

Vocabulary Lesson Template*

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| Select Text | Select text to read aloud that is on grade level or even above grade level. The students do not necessarily need to be able to decode all of the words in the selection. The objective is to build receptive vocabulary and oral language at a higher level. You can also use texts from any textbook. |
| Select Words | <p>Select 8-10 Tier Two words for older students. Select 6-8 Tier Two words for direct instruction for younger students. The words that are selected should be words that the students do not know but are important to comprehending the selection. Select words that can be used in spoken language across several contexts. Select academic vocabulary that may appear in text across content areas. The goal is to teach words that are important to the current selection as well as to increasingly complex text.</p> <p>For this example the title of the reading selection is <i>Returning the Enemy's Dog</i>, by Rochelle Rupp (it is not necessary to know the story to understand the example) Key vocabulary:</p> <ul style="list-style-type: none"> • gracious • declare • indicate |
| Create student-friendly definitions for the words you selected. | You can locate learner's dictionaries on the internet that provide support for developing student-friendly definitions. Collins CoBuild is a resource for purchase that can supply you with student-friendly definitions. |
| Model reading the text orally. | As you read the story, explain novel words (not the words selected for explicit instruction) as they are encountered in the text. These may be words that are important to the meaning of the reading selection but are not the words that students will encounter most often in other text. |
| Introduce the Tier Two word. | Point to the word on the board and model by saying it for the students. Guide the students to say the word. <i>One of our words from our reading is gracious. Please say the word with me.</i> |
| Contextualize the word within the story. | <i>In our reading, it was said that George Washington was a brave soldier and a gracious man.</i> |
| Have students say the word again. | <i>Say the word gracious.</i> |

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| <p>Provide a student-friendly explanation of the word.</p> | <p><i>If someone is gracious, he or she is polite and thoughtful.</i></p> |
| <p>Guide practice with the student-friendly definition by engaging students with unison response. Ask the following type of questions.</p> | <p><i>If someone is polite and thoughtful, she would be called what?" Students respond by saying <i>gracious</i>. What does <i>gracious</i> mean? Students respond by saying, <i>someone who is polite and thoughtful</i>.</i></p> |
| <p>Present examples of the word used in contexts different from the story context.</p> | <p>The goal is to comprehend the word in increasingly complex text.</p> <p><i>Someone might be gracious if she helped her teacher pick up the dropped books.</i></p> <p><i>The king was gracious to the poor people of the village.</i></p> |
| <p>Use visuals, graphic organizers, technology, questioning, examples and non-examples.</p> | <p>Generate examples: <i>Tell us something that you would do if you were gracious. Use the word <i>gracious</i> when you tell us about it. Start by saying, I would be gracious if I _____.</i></p> <p>Answering Questions and Giving Reasons <i>How could you be gracious in the cafeteria? Show how it would look like to be gracious when you first meet a person.</i></p> <p><i>Listen to the sentence and tell me if this is an example of gracious. Say yes if it is an example and no if it is not.</i> <i>Snatching the last piece of pizza. Saying "please" and "thank you" when you get your lunch plate. Giving someone your seat on the bus.</i></p> |
| <p>Repeat process with the other Tier Two words beginning at 'Introduce the Tier Two word'.</p> | |
| <p>Continue to provide instruction that is explicit and intense, if assessment information indicates a need. Provide extension activities with multiple meanings, synonyms and antonyms for students who are ready to go deeper. The goal is for all learners to comprehend the words when they are used in increasingly complex texts and to use the words when writing about the texts they read.</p> | |

*Adapted from Elements of Reading: Vocabulary—Book B, "Lesson 14," Harcourt Achieve.