**Lesson Plan: Understanding Vocabulary**

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| **CCSS Connections:**  **ELA 4** | |  |  |  | | --- | --- | --- | | **3** | **4** | **5** | | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | |
| **Materials** | * Any *Inspire My Kids* article * Choose one “Understanding Vocabulary” Worksheet, programmed with academic or domain-specific vocabulary words from the article * Dictionary or thesaurus (depending on the vocabulary strategy you choose) * Highlighters (optional) |
| **Duration** | * Approximately 70 minutes |
| **Grade Level** | * 3rd-5th |

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|  | **Activities** |
| **Objective** | **I will determine the meaning of academic vocabulary words.** (A more specific objective is provided on each “Understanding Vocabulary” worksheet.) |
| **Mini-lesson/ vocab**  **15 min.** | **Metacognition Warm-Up**  Students need to recognize when they *don’t* know a word in order to use these strategies successfully in their independent reading.   * Have students read each word and rate how well they know the word. If they rate a word as a “3,” they must be able to use the word correctly in a sentence. (spot check for accuracy) |
| **Introduce a vocabulary strategy.**   * Tell students what strategy they will be using today. Explain that **all** readers encounter new words (even teachers!) and need to have strategies so they understand what they are reading and don’t get stuck. (Each strategy worksheet includes a thinking question to help guide students. Students will use each word in a new sentence in order to demonstrate their full understanding. This sentence should not be a definition.) * Share the example with students and discuss how the strategy helped the sample learner to understand what they were probably reading. |
| **Practice Time**  **35 min.** | **Read the IMK article that you chose.**   * Read the article all the way through, periodically stopping to ask comprehension questions to check for understanding. When you get to one of the words you chose from the article, highlight or circle it in order to draw students’ attention to the word. This could also be time to discuss a character topic, if you desire. |
| **Practice using the vocabulary strategy to understand new words.**   * Find the first vocabulary word in the article. Work through the steps to figure out the meaning of the first word together. Use think-alouds to model your thought process. * Find the next word in the article. Have students work through the steps with a partner. |
| **Assess**  **10 min.** | **Students apply the vocabulary strategy independently.**   * Reserve the final word for students to do on their own. Students should walk through the same steps you modeled and they practiced with a partner. |
| **Wrap-up**  **10 min.** | **Review and Close.**   * Review the findings for the last word. Have students share the new sentence they wrote in order to check for full understanding and application of the strategy. |

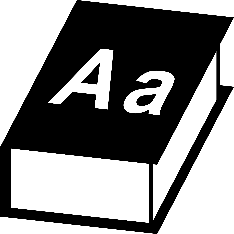
**Understanding Vocabulary: Context Clues***I will define words by thinking about what is happening in the context.*

Ask, “What is the author talking about when this word is used?” Then, be a detective and look for context clues to help you figure out the meaning!

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| **Word & Rating**  Do you know the word? 3 2 1  *Yes! A little! It’s new!* | **Context Clues** | **I think it means…** | **Use the word in a new sentence** |
| Example:  ***autobiography- 2*** | *In his autobiography, Smith wrote that he had a difficult childhood, being raised by his grandmother.* | *A book written by someone about their own life.* | *I bet Martin Luther King, Jr. included his “I Have a Dream” speech in his autobiography.* |
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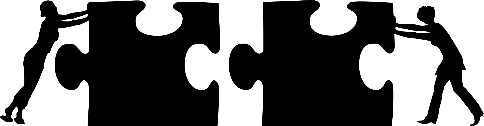
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**Understanding Vocabulary: Using a Dictionary***I will define words by choosing the correct dictionary definition.*

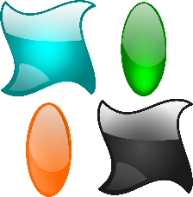
Ask, “How is the word being used in the sentence?” Then, look up the word in the dictionary and choose the definition that makes the most sense.

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| **Word & Rating**  Do you know the word?  3 2 1  *Yes! A little! It’s new!* | **Part of Speech** | **Definition** | **Use the word in a new sentence** |
| Example:  ***Immigrant - 1*** | *noun* | *A person who migrates (travels) to another country, usually to live* | *My mom works with Vito, an immigrant from Italy.* |
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**Understanding Vocabulary: Root and Affixes***I will define words by looking up the word origin and breaking it into the root and affixes*.

Ask, “What are the meanings of the root and affixes?” Then, put the meanings together to understand the word in your text!

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| **Word & Rating**  Do you know the word? 3 2 1  *Yes! A little! It’s new!* | **Root (Word Origin)** | **Root Meaning** | **Affixes (Prefix and/or suffix)** | **Affix Meaning** | **Put the parts together! What does it mean?** | **Use the word in a new sentence** |
| Example:  ***Biology – 1*** | *logia* | *the study of* | *bio* | *life* | *The study of life* | *We learned about how plants make seeds in our biology class.* |
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 **Understanding Vocabulary: Synonyms and Antonyms***I will define words by using a thesaurus to locate synonyms and antonyms.*

Ask, “What is this word like and unlike?” Use words you *do* understand (found in a thesaurus) to help you figure out a word you *don’t* understand.

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| **Word & Rating**  Do you know the word?  3 2 1  *Yes! A little! It’s new!* | **Synonym(s)** | **Antonym(s)** | **I think it means…** | **Use the word in a new sentence** |
| Example:  ***Exasperate - 1*** | *upset*  *annoy* | *calm*  *comfort* | *to be bothered* | *My brother exasperates me when he won’t leave me alone!* |
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