**Do Now:***Consider one of your priority students who is struggling with complex texts due to vocabulary.*

* *What is one example of progress the student has made in the last week due to implicit vocabulary instruction?*
* *What student misunderstandings could result if we solely relied on implicit vocabulary instruction?*

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**Give one, Get One, Move On Protocol**

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**Directions: (Using “Explicit Vocabulary Instruction”)**

* Divide into four groups.
* Each group will read and teach one of the four steps below to the entire PLC.
* Read the group’s chosen/assigned Step from “Explicit Vocabulary Instruction”.
* Create a bulleted list of tips from the text to share with the entire PLC. Groups may also include any classroom examples/connections not in the text (may use table below or chart paper) .
* Groups share what they have learned from their chosen/assigned Steps, beginning with Step One, then Step Two, etc.
* Have a full group discussion after each to capture any key take-aways or classroom connections.

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| **Step 1: Word Selection, pages 256-258** | **Step 2: Accurate and Student Friendly Definition, pages 258-262** |
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| **Step 3: Parameters of Use, pages 262-265** | **Step 4: Active Practice, pages 265-270** |
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