

LESSON PLANNING: PREPARING CONTENT AREA ACTIVITIES

Purpose	Content teachers can use this planning tool to integrate vocabulary instruction into classroom lessons across subject areas, including science, mathematics, art, social studies, and language arts.
Materials	Quick Reference Guide: Preparing Vocabulary Activities For individual review: <i>Content Area Vocabulary: Activities Packet</i> <i>Middle School Math: Vocabulary Building Lesson and Related Materials</i> <i>Greek Myths: Vocabulary Lesson, Word List, and Riddle Poems</i>
Media	For individual review: <i>Explicit Vocabulary Teaching Strategies</i> , interview with Mary Beth Curtis, Harvard University. (7:43) <i>Greek Myths: Understanding Word Roots and Meanings</i> , multimedia presentation with teacher from Pocomoke Middle School. (4:32) <i>Building Vocabulary in Middle School Math Class</i> , multimedia presentation with teacher from KIPP San Francisco Bay Academy. (5:52) <i>Explicit Vocabulary Instruction for English Learners</i> , multimedia presentation with a reading specialist from Stoughton High School. (4:49)
Topic	Adolescent Literacy
Practice	Vocabulary Instruction

Lesson Planning: Preparing Content Area Activities

Watch the interview with Mary Beth Curtis about explicit vocabulary teaching strategies and note specific strategies that can help you improve the following aspects of lesson planning and implementation:

- Preparing a lesson plan
- Teaching word meaning
- Providing practice
- Using multiple and varied contexts
- Promoting independent learning
- Assessing student learning

Use the quick reference guide to prepare vocabulary lessons and activities. It provides content area teachers with a framework for thinking about and planning lessons that integrate vocabulary strategies into curriculum lessons. The guide has a column for making notes about lesson and activity planning. Reading specialists and language arts coordinators can use this planning tool in staff training and during individual discussions or small group planning sessions with teachers.

For examples of how some content area teachers at schools featured on this website have incorporated vocabulary activities into classroom instruction, review the multimedia presentations on the middle school math and Greek mythology lessons shown in the *See How It Works* section. In addition, you may find the presentation on a vocabulary lesson for English learners useful for planning and using specific strategies.

Notice how the guide can easily be used for any subject or topic area. Think about how this tool or something similar would be helpful for integrating vocabulary instruction into your classroom.

Quick Reference Guide

Preparing Vocabulary Activities		NOTES: Lesson and Activity Planning
Prepare plan		
Set goals	<ul style="list-style-type: none"> ▪ Include at least one vocabulary goal 	
Select new vocabulary words	<ul style="list-style-type: none"> ▪ Assess text vocabulary load ▪ Select new words from text or related materials 	
Identify previously learned words	<ul style="list-style-type: none"> ▪ Review words learned in previous lessons 	
Teach word meaning		
Introduce new words	<ul style="list-style-type: none"> ▪ Say the word and provide a clear explanation of its meaning ▪ Use student-friendly definitions 	
Build on prior knowledge	<ul style="list-style-type: none"> ▪ Ask students to share what they already know about a word 	
Examine word meanings in depth	<ul style="list-style-type: none"> ▪ Talk about multiple meanings of a word ▪ Compare/contrast the word with words of similar meanings ▪ Study synonyms and antonyms of a word 	
Review previously learned words	<ul style="list-style-type: none"> ▪ Revisit words learned in previous lessons 	

Preparing Vocabulary Activities		NOTES: Lesson and Activity Planning
Provide practice		
Allow sufficient time	<ul style="list-style-type: none"> Set aside enough time to address word meanings 	
Provide repeated exposures	<ul style="list-style-type: none"> Plan many opportunities to encounter new words 	
Recognize informal opportunities	<ul style="list-style-type: none"> Take advantage of opportunities as new and previously learned words arise during a lesson 	
Extend practice over time	<ul style="list-style-type: none"> Use methods such as creating a classroom word wall, assigning homework, revisiting vocabulary words during future lessons 	
Use multiple and varied contexts		
Oral activities	<ul style="list-style-type: none"> <i>For example</i>, small group and cooperative activities focused on understanding and using word meanings 	
Written activities	<ul style="list-style-type: none"> <i>For example</i>, poems, vocabulary maps, sentence challenges 	
Visual representations	<ul style="list-style-type: none"> <i>For example</i>, art activities, drawings, 3-D constructions 	
Kinesthetic activities	<ul style="list-style-type: none"> <i>For example</i>, acting, mime, charades, Simon Says 	
Games	<ul style="list-style-type: none"> <i>For example</i>, word sorts, riddles, matching activities 	

Preparing Vocabulary Activities		NOTES: Lesson and Activity Planning
Promote independent learning		
Model strategies for deriving word meaning	<ul style="list-style-type: none"> Show students how to analyze semantic, syntactic, or context clues to derive word meaning Demonstrate the use of word structure and components (prefixes, roots, suffixes) to derive meaning 	
Teach independent acquisition skills	<ul style="list-style-type: none"> Use explicit instruction to help students use various strategies for determining word meaning 	
Provide practice opportunities	<ul style="list-style-type: none"> Build in time for practice in varied contexts 	
Offer computer-based activities	<ul style="list-style-type: none"> Use computer-based activities for individual student practice 	
Make classroom resources available	<ul style="list-style-type: none"> Provide a variety of text and media resources for independent practice (e.g., reference books, textbook glossaries, dictionary/thesaurus, vocabulary websites) 	
Assess student learning		
Identify student learning outcomes	<ul style="list-style-type: none"> Determine an observable student learning outcome 	
Use informal monitoring	<ul style="list-style-type: none"> Conduct frequent informal checks and monitoring during the lesson 	
Provide varied methods for students to demonstrate understanding	<ul style="list-style-type: none"> <i>For example</i>, oral, written, visual, and kinesthetic opportunities 	
Give written assessments	<ul style="list-style-type: none"> Use formal written assessment to document learning 	