**Vocabulary Lesson Template**

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| **Considerations for planning to teach a word in depth:**  **Select words to teach in-depth** (3-5)   * *Tier 2 words: general academic vocabulary that are generalizable across multiple types of text and content.* * *Tier 3 words: Subject-specific academic vocabulary key to understanding a new concept.*   *Remember:*   * *Hear the word, say the word, see/read the word* * *Multiple exposures/opportunities to use* * *Multisensory*   **Provide a user-friendly definition:**   * *Short and easy to understand* * *Connects to words and concepts a child already knows* * *Synonym or category + distinguishing attributes*   *\* E.g. “Exasperating” describes something that is frustrating or annoying*   * *If possible,include a motion and/ or visual*   **Examples in context**   * *Use in the story or text* * *Examples of use in other contexts*   **Activities and interactions**   * *Require students to process and use the word in meaningful ways* * *Multiple repetitions/exposures*   ***Consider:***   * *Turn and talk* * *Examples/Non examples with sentence stems* * *Frayer Model or Two Column notes*   **Book or Text:**   |  | | --- | |  |   **Words to Teach in depth:**   |  |  |  | | --- | --- | --- | |  |  |  |   **Word 2 - Planning for Instruction**     |  |  | | --- | --- | | ***Word*** | ***User-friendly definition*** | | ***Motion*** | ***Picture/visual*** |  |  | | --- | | ***Use in text:*** | | ***Additional Context:*** |  |  | | --- | | **Activities and interactions** | | **Word 1 - Planning for Instruction**     |  |  | | --- | --- | | ***Word*** | ***User-friendly definition*** | | ***Motion*** | ***Picture/visual*** |  |  | | --- | | ***Use in text:*** | | ***Additional Context:*** |  |  | | --- | | **Activities and interactions** |   **Word 3 - Planning for Instruction**     |  |  | | --- | --- | | ***Word*** | ***User-friendly definition*** | | ***Motion*** | ***Picture/visual*** |  |  | | --- | | ***Use in text:*** | | ***Additional Context:*** |  |  | | --- | | **Activities and interactions** | |