

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.

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

| Word/term | Content Area | Friendly description, explanation, example |
|------------------|---------------------|---|
| <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

| | Level 4 | Level 3 | Level 2 | Level 1 |
|---|--|---|--|---|
| Replace the words in red with your own content area or other vocab | I understand even more about the word than I was taught. | I understand the term and I’m not confused about any part of what it means. | I’m a little uncertain about what the term means, but I have a general idea. | 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.