

Discipline: Reading, Writing, Speaking, and Listening

Standard Category: Reading Independently

Lesson Focus: Expanding vocabulary

PA Standard(s):	Related TESOL Standard(s):
1.1.8F: Understand the meaning of and apply key vocabulary across the various subject areas.	Goal 2: 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
Students will be able to: <ul style="list-style-type: none">• Draw symbols or draw a picture chart of new vocabulary.	Students will be able to: <ul style="list-style-type: none">• Use context clues, dictionaries, and glossaries to associate pictures with new vocabulary.	Students will be able to: <ul style="list-style-type: none">• Use new vocabulary in both spoken and written form when summarizing, analyzing, and evaluating information.

Materials:

1. Vocabulary Quilt (adaptable to any content area)
2. Word Map

Procedures:

1. In groups, have students identify a set of content specific vocabulary words in text they are reading (may be assigned by teacher).
2. Students should find the definition of the word using context clues, the glossary, or the dictionary.
3. Using the definitions, students draw and symbolize new vocabulary words on the Vocabulary Quilt (visual tool provided). Once completed, groups should share their work with the class.
4. The vocabulary words can be cut apart or put on index cards to be alphabetized and combined to create a class (or group) pictionary.
5. As new words become more familiar, student may extend vocabulary use and knowledge with Word Map Organizer.

Assessment:

Beginners will be able to draw pictures or symbols that accurately reflect the vocabulary definitions.

Intermediate will be able to use context clues as well as glossary/dictionary to help understand the meaning of new vocabulary words.

Suggested Level:
Middle

Lesson Focus:
Vocabulary activity

Teaching Strategies:
Whole group instruction

Instruction and modeling

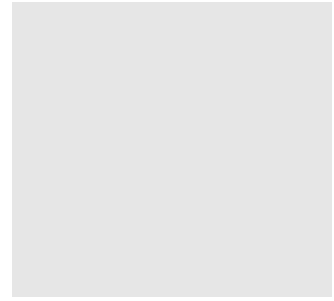
Peer work

Assessment Strategies:
Teacher made test

Advanced students should be able to do all the above as well as explain their vocabulary in their own words and use in subject area context appropriately.

Notes:

Beginning second language learners need as many graphics and pictures as possible, to make connections to the new word concepts.



Name: _____ Date: _____

Vocabulary Quilt

As you read, write new words in the squares. Write the meanings of the words, too. If you can't figure out the meaning of a word, look it up in a dictionary.



Word: _____

Word: _____

XXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXX

Word: _____

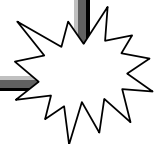
Word: _____

XXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXX

Word: _____

Word: _____



Word Map

New Word

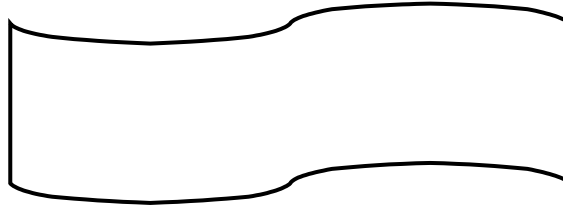
Antonym



Synonym



Definition



Copy a sentence from the book



Create an original sentence

