“I Do, We Do, You Do” Activity

Explicit Vocabulary Matrix Version

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Related Resources

• Explicit Vocabulary Toolkit (http://prekteachandplay.com), which includes the following:
  • E-book about the need for explicit vocabulary instruction
  • Infographic with findings from an exploratory study
  • Case study illustrating how to embedded explicit instruction
  • Sharable handout of the infographic
  • Handout with definitions and examples of eight strategies
  • Handout that “unpacks” self-talk in greater detail

• Podcast that offers more information about the I Do, You Do, We Do Strategy for supporting quality professional development (http://prekteachandplay.com/podcast9)

• FB Live link for another example of using the “I Do, We Do, You Do” strategy (https://www.facebook.com/kristiepf/videos/1010109905724053/)
Step 1: After reading and/or discussing the importance of closing the word gap and working through the eight evidence-based explicit instructional strategies, identify a spatial vocabulary word.

In this example, the word “front” was selected. The matrix, however, can be completed with any vocabulary word, including emotional vocabulary.

Step 2: Model how to complete the matrix for explicitly teaching the word “front.” You can model using a white/smart/chalk board, using flip chart paper, systematically uncovering quadrants of the matrix in a PPT presentation, and/or using a document camera. Start in the upper left hand quadrant, then move to the upper right hand, then to the lower left hand, and end with the lower right. The first quadrant is what is being taught and the final quadrat is how to teach using four evidence-based explicit vocabulary instructional strategies.

1. Define meaning of word (synonyms, illustrations, examples of when you’ve used it)
2. Explain when to use word
3. Model word meaning/use
4. Ask questions to elicit word meaning/use
**Step 3:** Pick another spatial vocabulary term (e.g., far, next to, around, start, forward). In this example, the word “around” was selected.

**Step 4:** Using open-ended and guiding questions, complete the matrix along with adult learners (or older students). You can collaboratively construct the matrix using a white/smart board board, document camera, or flip chart paper. You may want to give participants a blank form to complete as well.

Again, start in the upper left hand quadrant, then move to the upper right hand, then to the lower left hand, and end with the lower right. Check for understanding before moving to each subsequent quadrant.
"You Do" Directions

- **Find** a friend and a space to work
- **Pick** a spatial vocabulary term
- **Create** a matrix (blank one provided)
  1. Define the word using synonyms, illustrations, examples of when you’ve used it, etc.
  2. Write down how you would explain when to use the word
  3. Write down how you would model the meaning or how to use the word
  4. Generate questions you would ask to elicit word meaning/use

**Step 5:** Share direction above (vary as needed) with participants for the “you do” portion of the activity.

**Step 6:** Determine how you will debrief the activity, check for understanding, and create opportunities for taking action. One suggestion is to have participants find a new set of friends, share, and get feedback. Participants can also revise matrix and/or take pictures of other completed matrixes.
## Explicit Vocabulary Matrix

<table>
<thead>
<tr>
<th>WORD: ____________</th>
<th>WORD: ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy (teacher action): Define word meaning</td>
<td>Strategy (teacher action): Explain to children when to use</td>
</tr>
<tr>
<td>• _____________</td>
<td>• _____________</td>
</tr>
<tr>
<td>• _____________</td>
<td>• _____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WORD: ____________</th>
<th>WORD: ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy (teacher action): Model word meaning/use</td>
<td>Strategy (teacher action): Ask questions about word meaning/use</td>
</tr>
<tr>
<td>• _____________</td>
<td>• _____________</td>
</tr>
<tr>
<td>• _____________</td>
<td>• _____________</td>
</tr>
</tbody>
</table>

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Blank Handout for Participants