

Discipline: Reading, Writing, Speaking, Listening

Standard Category: Reading Independently

Lesson Focus: Vocabulary development

PA Standard(s):	Related TESOL Standard(s):
1.1.3E: Acquire a reading vocabulary by identifying and correctly using words (e.g. antonyms, synonyms, categories of words). Use a dictionary when appropriate.	Goal 2: To use English to achieve academically in all content areas. Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Key Objectives in Accordance with TESOL Level:

Pre-Conversational/ Beginning	Intermediate	Advanced
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Skim, scan and select three unknown vocabulary words on a page. • Define the words using a pictinary or dictionary. • Illustrate the 3 vocabulary words, find the words in context, copy sentences from the story to create a personal pictinary. • Alphabetize the three illustrations to create a personal pictinary. • Read the three sentences containing the vocabulary chosen with fluency and accuracy with modeling. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Skim, scan and select five unknown vocabulary words from several pages of text. • Define the five unknown vocabulary words using a glossary, pictinary or dictionary. • Illustrate the 5 vocabulary words, find the words in context, copy the sentence containing the word or write a sentence demonstrating its meaning. • Alphabetize the illustrations to create a class pictinary. • Read five sentences of actual text with some support. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Skim, scan and select five unknown vocabulary words from several pages of text. • Define the five unknown vocabulary words using a glossary, pictinary or dictionary. • Illustrate the 5 vocabulary words, find the words in context, copy the sentence containing the word and write a sentence demonstrating meaning. • Alphabetize the illustrations to create a class pictinary. • Read actual text with little support.

Materials:

1. A story with supportive illustrations that tell the main idea of the story (ex. House of Dies Drear by Virginia Hamilton)
2. Multiple copies of the texts

Suggested

Level:

Intermediate

Lesson Focus:

Vocabulary development

Teaching

Strategies:

Whole group instruction

Jigsaw approach/
cooperative learning

Interpretations of
student generated
illustrations

Echo reading
creation of pictinary

Shared reading and
writing

Assessment

Strategies:

Oral interpretations of
illustrations

Written sentences

Group participation

Alphabetizing of
illustrated vocabulary

Running record of the
actual text

3. Drawing paper, writing paper, colored pencils or crayons

Procedures:

1. State the main objective of the lesson: To gain meaning from unknown vocabulary words.
2. Provide a thorough story introduction and explain procedure in whole group setting.
3. Several students will repeat, chant, or restate the procedure.
4. Grouped heterogeneously, page assignments are given from the text, the easiest pages for Beginners.
5. Students will skim, scan, select unknown vocabulary words, and write each word in large print on a sheet of drawing paper.
6. Students will define the words using a dictionary, pictionary, or a glossary if available and illustrate the words.
7. Beginners should copy the three sentences where their words appear from the text. Intermediates will copy sentences in which their five appear or generate simple sentences. Advanced students will produce sentences demonstrating comprehension of their words.
8. Students will read their sentence with fluency. Beginners would listen first as a fluent English speaker would read his sentence while the Beginner echo reads his sentence. Intermediates will also read their five sentences with the same support if needed. Advanced students may need support as well. Teacher will circulate to provide constant support.
9. The students will alphabetize their illustrations.
10. The groups' illustrations are combined and alphabetized again into a class pictionary.
11. In small flex groups, the text is read. Beginners read if they volunteer to read their sentences and are not expected to understand the complete text.
12. Intermediates and Advanced students can volunteer to read what they can and are encouraged to do so.
13. The class pictionaries become readable text for the Beginners and added to the classroom library. Copies can be made of teacher-selected pages based on individual needs and language proficiency levels.
14. Reading running records will follow: Beginners would read their three sentences, Intermediates their five sentences and Advanced students would read seven sentences. Fluent English speakers would read based on their reading ability as well.

Assessments:**Beginners**

Will chose 3 unknown vocabulary words, define and illustrate the words, locate the words in text and copy the sentence to create a personal pictionary. They will read the three sentences containing the vocabulary chosen with fluency and accuracy.

Intermediates

Will chose 5 unknown vocabulary words, define and illustrate the words, locate the words in text and copy the sentence or write a simple sentence to create a pictionary. They will read the five sentences

containing the vocabulary chosen with fluency and accuracy.

Advanced

Will chose 5 unknown vocabulary words, define and illustrate the words, locate the words in text and create a sentence for each word to create a pictionary. They will read the 5 sentences containing the vocabulary chosen with fluency and accuracy.

Notes:

Teacher may chose to take a running record of the student's oral reading using the assigned sentences from the actual text.

Prior to publishing the illustrated vocabulary, illustrations may be used to find a various similarities/differences (ex. Spellings, meanings, or vowel combinations etc.).

