

# VOCABULARY LESSON PLAN



## Task 1: Whole group instruction (Vocabulary in isolation)

<b>Standard</b>	<p><b>ELA.5.39:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 5th grade reading and content.</p> <p><b>ELA.5.41:</b> Acquire and accurately use grade-appropriate general academic and domain specific words and phrases.</p> <p><b>ELA5.II:</b> Know and apply grade-level phonics and word analysis skills in decoding words</p>
<b>Background</b>	<p>Pronouncing word parts correctly and understanding the meanings of affixes in words helps students develop better reading skills which, subsequently, will improve reading comprehension and fluency. According to a study by Ohio State University, teaching students affixes helps them with word analysis. “Teaching students the meaning of Greek and Latin affixes can help them “decode” unfamiliar words. If they can separate a prefix and/or suffix as they attempt to work across a new word, they may be able to independently construct the meaning.” <a href="https://u.osu.edu/fresch.1/2020/05/15/teaching-prefixes-and-suffixes-to-improve-word-analysis/">https://u.osu.edu/fresch.1/2020/05/15/teaching-prefixes-and-suffixes-to-improve-word-analysis/</a></p>
<b>“I Can” Statement</b>	<p><i>I can pronounce prefixes correctly.</i></p> <p><i>I can understand the meaning of prefixes used in words.</i></p> <p><i>I can spell fifth grade words correctly.</i></p>
<b>Materials</b>	<p>REWARDS (Reading Excellence Word Attack and Rate Development Strategies) lesson (Cambium Learning Group Sopris Learning)</p>
<b>Procedure</b>	<p>The teacher will review the previous lesson skills (vowel sounds and prefixes). Then, the class will complete the lesson for the day using the procedures outlined in the text.</p> <ol style="list-style-type: none"> <li>1. Activity G: Prefixes &amp; Suffixes <i>(The teacher will introduce the prefixes in isolation and in a sample word. Then, students will practice reading prefixes from today’s lesson and previous lessons to reinforce pronouncing the prefixes correctly.)</i></li> <li>2. Activity H: Circling Prefixes &amp; Suffixes <i>(The teacher will have students circle prefixes in each word. Then, the class will check them together and read the words in each row.)</i></li> <li>3. Activity I: Meaning of Prefixes &amp; Suffixes <i>(The teacher will read the prefix meanings and the word definitions. Students will find the correct word from their word list and write it.)</i></li> </ol>
<b>Assessment</b>	<p>Teacher observation Student Engagement</p>
<b>Outcome</b>	<p>Reteach word parts that are not mastered</p>

## Task 2: Small group activity (Vocabulary words in context)

<b>Standard</b>	<p><b>ELA.5.30:</b> Engage effectively in a range of collaborative discussions with diverse partners...building on others’ ideas and expressing ideas clearly.</p> <p><b>ELA.5.39:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 5th grade reading and content...</p> <p><b>ELA.5.41:</b> Acquire and accurately use grade-appropriate general academic and domain specific words and phrases...</p> <p><b>ELA5.II:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<b>Background</b>	<p>To understand vocabulary in context, students need to practice using the words to internalize meaning. Studies have shown that vocabulary acquisition increases when students are engaged in specific, meaningful vocabulary activities. Quick, easy graphic organizers can be utilized to help deepen understanding of the words. <a href="https://www.texasldcenter.org/teachers-corner/five-research-based-ways-to-teach-vocabulary">https://www.texasldcenter.org/teachers-corner/five-research-based-ways-to-teach-vocabulary</a></p>
<b>“I Can” Statement</b>	<p><i>I can</i> use vocabulary words correctly in context.</p> <p><i>I can</i> engage in a collaborative discussion and complete my assigned role.</p> <p><i>I can</i> use resources (dictionaries, thesauruses, etc.) to understand and pronounce unfamiliar words.</p> <p><i>I can</i> use the relationship of root words, affixes, synonyms, and antonyms to help me understand words.</p>
<b>Materials</b>	<p>Word list</p> <p>Word of the Day template (one per group)</p>
<b>Procedure</b>	<p>The teacher will read each of the four vocabulary words to students.</p> <ul style="list-style-type: none"> <li>• Students will work in groups to complete the “word of the day template” for their given word.</li> <li>• Students will share their group work with the class.</li> <li>• Students will use other groups’ words in a sentence to check understanding.</li> <li>• We will review each word by looking at the slides for each word to compare it to the student responses.</li> <li>• Quick check of word understanding (six words: “I am thinking of a word that means...”)</li> </ul>
<b>Assessment</b>	<p>Teacher observation</p> <p>Student engagement</p> <p>Quick check (see step #5 in procedures)</p>
<b>Outcome</b>	<p>Reteach word parts that are not mastered</p> <p>Review words in the next learning session</p>

### Task 3: Whole Group Instruction (Transition to core reading curriculum)

<b>Standard</b>	<p><b>ELA.5.10:</b> Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a 5th grade topic or subject area.</p> <p><b>ELA.5.39:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 5th grade reading and content...</p> <p><b>ELA.5.41:</b> Acquire and accurately use grade-appropriate general academic and domain specific words and phrases...</p> <p><b>ELA5.II:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<b>Background</b>	<p>To understand vocabulary in context, students need foundational skills in decoding so they can apply those skills to actual texts. According to collaborativeclassroom.org, “there is not an either/or (for vocabulary instruction). There is absolutely an AND. Students need explicit and systematic instruction in decoding. They also need ample amounts of time to read and be read to so their knowledge, vocabulary, and confidence around reading builds.. There isn’t only one way to build that knowledge. There are many ways, and as educators, we should take advantage of them all...Instructional time in classrooms should be supportive of the developmental process of reading on a continuum of learning – with more time devoted to decoding in the early grades and more time devoted to comprehension in the upper grades.”</p>
<b>“I Can” Statement</b>	<p><i>I can</i> use context clues to help me understand new words, using a range of strategies.</p> <p><i>I can</i> use affixes and roots to help me learn the meaning of an unfamiliar word.</p> <p><i>I can</i> acquire and use general academic fifth grade words and phrases accurately.</p> <p><i>I can</i> determine the meaning of domain-specific words and phrases in a text.</p>
<b>Materials</b>	<p>CKLA Materials (teacher’s manual-Unit 5-Renaissance and student reader)</p> <p>Word of the Day Template (on iPads)</p>
<b>Procedure</b>	<p>The teacher will review a portion of the prior lesson when students heard the word “unfortunately” in context in the reading story.</p> <ul style="list-style-type: none"> <li>• Read the excerpt from the story (introduced in prior lesson).</li> <li>• Discuss the root word and affixes for the word unfortunately.</li> <li>• Discuss meaning.</li> <li>• Thumbs up/thumbs down – scenarios for fortunately or unfortunately.</li> <li>• Independent work – Students complete individual word of the day graphic organizers for the word unfortunately.</li> <li>• If time permits, a few students may share part of their graphic organizer.</li> </ul>
<b>Assessment</b>	<p>Teacher observation</p> <p>Thumbs up/thumbs down responses</p> <p>Student responses on graphic organizer</p>
<b>Outcome</b>	<p>Review word again in another lesson</p> <p>Reteach word parts, if needed</p>

## Task 4: Center Activities (optional supplemental activities to reinforce concept)

<b>Standard</b>	<p><i>Standards will be dependent on activities selected for students to complete)</i></p> <p><b>ELA.5.10:</b> Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a 5th grade topic or subject area.</p> <p><b>ELA.5.29:</b> Write routinely over extended time frames.</p> <p><b>ELA.5.39:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 5th grade reading and content.</p> <p><b>ELA.5.41:</b> Acquire and accurately use grade-appropriate general academic and domain specific words and phrases...</p> <p><b>ELA5.II:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<b>Background</b>	<p>To understand vocabulary in context, students need explicit instruction and multiple opportunities to practice the words. According to <a href="http://texasldcenter.org">texasldcenter.org</a>, only about “5-10% of instructional time is devoted to vocabulary instruction, but students need between 12-14 exposures to fully learn them...” “Teaching the meanings of important words before learning new content activates students’ background knowledge and prepares them for learning and comprehending. In other words, teaching vocabulary provides the “Velcro” for new information to “stick to.” “Vocabulary instruction must include multiple practice opportunities for using words within and across subjects. That is, instruction must be extended over time with opportunities for students to hear, speak, read, and write words in various contexts. This builds students’ breadth and depth of vocabulary knowledge.”</p>
<b>“I Can” Statement</b>	<p><i>I can use precise language and specific vocabulary to inform about or explain a topic.</i></p> <p><i>I can write for different purposes, audiences, and topics.</i></p> <p><i>I can use context clues to help me understand new words, using a range of strategies.</i></p> <p><i>I can use affixes and roots to help me learn the meaning of a new or unfamiliar word.</i></p> <p><i>I can apply phonics and word analysis skills to help me decode and read fifth grade words.</i></p> <p><i>I can use my knowledge of sounds, syllables, &amp; affixes to accurately read unfamiliar words.</i></p> <p><i>I can read fifth grade texts with purpose and understanding.</i></p> <p><i>I can use context clues to recognize words, check for understanding, and reread.</i></p> <p><i>I can determine the meaning of words and phrases used in a fictional text.</i></p> <p><i>I can read and comprehend fifth grade fiction.</i></p> <p><i>I can determine the meaning of domain-specific words and phrases in a text.</i></p> <p><i>I can read and comprehend fifth grade informational texts.</i></p>
<b>Materials</b>	<p>Task cards iPads Word list Other resources (dependent on activity chosen)</p>

#### **Task 4: Center Activities (optional supplemental activities to reinforce concept)**

<b>Procedure</b>	As time allows, here are some supplemental suggestions for activities to enhance, enrich, and/or extend the lesson: <ul style="list-style-type: none"><li>• Mini-booklet – reinforce prefixes, word parts, reading comprehension</li><li>• Play charades to show the understanding of the words</li><li>• Create an original presentation showing understanding of words (Chatterpix, Clips, PowerPoint, etc.)</li><li>• Write a story using the words in context.</li><li>• Create a comic strip using the words in context.</li><li>• Fill in the blank story using the words.</li><li>• Be a word detective and find some of the words in context in books/stories.</li><li>• Epic is a free online program for teachers. There are several read aloud picture books that focus on prefixes and suffixes.</li></ul>
<b>Assessment</b>	Teacher observation Student participation
<b>Outcome</b>	Review word again in another lesson Reteach word parts, if needed