

look back at the teacher when they complete the assigned task. Then have the volunteers model the wrong way to turn to a partner: not look the partner in the eye, get off task by talking about a different topic, and not turn back to the teacher as soon as they complete the task. This clarifies for students what is acceptable and not acceptable when they use this strategy. Give students several opportunities to practice different tasks with partners. Acknowledge when partners are correctly implementing the “Turn to a Partner” strategy. After several practice sessions, use this strategy during daily instruction.

STRATEGY 2

Decontextualize

✓ What It Is

To decontextualize a word means to put it in another context. When you encounter an unfamiliar word in a lesson or book, discuss its meaning with children and then use that same word throughout your day in a variety of other contexts.

✓ How It Works

Words are learned within the context of a lesson or a book. The National Research Panel stresses the value of repetition and multiple encounters with words in a variety of rich contexts. Repeating a new word throughout the day, offers this type of repetition.

✓ Try It Out

MATERIALS

- *The Enormous Turnip* • *El nabo enorme*
Developmental Storybook

1. In this story, Gramps and his family struggle and strain to pull the enormous turnip from the ground. They become *exhausted* • *agotados*. Discuss the meaning of this word during the read-aloud lesson.

2. Look for opportunities to decontextualize this word (put it in another context) during the day. For example:



- When students line up after recess, ask them to look at one another and then tell them they look *exhausted* • *agotados*. Explain the clues that support your assumption: you see students perspiring, trying to catch their breath, and looking very tired.
- Later in the day, when the group is working hard, immersed in solving math problems, once again decontextualize the word *exhausted* • *agotados*. Discuss with students that they are mentally *exhausted* • *agotados* because they've given so much of their brain energy to solve the problem that their brains need to rest.



✓ Extend and Apply

Choose words regularly from the context of your read-aloud lessons to decontextualize. Model using the words in several contexts. Then invite children to practice using the words in a variety of contexts. When you provide rich and extensive opportunities for students to practice new words in different contexts, students activate a deeper processing and a more complex level of understanding.

Do not confuse this strategy with using context clues. That “Context Clues” strategy is discussed on page 33.