



## **Using Peer Tutoring to Teach Vocabulary Acquisition**

**Objective:** To teach students to read vocabulary words.

### **Setting and Materials:**

**Settings:** General Education Classroom

**Materials:**

- Flash cards with vocabulary words

### **Content Taught**

The content taught is reading fluency using the Great Leaps Reading program and peer tutors to implement parts of the reading program.

### **Teaching Procedures**

1. Train tutors on 0 second delay:
  - a. Demonstrate the 0 second delay procedure while verbalizing each step using non-targeted vocabulary words with definitions printed on index cards.
  - b. Model the role of the tutee and give correct and incorrect oral and written responses.
2. During instruction the tutors read the definition of the vocabulary word and immediately showed the vocabulary word.
3. The tutees say the vocabulary word.
4. The tutor provides appropriate feedback according to student responses.
5. Once tutees correctly define word with 0 second delay, repeat steps with 5 second delay prompt.

### **Evaluation**

Mastery is reached when target students can recite each word unprompted with the 5 second delay.

### **Lesson Plan Based on:**

Hughes, T. A., & Fredrick, L. D. (2006). Teaching vocabulary with students with learning disabilities using class wide peer tutoring and constant time delay. *Journal of Behavioral Education*, 15, 1-23.

## Flash Cards

Impassive	Expressionless; showing no emotion
Devoted	Ardent attachment or loyalty
Condescending	Superior; falsely sympathetic
Belligerently	With hostility; eager to fight
Saunter	A leisurely walk or stroll
Dubiously	With doubt or uncertainty
Glowering	Having an angry or sullen look
Rancid	having a rank, unpleasant, stale smell or taste

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