



Student Tasks:

- Review Vocabulary List
- Move to pairs or small groups
- Play Word Toss

Online ThinkCERCA Modules:

- Vocabulary

Word Toss + Definition

Building word knowledge and conceptual understanding using key vocabulary.

Suggested Time: 15 minutes

Rationale/Research Base

Building vocabulary in-context helps students deepen conceptual understanding, access grade level texts, and make meaning and express themselves effectively.

Optimal Application Notes:

Provide the word list from the lesson or have students navigate to the online version of the list in the Close Reading and Writing Lesson or the Reading Lesson. Model for students how they can access support through the online supports. Look for the icon:

Before:

- Decide if you will assign students all words or, narrow the list to support differentiated instruction, or use the strategy within a shorter amount of time.

During:

- If new to students, introduce the features of an Anchor Text or close reading and writing lesson. When you come to the vocabulary step, show students how to use accessibility tools, audio support, picture dictionary, and translation tools in ThinkCERCA by clicking on the icon for the immersive reader.
- Demonstrate the process of word toss.
- Start with simple pronunciation. Students may listen to the words first before they begin the word toss game.
- Display the vocabulary list so the whole class can see it. Ask students to count off 1-5. Ask a group of five people to form a circle. Give them an imaginary ball to throw back and forth to each other. Practice throwing and catching the imaginary ball first. When this is mastered, ask the groups to throw words to each other, like they were doing with the ball. Students throw a word to a group member. The group member then repeats as they catch the word. That person then throws a new word to another group member, who catches it, repeats it, and chooses a new word to throw, and the process continues until all the words have been tossed and caught. Students can use the audio support on the word list to hear the correct pronunciation of the word.

After:

(Today) Have students engage in the reading.

(Today and Tomorrow) Once students are comfortable with word toss, add definitions to the game.

Scaffolds & Supports:

- Print the Vocabulary list.
- Provide a smaller list of keywords.
- Use pairs instead of groups.
- Allow students to practice as a class or in groups, saying the words out loud.