

# Domain Specific Vocabulary

## Instructional Routine

### Step 1. Introduce the word.

- a) Display the word on the screen.
- b) Read the word and have the students repeat the word.  
If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times.

*Introduce the word with me.*

The next term is **cell membrane**. Say the term.

*Cell membrane*

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### Step 2. Introduce meaning of word.

Have students locate definition in the glossary or the text. Ask students to determine the critical attributes.

**cell membrane** The outside cell boundary that controls which substances can enter or leave the cell.

cell membrane

- outside cell boundary
- controls which substances can enter or leave cell

# Domain Specific Vocabulary

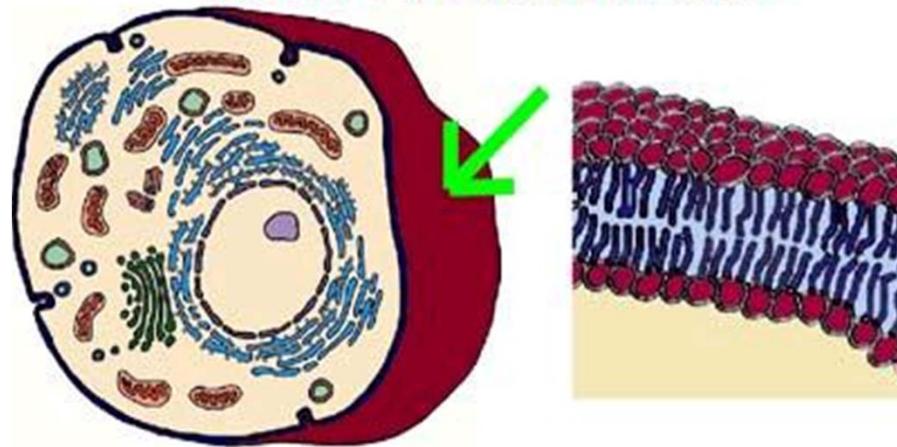
## Instructional Routine

### **Step 3. Illustrate the word with examples (and non-examples)**

- a) Concrete examples
- b) Visual examples
- c) Verbal examples

# Visual Examples

## Cell Membrane



- Cells need to allow important substances like water, oxygen, food particles, and wastes to enter and exit through the selectively permeable cell membrane.

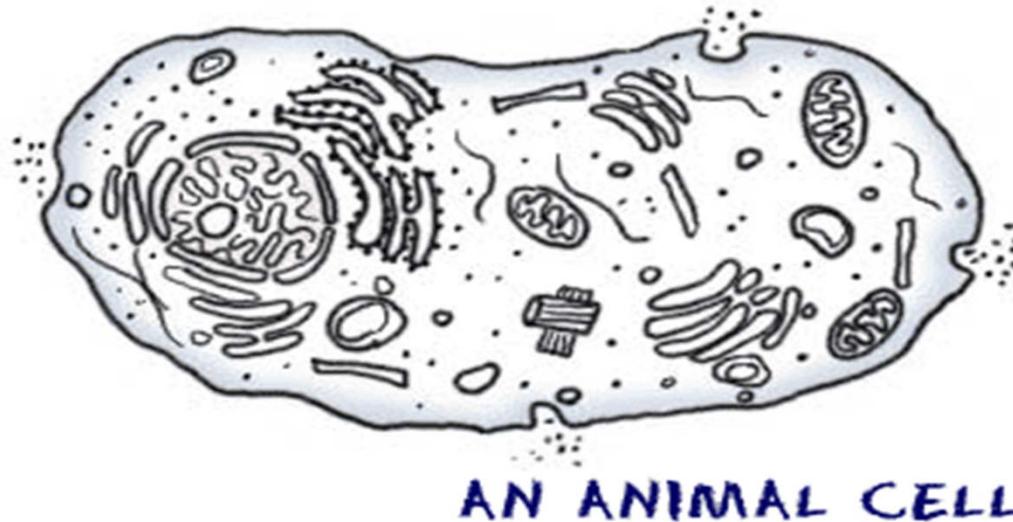
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Step 4.

Option #1.

**Check students' understanding.  
Have students discern between  
examples and non-examples.**



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Step 4. **Check students' understanding.**

Option #2. **Have students generate their own examples or complete a quick draw of an example.**

**Turn to page 91. Complete a quick draw of the animal cell. Label all of the parts including the cell membrane.**

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**Step 4. Check students' understanding.**

**Option #3. Ask deep processing questions.**

If a cell did not have a cell membrane, what would be the results?

Start by saying:

If a cell did not have a cell membrane, one result would be.....