

“Discovery” Vocabulary Instruction

Preparation

Create a large table—butcher paper works best. It will have as many rows as you have words (or as many rows as you can fit on your paper) and 4 or 5 columns depending upon whether you use the last one. The titles of the columns are: WORD, PREDICTION, FINAL MEANING, ORAL SENTENCE, and possibly PICTURE OR CLUES. The picture on the following page illustrates this activity. Some teachers also include a column for the Spanish (or other language) word, which can be especially useful in a multi-lingual classroom. Write the word “discovery” in the first column of the first row. Underneath “discovery” (same row, same column) ,write an H and NH. The chart is typically color-coded by column.

Here, you’ve already introduced students to the word “discovery,” but they haven’t really discussed what they think it means, so you want to start there.

Process: Day One

1. **Pre-assessment:** Ask students to raise their hand if they’ve heard the word discovery before today. Count the number of students who have heard the word and write this number next to the H. Ask students to raise their hand if they’ve never heard the word discovery. Count the number of students and write this number next to NH. This serves as an informal assessment tool for you to gauge students’ familiarity with this word.
2. **Predictions:** Instruct students to turn to their tablemates, small group, or a partner and come up with their prediction for the definition of the word discovery—what they think it means. If students are unfamiliar with the word prediction, be sure to discuss that first. Give students one minute to discuss.
3. Give a predetermined silent signal for students to come back to whole group and ask students to take turns sharing their predictions. You can use this as an opportunity for language fluency, encouraging them to create complete sentences that start with “We predict discovery means...” As students share, write their predictions on the chart.
4. **Signal Movement:** The next step is to create a signal movement that ‘shows’ the word. You can teach the students one that you have in mind, or ask them for help in creating it and see what they come up with. Once students know the movement, they practice doing the movement while saying the word. If you want students to create the move, but don’t think they have a strong enough understanding of the word, you can postpone the signal movement until after the “Final Meaning” on Day Two. If adhering to GLAD strategy, your vocabulary instruction for the day would stop there. The following day you would introduce the Final Meaning, and do the introduction, prediction, and movement for the next word. How you do this is up to you.
5. **Final Meaning Day Two:** Write the final meaning of the word on the chart under the appropriate column. Read the definition out loud and discuss it in comparison to their predictions. Give a couple of examples of how one could use this word in the sentence. This is also a good opportunity to discuss parts of speech—writing noun, verb, adjective, adverb, etc. underneath the word you are discussing.
6. **Oral Sentence:** Give students one minute to come up with a sentence using the word correctly and share that sentence with a table partner. After one minute, signal for students to come back to whole group, and have each student share his/her sentence. Correct the student if necessary and help them to fix the sentence and say it again.

7. Then, you would introduce the next new word, starting the process all over again.
8. **Review:** Each day review the words from the chart, practicing the signal movement, and letting a few students offer a sample sentence.

Below is an example image of the completed exercise.

WORD	PREDICTION	FINAL MEANING	ORAL SENTENCE
☼ Solar System NOUN H 23 NH 0	-an area where the sun and the planets are in a circle -huge group of planets -planets that orbit around the sun -Big whole universe	The sun, the planets and their moons and the small objects that orbit the sun.	✓
planet NOUN H 23 NH 0	-area of globe where we live -a big sphere in the solar system -has layers of gas or ice -like Earth -very cool -a big fat circle	A large body of rock or gas in space	✓
star NOUN H 24 NH 0	We predict... floating comet a star is made of gas and metal is a little or huge fire ball of gas a star is made of gas and is very light a shape w/ gas huge block of ice	A hot ball of glowing gases that gives off energy.	✓
orbit NOUN OR VERB H 26 NH 0	-moving around the sun -a circle around the sun -all the planets rotating around the sun -something that goes around the sun	A path a planet takes as it revolves around the Sun. * to revolve around the sun.	✓
axis NOUN NA 12 H 13	-location invisible line -imaginary line that goes through Earth -equator -information	A line - that you cannot see - from the top of the Earth, through the center of Earth, to the bottom	✓
rotation NOUN NH 14 H 11	taking your turn; Spinning; an orbit turning;	The spinning of Earth on its axis. * Verb - to rotate	✓