

# Academic Vocabulary Lesson Plan Template

## 6-Step Explicit Vocabulary Instruction

**Unit/Lesson:** (for example: “culture” unit)

**Key Academic Vocabulary:** (for example: adapt, artifact, culture, migration, society)

### Self-Assessment tool

**Pre-assess student knowledge of the academic vocabulary for the unit.**

<b>Key Vocabulary</b> (Replace <b>the words in red</b> with your own content area key terms or other vocab)	<b>Level 4</b> I understand the word and can explain it to somebody else.	<b>Level 3</b> I understand the term and I'm not confused about any part of what it means.	<b>Level 2</b> I'm a little uncertain about what the term means, but I have a general idea.	<b>Level 1</b> I'm very uncertain about the term. I really don't understand what it means.
<i>adapt</i>				
<i>artifact</i>				
<i>culture</i>				
<i>migration</i>				
<i>society</i>				

### Lesson Plan

**Steps 1-3:** The purpose of Steps 1-3 is to ensure that the term is introduced and that the students have developed an initial understanding of it. Teachers can be flexible in how they introduce the terms – but the words should be in a larger context and deliberately chosen by the teacher for each unit or lesson. Teachers may want to introduce, for example, two words in a day (e.g. “author” and “book”) and move on to other words later in the week. Steps 1-3 can be done in 15-20 minutes.

#### Step One: Teacher’s description, explanation, examples

<b>Word/term</b>	<b>Content Area</b>	<b>Friendly description, explanation, example</b>
<i>adapt</i>	Social Studies	
<i>artifact</i>	Social Studies	
<i>culture</i>	Social Studies	
<i>migration</i>	Social Studies	
<i>society</i>	Social Studies	

#### Step Two: My description, explanation, examples

*Students write their own description, explanation or examples. If students cannot put it in their own words, they can skip to Step Three and come back to Step Two later.*

#### Step Three: My picture, drawing, representation

*Students create their own visual of the term. They can move back and forth from Step Two and Step Three.*

**Steps 4-6:** The purpose of Steps 4 -6 is to provide multiple exposures to the terms and give them opportunities to use the terms in discussion and writing. Those opportunities may occur in activities, partner/table talk, or vocabulary games.

**Step 4:** Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.

**Step 5:** Periodically ask students to discuss the terms with one another. These discussions can be informal “think-pair-share” activities, “writing to learn” activities where students need to use the words in their writing, table-talk conversations during the unit, or in activities where they may use tools such as [Rivet](#), [Semantic Feature Analysis](#),

**Step 6:** Involve students periodically in games that allow them to play with terms. “Spelling Bee” in [Visual Thesaurus](#); [Powerpoint Games](#); [Dictionary Games](#); Dictionary Day, Vocabulary Self Awareness Chart; [Possible Sentences](#); Word Games at [Word Turnpike](#);

### Post Self-Assessment

Replace <b>the words in red</b> with your own content area or other vocab	<b>Level 4</b> I understand even more about the word than I was taught.	<b>Level 3</b> I understand the term and I'm not confused about any part of what it means.	<b>Level 2</b> I'm a little uncertain about what the term means, but I have a general idea.	<b>Level 1</b> I'm very uncertain about the term. I really don't understand what it means.
<i>adapt</i>				
<i>artifact</i>				
<i>culture</i>				
<i>migration</i>				
<i>society</i>				

### Assessment

To measure student proficiency and “ownership” of the new terms, pose a question to them that forces them to use the word in their written response that demonstrates understanding. For example, a question for our sample unit may be “In what ways does migration impact cultures?” Another question might be “How do the artifacts of a society reveal what that society valued or what their day-to-day life may have been like?”

By giving students a writing task with the word in the prompt, students will reveal a deeper level of understanding of that term in their written response than what would be revealed in a matching or multiple choice kind of assessment.