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Vocabulary: Sample Lesson Plan and Word Map



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Sample Lesson (Blank)

Word: Introduce the word in context (text or oral sentence)

Say the word in whole, then by syllables. Ask students to repeat the word a few times.

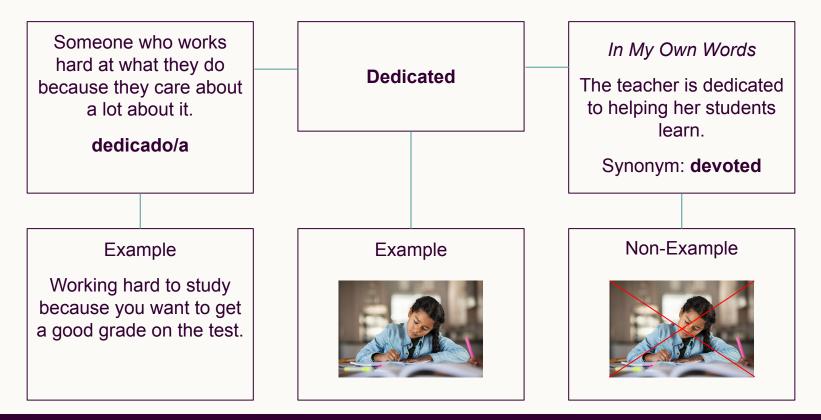
Definition	Active Engagement	Questions	
(Student-friendly definition)	(Provide a different context for the word)	Can someone use (word) in a sentence?	
*is it a cognate??	 Some Examples: Yes/No and why? True/False? Complete the idea Origin or Derivation (what other words have this root) 	What word means (student-friendly definition)	

Sample Lesson Plan (completed)

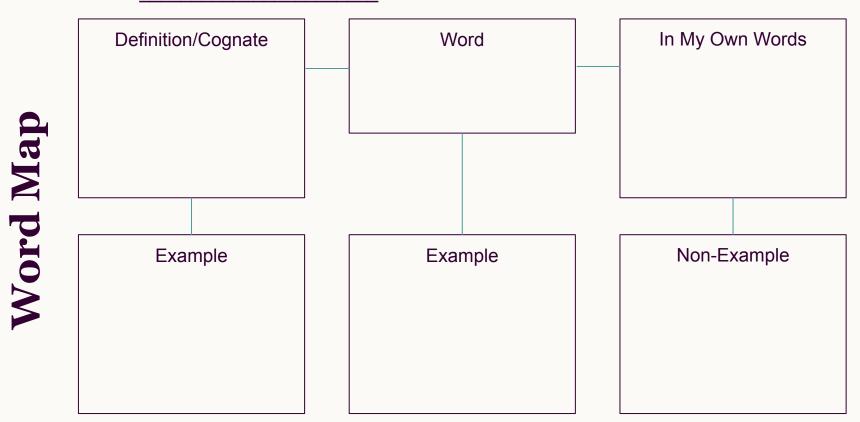
Authority: In this text, one man has *authority* over another man.

The word is authority. What is the word?			
Definition	Different Context and Activity	Questions	
The word authority means the right or power to give orders, make decisions, or	The word authority can also mean a source of expert information or opinion. <i>Isabel Beck is an authority on vocabulary</i> .	Who has the most authority in your home? Can someone use	
control people.	Yes or No and Why?Does a teacher have authority?	authority in a sentence?	
	 Does authority need to be earned? Can anyone become an authority? Ask: Please name and describe someone that has a high degree of authority? How would you become an authority on something? 	What word means the right or power to give orders, make decisions, or control people? authority	
	now would you become an autionty on something?		

Word Map (Dedicated)



Name: _____



Example: Cognate Awareness - Spanish

Type of Cognate	English	Spanish	Image
Spelled nearly the same	study	estudiar	
	repeated	repetir	Ð
	period	periodo	8:00 Math
	terror	terror	
False Cognates	English	Spanish	Spanish Meaning
	impress	impresar	to print
	embarrassed	embarazada	pregnant

Template: Cognate Awareness - Spanish

Type of Cognate	English	Spanish	Image
Spelled nearly the same			
False Cognates	English	Spanish	Spanish Meaning

Comprehension: Close Reading Lesson Sequence



Build Background Knowledge

- Activate prior knowledge.
- Introduce key terms.
- Engage with new vocabulary using the sample lesson plan.

Read the Text: First Read

- Number the paragraphs.
- Read the text silently and annotate.
 - Use the "Click and Clunk" protocol.
 - Circle or highlight confusing words or phrases.
 - Note in the margin key details or terms.

Read the Text: Second Read

- Read along silently while the teacher reads aloud.
- Share your first impressions with your partner.
- Discuss main ideas. Use the "Get the Gist" protocol.

Read the Text: Third Read

- UNDERLINE powerful words/phrases.
- NOTE places in the text that confuse you or are unclear (mark with ?).
- NOTE places that interest or surprise you (mark with a).
- JOT any questions you have.
- WRITE any personal connections or reactions.



Ask and Answer Text Dependent Questions

• Work with a partner to answer the text-dependent questions.

Webb's Depth of Knowledge

DOK Level 1:	DOK Level 2:
Recall and Reproduction	Basic Application of Skills & Concepts
 Who? What? When? Where 	How did it happen?Why did it happen?How does it work?
DOK Level 3:	DOK Level 4:
Strategic Thinking	Extended Thinking
 How do you use it? Why do you use it? What is the cause? What is the effect? What is the reason? What is the result? 	 What is the impact? What is the relationship? What could happen with? What is the influence? What do you think, feel, believe?