

FIVE-STEP ROUTINE FOR TEACHING VOCABULARY

1. Say the word, pronounce it with students, and explain its structure.	<p>This is the word: <i>feature</i> Say it with me: <i>feature</i> Turn and say it out loud to a partner: <i>feature</i> Let's break it into parts: <i>fea-ture</i> Now put it together: <i>feature</i></p> <p>I notice the <i>ea</i> vowel team is making the long <i>e</i> sound in <i>feature</i>. So I know that sometimes the vowel team <i>ea</i> says <i>e</i>. I don't hear the final <i>e</i> in <i>feature</i>.</p> <p>It's interesting that the <i>t</i> is making a /ch/ sound—<i>feature</i>. Did anyone else notice that?</p>
2. Define the word and explore its meaning.	<p><i>Features</i> are interesting or important parts of something. Say and write the meaning in your vocabulary journal.</p>
3. Make it tangible.	<p>(Students are also learning about animal features in science class, so this ELA lesson will include photographs of animal features.)</p> <p>Let's look at some photographs of animal features.</p>
4. Have students practice using the word.	<p>In this example, the reader uses context through sentences, again focusing on animal features to connect to content students are learning about in science.</p> <p>"Many animals, birds and people are carnivorous, which means they eat meat. You might be surprised to learn that some plants like the Venus flytrap and the pitcher plant are also carnivorous. These unusual plants have fascinating features to attract, trap, and kill their prey" (Episode 156).</p>
5. Provide ongoing use.	<p>Have students use the word <i>feature</i> in speaking and writing during our science unit.</p> <p>Add <i>feature</i> to our interactive vocabulary wall.</p> <p>Introduce another definition of <i>feature</i> during ELA class next week.</p>

(Adapted from Anita Archer TRL 2023)