A Lesson Plan for Teaching Vocabulary
(one or multiple lessons in centers or whole class contexts)

planning · doing · reflecting
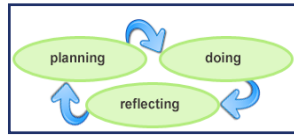
This is a lesson plan to work on vocabulary in comprehension with students:

TIP:

Encourage students to write the title, author and illustrator.

Remind students to click on the green checkmark to save their work.

Edit Reading

Text Title * The Little Red Hen
Author * CSLP
Illustrator CSLP
Who I am Reading With Maria
Date March 3 2010
What I Want To Do I want to learn the meaning of three new words.

Planning: (20 minutes)
How can you do this?
- Select texts that contain useful words with sufficient context and illustration. (The NRP, 2006, p.25)
- Introduce the title of the new text and let students explore it with some prereading activities such as: looking at illustrations or guessing the plots. (Pressley, 2006)
- Explain to students what vocabulary is and why it is so important.
- Share the plan for this class activity with students.
- Explain what a goal is and why it is important to set goals in school and life.

In ePEARL
- Encourage students to write goals about vocabulary, such as: "I want to learn the meaning of three new words in the story "The Little Red Hen".
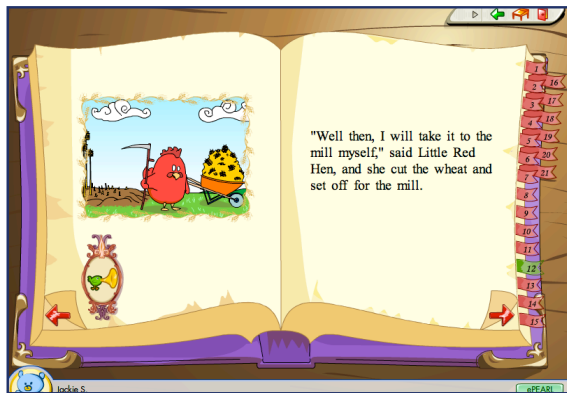
To learn more about setting goals, visit: (add link)

Doing: (10-12 minutes)
How can you do this?
In ABRA
Direct Vocabulary Instruction:
- Teach vocabulary meanings beforehand (Pressley, 2002): introducing new vocabulary words that your students are about to read increases word knowledge and improves students' understanding of their reading. (The NRP, 2006, p. 25)
- Read Aloud: this strategy can influence young children's vocabulary learning. (The NRP, 2006)
- Ask questions while reading: "what does it mean when it says …? "What does this word mean?" (NRP, 2006, p. 25)
- Use association methods: encourage students to draw connections between what words they know and words that they do not know. (The NRP, 2000)

"Well then, I will take it to the mill myself," said Little Red Hen, and she cut the wheat and set off for the mill.

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Vocabulary Activity:
Given different attributes of a word, students must determine which sentences use the word appropriately.

Vocabulary Activity (ESL):
Students match given words with the corresponding picture. They will then use the words appropriately in a given sentence.

**Doing(cont'):** (20-25 minutes)

Indirect Vocabulary Instruction:
- Encourage independent reading to gain knowledge about words. (The NRP, 2006)
- Promote extensive reading: Reading helps increase fluency and young readers' vocabulary. (Pressley, 2002)
- Stimulate repetition and multiple exposures to vocabulary items. (The NRP, 2006)
- Have students play with the vocabulary games in ABRA that are linked to your story.
- Ask students to choose and write on a piece of paper three or four words.

In ePEARL
- Have students go to ePEARL by clicking at the right at the bottom of the screen in the ABRA activity.
- Ask them to go to My Readings. Students then click on the title of the work they previously created.

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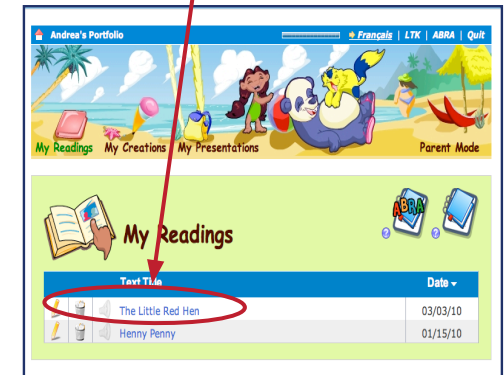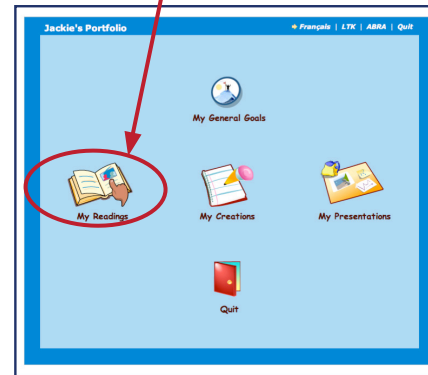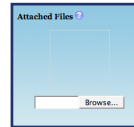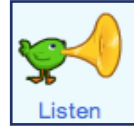
Doing in ePEARL (cont'): (10-20 minutes)

Here are some activities students can do in ePEARL

- Students record the words they previously wrote.
- They can also create and record sentences using new words.
- Their partners can click on the green bird, listen and check their partners' word definitions or sentences.
- Students can also draw a picture of these words and attach the file.

To find out how to record or attach files in ePEARL visit our virtual tutorials:
http://grover.concordia.ca/epearl/tutorial/l1_record.php
http://grover.concordia.ca/epearl/tutorial/l1_attachments.php
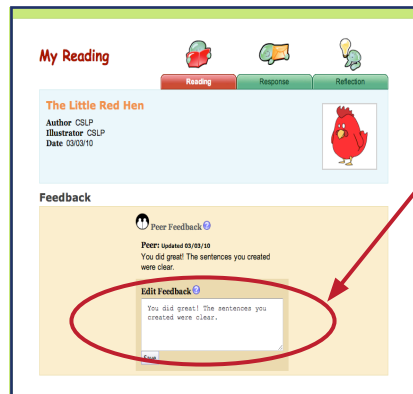
Reflecting: (20-30 minutes)

How can you do this?

Peer feedback:

- Encourage students to write comments on their partners' portfolios focusing on the text, the right definitions of the words, as well as the appropriate use of the words in new sentences.
- Let students read the feedback together and review the goals and strategies stated at the beginning.

To know more about setting goals, visit: (add link)

Teacher feedback:

- Talk with your students about their portfolios and provide feedback on their goals.
- Ask them, for example: Did you meet your goals? Which strategies helped you accomplish your goals? What would you do differently next time?