

LESSON PLAN: Making Vocabulary Fun!

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<p>Outcomes Understand new vocabulary & have ability to use vocab. in speech, writing, & reading</p>	<p>Student Goals Through repetition in a variety of ways, student will be comfortable to use new vocab. in speech, writing & reading</p>	<p>Materials Vocab. list; Dictionary EFL Levels 4-5 Time Frame 4 class periods (30-45 minutes/class)</p>
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<p>Standard Convey Ideas in Writing, Speaking, Listening, Reading</p>	<p>Student Prior Knowledge Student will understand vocabulary presented in depth by using a variety of methods to review.</p>
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<p>COPS Determine the purpose for communicating Organize and present information to serve the purpose, context, and audience. Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension. Seek feedback and revise to enhance the effectiveness of communication.</p>	<p>Benchmarks L4.1,4.3,4.5,5.1,5.3 S 4.2,5.2, W 4.2, 4.4,4.5,4.6 W 4.1,4.2,4.3,4.4,4.5,4.6 5.1,5.2,5.3,5.4,5.5,5.6 R4.1,4.6,5.2,5.3,5.4,5.5,5.6 W 4.1,4.4,4.6,5.3,5.5,5.6 S4.1,4.2,4.3,4.4,4.5,5.1,5.2,5.3,5.4,5.5</p>	<p>Activities (includes real-life application) Day 1: Teacher writes vocab. on board, and pronounces each word, emphasizing phonetic sound, root/ending—student repeats. Teacher uses word(s) in sentence(s) to further clarify. Point out parts of speech, etc. If vocab. involves food (example-popcorn), have freshly popped popcorn, thus using senses (seeing, hearing, feeling, smelling, tasting) & emphasizing words in a variety of ways. Next, student writes sentences using vocabulary. When teacher checks individually, the student reads sentences aloud, thus hearing themselves pronounce the word(s) and makes necessary changes. Day 2: A journal question is given for students to answer (1 paragraph) using as many vocab. as appropriate. Questions could be of personal nature (children, home, goals, weather, current events, etc.) making personal connections & helping transfer from short-term memory to long term memory (encoding). If comfortable, the student reads the journal entry aloud in class, thus exposing other students to a variety of ways of using the vocab. Day 3: Teacher creates a worksheet using vocab., leaving blanks for student to fill in correct word, thus presenting the word(s) in a different manner (tense, part of speech, etc.). Day 4: Written test on vocabulary---teacher dictates and student writes vocab. After checking, word(s) missed will be written a few times while repeating the word, using sight and hearing senses. In three to four weeks, teacher makes up a worksheet with blanks of the vocab. words for the past weeks, and gives a written review test. Any word(s) the student is having difficulty with will be explained again. Also, students are asked to share which new words they have used in conversation or written form.</p>	<p>Assessment/Evidence Participation & responses Completion of assignment with clearer understanding of vocabulary The student knows the correct spelling of vocab. as well as an understanding of the word(s)</p>
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<p>Reflection/Evaluation/Next Steps The student is confident in using new vocabulary in speech and writing, therefore is anxious to continue learning new words.</p>	<p>Purposeful & Transparent: Understand all aspects of a word and able to use it properly. Contextual: Student will have increased vocabulary, thus better able to express themselves in speech and written form. Building Expertise: Increase vocabulary</p>
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