

Lesson Plan #6

Title: *Close Encounters of the Word Kind: An ongoing vocabulary lesson*

Introduction:

Offering students opportunities to share hands-on experiences with words is beneficial for everyone. Students become “lookouts” for the words they’ve learned and are often astounded to find that, once they start listening and looking, they encounter these words everywhere!

NOTE: This lesson presumes that students have learned to recognize in written text the five key words noted and that they understand the meaning of each:

MAJORITY, ELECTION, DEMOCRAT, REPUBLICAN, INDEPENDENT

Objectives:

In this lesson, students will:

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

Have the activity **modeled** for them;

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 and ongoing for subsequent class sessions

Materials:

5 index cards for each student—one card for each of these words:

MAJORITY, ELECTION, DEMOCRAT, REPUBLICAN, INDEPENDENT

Methods:

This can be a “regular” class assignment, with the words varying from week to week. However, no more than 5 words should be introduced in the same week.

Procedures:

1) Explanation: Teacher says, “We’re doing this activity today because I want you to see that the words we learn here in class are words you will find over and over again, just about anywhere you look. We’ve been building our vocabulary and now we’re going to see how these words are used every day and how important it is for us to recognize them and to know what they mean.”

2) Modeling: Teacher says, “For example, one of the words is ELECTION.” Let’s say that when I listen to the news on my way home from work today, I hear the announcer say that the primary ELECTION was very close. On my index card that says ELECTION, I’m going to write down today’s date, and then the

words 'heard on the radio.' I'm also going to write down what the announcer said, when he or she used the word, or as much as I can remember. When I come to class tomorrow, I'm going to share with all of you where I heard this word and what it was about. Then, we can all share ideas about how and why this word was used."

3) Guided Practice

Teacher says, "Okay, now let's try it. Our word is ELECTION. Here's a newspaper. Try to find the word ELECTION in the newspaper. On your index card for "election," write down the name of the newspaper and the date, and the sentence in which the word was used. Let's talk about that sentence. Someone read it out loud for me and I'll write it down on the board. Does the sentence make sense to you? Why or why not? Let's make another sentence with this word and write it down on our index card. I'll help you and we'll all write it down on our index card for this word."

4) Application:

Give students a set of 5 index cards with a key word noted on each. To facilitate independent application of what they have learned about these words and to reinforce the idea that these words are used in multiple contexts, they are instructed: "Your mission is to find these words: You can listen for them on the radio or television, look in newspapers or magazines for them, look through materials here in the classroom, listen to what people are saying anywhere you happen to be. "

5) Monitoring of Progress: Teacher provides opportunity for students to discuss their "encounters" during each class session. Teacher observes students' 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.

Conclusion:

This lesson employs direct, explicit instruction. Since the objective of this lesson is to make vocabulary connections, opportunities to discuss these and other "*close encounters of the word kind*" should be offered in class on a regular basis.

Name & Program of submitter:

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