**LEAD: EXPERIENCE-BASED VOCABULARY INSTRUCTION**

The three steps in this strategy are:

**L** ***List*** specialized or academic vocabulary related to the topic

**EA** Provide students with an ***experience* *activity*** where they would use the specialized words highlighted

**D** ***Discuss*** the topic using the specialized vocabulary

This might be a good way to introduce students to the intricate vocabulary of *The Scarlet* *Letter*, *The Odyssey*, or *Great Expectations*. The teacher would first go over the specialized words, then provide an activity that generates involvement with the words, and then, through a discussion, create even more interaction with the new vocabulary.

The following list is planned to introduce the Queen Mab speech in *Romeo and Juliet* to students before they see the film clip of that scene, and the experience activity and discussion will help process the words and content.

**LEAD**

**EXPERIENCE-BASED VOCABULARY INSTRUCTION**

L = Listing EA = Experience Activity D = Discussion

**List**

Queen Mab Rosaline midwife court’sies breaches

Romeo parson fairies plagues ambuscadoes

Mercutio monologue agate stone tithe Spanish blades

Mercurical courtiers traces parson benefice

Anon dreams atomies suit fathoms

**Experience Activity**

Work with members of your learning group and discuss what you know about Mercutio and Romeo so far. How many of these words can you figure out? Has any one seen a pirate movie? Which would fit swashbucklers? Mercutio is not a pirate, but he uses some crazy images to distract Romeo from his latest crush (*not* Juliet!) See if you can figure out any of these words before we watch the film clip.

**Discussion**

After viewing the famous Queen Mab scene, how many of these words can your team figure out now? Anyone know anything about dream interpretation? Do you believe Mercutio? Does Mercutio believe himself? Could you draw this fairy midwife?

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