Putting It All Together: Lesson Plan

Here is a set of generic lesson ideas that incorporate all the instructional components in *The Key Vocabulary Routine*. A set of these lesson ideas applied to the book *One Tiny Turtle* by Nicole Davies follows.

Materials:

- 1 copy of a read aloud book
- Write vocabulary words on board or chart paper with page numbers

1. Introduce the story	***Today we are going to read a story entitled...*** Show the book cover, point to the words as you read the title.
2. Semantic Mapping	***Before we start reading the book, let's think about words and information we already know about ...(state topic)*** ***In the middle of the board I have written the word ....with a picture of a ....*** ***Take a minute to think about words you know related to....*** Conduct a semantic mapping activity using the word .... as the concept word. After students have generated a sufficient number of words, ask them to categorize some of the words. You can scaffold this activity by giving prompts during the brainstorm and by providing categories for sorting.
3. Preview vocabulary	***Before we read the story, I want to introduce some new words that we will come across. Please repeat each word after I say it.*** • <u>Option A</u>: develop a Word Knowledge Checklist for the words. Ask students to complete the checklist individually or in small groups. • <u>Option B</u>: point to each word and ask students to hold up a red, yellow, or green card to show how much they know about the word. • Then conduct a rich discussion to preview the words. Show visuals or describe/act out examples.
4. Read the story	***Let's read the story. Make sure to listen for the vocabulary words we just reviewed and how they are used in the story. If you hear a vocabulary word while I am reading, raise your hand.*** Read the story aloud and provide support for students to recognize the words while reading.
5. Select 3 words to teach in-depth	***Let's learn more about some of our vocabulary words.*** Leave 3 of the 6 preview words on the board. For each word, do the following: • ***The word _____ means _____.*** Provide a "user friendly " definition for the word. • ***Does anyone remember how this word was used in the text?*** Call on students to answer the question. Then refer to the text to show how the word was used in context.

6. Provide in-depth instruction for 3 words	***Now let's practice what we've learned about these words.*** Do any of the following for any or all of the 3 words: • Start by focusing on the specific sounds (phonemes) in the word and point to letters that represent those sounds in the word. You can do this regardless of how much phonics they have learned. • Ask students to generate synonyms and antonyms. • Ask students to use the word in context – e.g., use in a sentence, describe a situation when the word might be used. • Complete a Frayer/Four Square or Two-Column template as a whole group, in small group, or let students work independently. Encourage them to draw a picture. • Have students record and save the words in a Word Journal.
7. Teach use of context, word parts	***Sometimes the text will give us clues to help us figure out what a word might mean. This is helpful if we come across a word we don't know.*** • Go back to the pages in the book where the 3 words you are teaching in-depth are located. Review the words/sentences surrounding each word and ask if these words provide clues. Also ask if the pictures on the page provide some clues. ***Sometimes parts of words will give us clues to help us figure out what a word might mean. This is helpful if we come across a word we don't know.*** • Identify several examples of compound words or words with basic prefixes or suffixes. Use these examples to practice using word part knowledge to determine meaning.
8. Return to the Semantic Mapping activity	***We have used and learned about a lot of new words by reading and discussing this story. Let's go back to our semantic map with the word ....in the middle.*** ***Can you help me add more related words?*** • Add additional words. You have the option of categorizing these words or adding them to existing categories that were developed during the previewing stage of the lesson.
9. Word wall	Add some or all of the 3 words you taught in-depth to the classroom word wall. Find opportunistic moments to weave the use of the words into classroom discussion or read aloud.