

READING FOR VOCABULARY DEVELOPMENT

5.28.2019

Subject

English

Prepared By

[Instructor Name]

Grade Level

4

Overview

This lesson plan covers teaching content for;

1. Learning to identify new vocabulary words from a text read
2. Learning to identify simile and metaphors

Objectives

Students should be able to;

- Students will be able to define vocabulary words
- Student should be able to answer inferential questions from materials read.
- Students will be able to identify and explain the meaning of simple similes and metaphors in context.

Assessment Activity

1. Ask students to answer the following questions with the corresponding sentence stems:
 - Why is it important to figure out words we don't know in a story?
 - "It is important to figure out words we don't know because ____."

Activity Starter/Instruction

1. Teachers are to use the poems or stories in their worksheet.
2. Activate students' background knowledge by having them turn to a partner and share about a time when they didn't know the meaning of a word
3. Read aloud a text to the class
4. Before reading, tell students that they will be finding unknown words.
5. These should be words that students are not sure of the meaning of.
6. Explain that not knowing the meaning of a word is nothing to be ashamed of—it's an opportunity to learn!

Teacher Guide

Day 2/ Lesson 2: 15 Mins

1. Read aloud a page in the book.
2. Locate an unknown word and write it on the board.
3. Show students how to reread portions of text to figure out the meaning of the tricky word.

Teacher Guide

Day 1/ Lesson 1: 15 Mins

1. Explain to students that Comprehension is an active process that involves purposeful interaction between a reader and a text
2. Explain that Strategic readers think about words in context, looking for meaning and sentences that frame an unfamiliar word
3. With this in mind, teach them to follow a series of steps when they come across a word or phrase they do not know.
 - Step 1: Reread and read ahead (Stop and reread the words that come before and after the unfamiliar word)
 - Step 2: Identify context clues (Think about the meaning of the words in the text that surround the unfamiliar word)
 - Step 3: Decide on a meaning (Use what you know from the context to make an educated guess about the meaning of the unfamiliar word.)
 - Step 4: Check that meaning in the context (The meaning you decided on

Materials Required

- Notebook
- Pencils
- Book of poems
- Magnetic letters
- whiteboards and whiteboard markers

Additional Resources

- <https://www.teachervision.com/teaching-st>
- <https://www.commonsense.org/education/vocabulary-lesson>
- <https://www.education.com/lesson-plans/b>
- <https://owlcation.com/academia/Teaching-Grades-4-6>
- <https://www.google.com/amp/s/www.storyvocabulary/amp>

Additional Notes

- What are some strategies we can use to figure out what words mean?
 - "We can use ____ to figure out what words mean."
 - A new word I learned was _____.
 - "I learned _____. It means _____."
- As students work, assess how they are articulating what they learned about figuring out the meaning of unknown words
 - Notice how students are defining words. Are they using their own words or the word-by-word definition you gave?

Summary

- Review the two strategies used to find the meaning of a new word.
- Have a student volunteer to use the second strategy to define a new word said by you.
- When doing the review make sure you erase the lesson on the board.

- Model how to use context clues and related words to guess about the word's meaning.
- Show students how to use a dictionary as needed.
- Read aloud the rest of the text, guiding students to raise their hands when they encounter unknown words.
- List the words on the board.
- Hand out the Picture Dictionary worksheet
- Have students work with a partner to write at least five words, pictures, and definitions on their worksheets.
- Have students examine how the words they used in their picture dictionaries were used in the text.
- Go back to a few words to discuss how they were used in sentences.
- Instruct students to fill in the sentence section of their picture dictionaries with sentences for each of their words.

Teacher Guide

Day 4/ Lesson 4: 15mins

- Present other strategies that readers use when encountering a new word.
- Explain that in addition to context, readers can think about a word's parts (prefix, root/base word, suffix)
- Use resources—such as a dictionary or thesaurus—to determine the word's meaning.
- Present examples where context does not work effectively.
- Model this new strategy to students.

- should make sense in the sentence and in relation to the main idea of the text.)
- Tell them that using context clues is a strategy that improves with practice.
 - Tell them it can also be helpful to look at the drawings, or pictures.

Guided Practice

Day 3/ Lesson 3: 20mins

- Divide students into pairs or trios.
- Have them read passages from informational texts together, recording any challenging words
- Collaboratively applying the four steps of using context.
- Once students are finished, ask them to share the words they found
- Provide examples of how they used context effectively.
- This type of peer collaboration is a fun way to incorporate speaking and listening into the text-based process of looking for and using context clues to determine meaning.

Guided Practice

Day 5/ Lesson 5: 15mins

- Divide students into pairs or trios.
- Have them read passages from informational texts together, recording any challenging words
- Also, collaboratively applying the new strategy of thinking about a word's parts (prefix, root/base word, suffix).

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6. Tell them that by encouraging flexible thinking and persistence, you are helping them to develop habits of mind
 7. Tell them these habits will benefit them beyond the walls of the classroom.
 8. Tell them that exposure to vocabulary in context is critical to the development of language and literacy
 9. Tell them it empowers them to figure out the meaning of unfamiliar words by using context clues is just one element of vocabulary instruction.
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4. Once students are finished, ask them to share the words they found
 5. Provide examples of how they used the strategy effectively.
 6. While this practice is ongoing, teacher should walk around the class to inspect the students.
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