

Lesson Plan #4

Title: Building Vocabulary Quadrant Charts

Introduction: The oral vocabulary of adult learners is often different from their written vocabulary. For example, they have life experiences where they've heard a word used and have verbally used the word correctly, but when it appears in printed text, they may not recognize it or be able to read it simply because they've not encountered it in writing.

Objectives:

In this evidence-based reading instruction (EBRI) lesson, students will:

- Receive an **explanation** of the activity and why they are being asked to do it;

- Listen to vocabulary practice being **modeled**;

- Receive **guided practice** from teacher;

- Apply** what they have learned by working individually with the teacher, and with additional guidance as needed.

Session time: 1 hour

Materials:

Flip chart, markers, index cards

Methods:

Using EBRI and explicit instructional strategies, teacher takes students through a vocabulary lesson, stopping to give additional guidance where needed, but working toward independent application.

Procedures:

1) Explanation: Teacher says, for example, "The word is 'persistent.' We're going to work on this word today so that when we hear it or see it, we will recognize it, know what it means, and understand how to use it."

2) Modeling:

Teacher draws a large rectangle on the flip chart and divides it into four quadrants. **Outside the borders of the chart, she labels the top left quadrant, "WORD", the bottom left quadrant "MEANING"; the top right quadrant "OPPOSITE," and the bottom right quadrant "EXAMPLE".**

Teacher writes the word "persistent" **in the top left quadrant.**

Teacher tells what the word means in simple language: She can say, "'persistent' means "to stay with it; not to give up." **In the bottom left quadrant, she writes these meanings.**

Teacher points to the top right quadrant. "The OPPOSITE of 'persistent' can be "quit." **In the top right quadrant, teacher writes "quit."**

In the bottom right quadrant, teacher provides an example of using the word “persistent” that is meaningful to the students. She might say, “If Joe isn’t persistent about dieting, he won’t lose much weight.” **Teacher writes that sentence in the bottom right quadrant**

3) Guided Practice

Teacher says, “Okay, now let’s try it together. Here’s another word, “initiate.” Let’s do a quadrant chart together. Teacher writes the word ‘initiate’ in the first quadrant. Using direct instruction, she tells the students what it means. “to initiate means to begin something.” She writes “to begin something” in the next quadrant.

Teacher asks, “Now, can you think of what the opposite might be?

Students might say, “to end something.” She writes that in the next box. (If the students can’t think of an opposite meaning, then she offers it and writes it in the quadrant.)

Teacher asks, “Now, can you give me a sentence in which you use the word ‘initiate’?” Students might say, “The road crew got up early to initiate the repairs from the ice storm.” Teacher writes this down in the last quadrant. (If students can’t think of a sentence using this word, then teacher offers one and writes it in the quadrant).

4) Application: Teacher tells students: “Okay, this time, I want you to try it. Using an index card, and working with a partner, divide your card into 4 quadrants. On the first quadrant, write the word “recall.” Recall means “remember”, so write that on the next quadrant. Now, I want you to try and come up with the opposite of the word ‘recall’ and with a sentence in which you use the word ‘recall.’ Teacher uses this teaching strategy for other vocabulary words, but for no more than 5 vocabulary words per week (or two weeks, depending on how often class meets) so students have time to demonstrate understanding of the words and how to apply them.

5) Monitoring of Progress: Teacher observes each student as they work on this activity in their partnered groups. In this way, teacher will know if a student is having problems and needs additional guided practice. Monitoring of progress is ongoing. Teacher is always aware of each student’s ability to grasp the lesson and demonstrate the skill. Teacher also provides numerous opportunities for students to encounter and use the words they’ve learned. Again, it is recommended that no more than 5 new vocabulary words be introduced at a time to maximize learning retention. “Word banks” may be set up for students as they add words to their vocabulary and practice using them in and out of class.

Conclusion:

Moving from guided practice to application of a vocabulary word can take several class sessions. It is important for students to be provided numerous opportunities to practice and, ultimately, to apply what they have learned.

Name & Program of submitter:

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The Raven (Verse #1)

Edgar Allen Poe - 1845

Once upon a midnight dreary, while I pondered weak and weary,
Over many a quaint and curious volume of forgotten lore,
While I nodded, nearly napping, suddenly there came tapping,
As of someone gently rapping, rapping at my chamber door.
"Tis some visitor," I muttered, "tapping at my chamber door—
Only this, and nothing more."

The Raven (Verse #1 with marked phrase boundaries)

Edgar Allen Poe - 1845

Once upon a midnight dreary/ while I pondered/ weak and weary/
Over many a quaint and curious volume/ of forgotten lore/
While I nodded/ nearly napping/ suddenly/ there came a tapping/
As of someone gently rapping/ rapping at my chamber door/
"Tis some visitor/" I muttered/ "tapping at my chamber door/
Only this/ and nothing more/"

Verses #2 and #3 (for subsequent lessons and for students to try marking with phrase boundaries, based on what they've learned in this lesson. *Caution: Students are not likely to mark all phrase boundaries at appropriate places when they try this, so teacher will have to provide additional guidance and practice opportunities for this lesson as well. However, it gives the students an opportunity to practice what they have learned thus far and to gain a sense of rhythm, the sounds of words, and "naturally occurring" pauses as they listen to the teacher's fluent modeling and practice reading aloud themselves.*

Verse #2

Ah, distinctly I remember it was in the bleak December,
And each separate dying ember wrought its ghost upon the floor.
Eagerly I wished the morrow; - vainly I had sought to borrow
From my books surcease of sorrow - sorrow for the lost Lenore -
For the rare and radiant maiden whom the angels named Lenore -
Nameless here forevermore.

Verse #2 (with marked phrase boundaries)

Ah/ distinctly I remember/ it was in the bleak December/
And each separate dying ember/ wrought its ghost upon the floor/
Eagerly I wished the morrow/ vainly I had sought to borrow
From my books/ surcease of sorrow/ sorrow for the lost Lenore/
For the rare and radiant maiden/ whom the angels named Lenore/
Nameless here/ forevermore.

Verse #3

*And the silken sad uncertain rustling of each purple curtain
Thrilled me - filled me with fantastic terrors never felt before;
So that now, to still the beating of my heart, I stood repeating
"Tis some visitor entreating entrance at my chamber door -*

*Some late visitor entreating entrance at my chamber door; -
This it is, and nothing more."*

Verse #3 (with marked phrase boundaries)

*And the silken/ sad/ uncertain/ rustling/ of each purple curtain/
Thrilled me/ filled me with fantastic terrors never felt before/
So that now/ to still the beating/ of my heart/ I stood repeating/
"Tis some visitor entreating/ entrance at my chamber door/
Some late visitor entreating/ entrance at my chamber door; -
This it is/ and nothing more/"*

Note: This lesson is included in the workshop, ***Evidence-based Vocabulary Instruction for Intermediate-Level Students***, in the ***SIPDC Catalog of Professional Development Opportunities***.