Introduction:
The students have listened to the read aloud book, *Wolf!* by Becky Bloom. During the reading of the book, brief explanations of words were given. Three words were selected for explicit, robust vocabulary instruction: concentrate, impressed, and educated.

Focus: As you watch this video, ask yourself:
1) What instructional steps were used to introduce each of the vocabulary words?
2) What other good instructional practices did you observe?

Feedback:
1. What instructional steps were used to introduce each of the vocabulary words?
These instructional steps were used:
   a. **Introduce the word.**
      • Write the word on the board or show it on a screen.
      • Pronounce the word or guide students in using their decoding skills to determine the pronunciation of the word.
      • Have students pronounce the word, repeating the word a number of times if the word is unfamiliar or difficult to pronounce.
   b. **Provide a student-friendly explanation of the word.**
      • Be sure that the definition contains only known words and is easy to understand.
   c. **Illustrate with examples.**
      • The examples can be concrete, visual, or verbal.
      • Verbal examples were used to illustrate concentrate, impressed, and educated.
   d. **Check students’ understanding.**
      • Use one of these methods:
         o Ask “deep processing questions”.
         o Have students discern between examples and non-examples.
o Have students generate examples.

2. What other good instructional practices did you observe?

The instructor:

a. **Actively involved the students in the instruction using:**
   - Group responses (choral responses) when the answers were short and the same.
   - Partner responses when the answers were long or different.
   - Partner responses followed by individual turns.
   - Thumbs up to indicate that they had an answer.

b. **Enriched the vocabulary instruction by:**
   - Infusing decoding in presentation of words by having students read the long words by parts.
   - Involving the students in the examples.
   - Providing multiple exposures to each word.
   - Relating the words to their use in the read aloud book.
   - Reviewing words at the end with simple word associations.
   - Suggesting ways that the words could be used.

c. **Coached students during partner responses allowing students to experience success when they answered in front of classmates.**

**NOTE:** In the video entitled *Read Aloud – Wolf 2nd*, the students participate in the reading of the book, *Wolf!* After the read aloud, students are taught three words from the story as shown in this video.