Vocabulary Lesson Template

| Considerations for planning to teach a word in depth: | Word 1 - Planning for Instruction | | |
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| 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 | Word | User-friendly definition | |
| Multiple exposures/opportunities to useMultisensory | Motion | Picture/visual | |
| 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 | Modon | Ficture, visuai | |
| 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 | Use in text: | | |
| Multiple repetitions/exposures Consider: Turn and talk Examples/Non examples with sentence stems Frayer Model or Two Column notes | Additional Context: | | |
| Book or Text: | | | |
| | | | |
| Words to Teach in depth: | Activities and interaction | ons | |
| | | | |



| Word 2 - Planning for Instruction | | Word 3 - Planning for Instruction | | |
|-----------------------------------|--------------------------|-----------------------------------|--------------------------|--|
| Word | User-friendly definition | Word | User-friendly definition | |
| Motion | Picture/visual | Motion | Picture/visual | |
| Use in text: | | Use in text: | | |
| Additional Context: | | Additional Context: | | |
| Activities and interactions | | Activities and interactions | | |

