult; (2) to be in charge of, to run: *manage a company.* |
| 1. The teacher explains the meaning with student-friendly definitions or gives an example that students can relate to. *The teacher uses simple language, familiar examples, pictures, props, movements, etc.*
 | I *managed* to lose ten pounds by exercising. |
| 1. The teacher highlights an aspect of the word that might create difficulty: *spelling, multiple meanings, false cognates, prefixes, suffixes, bases word, synonyms, antonyms, homophones, grammatical variations.*
 | *Manage* is a polysemous (multiple meanings) word. *Manejar* is the cognate. |
| 1. The teacher engages all students in an activity to orally use or own the word and concept. *Writing the word, drawing, or other word activities should come later, after reading. First, students need to learn to use the word ten to twelve times orally.*
 | Think-pair-share: What have you *managed* well lately? |
| 1. The teacher assigns peer reading with oral and written summarization activities and explains how the new words need to be used or how students will be accountable for these words.
 | Remember to use *manage* in your summaries. |

*Source:* Margarita Calderón (2011). *Teaching Reading & Comprehension to English Learners K-5.*

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