Vocab Lesson Plan Excerpt

I taught a vocab lesson at Thomas Jefferson Carter School on October 6th in Mrs. Espinoza’s Integrated Advance Geometry 10th grade class. The following is an excerpt from my lesson plan, which includes the activities and differentiation sections of the lesson.

**Activities**

1. Instructor transitions to vocab activity using introduction (see above) by calling students attention to the front of the room, waiting until everyone is silent before starting instruction.
2. Instructor draws attention to list of statistical vocabulary projected onto the screen.
3. Instructor states and asks, “Here are some terms you are going to be encountering in the next could investigations for this unit on statistical reasoning. By a show of hands, who has seen or used these words before?”
   1. If students raise their hand, instructor calls on student and asks for the example of how they have used or seen the word before.
   2. If students do not raise their hand, instructor comments on how it is perfect that we are going over these terms.
4. Instructor says, “Today, we are going to be doing a drawing activity to investigate what you think the meaning of these words (the words on the screen) are.”
5. Instructor says, “So for this activity, begin by choosing a word from the list on the overhead, write the word you are describing on the top of a square on this sheet (sketch sheet). [point to square on worksheet] Then use any background knowledge to draw a picture or diagram that represents that word. It can be a depiction of an example of the word or the definition of the word. The key part is how you interpret the word. So you do not need to go into major detail for the drawing part.
   1. Instructor draws example of randomization on the whiteboard.
6. Instructor says, “As you can see, there are 8 boxes to fill up and 12 total vocab words. You get to choose which 8 you want to draw. Except the catch is that even though your only picking 8, each group has to make sure that between the three people in your group, you have covered every word of the list. So say my group is Ian and Zach and we all pick to draw the first 8 words. Well that doesn’t work as between our group, no one drew the last four words. So make sure you collaborate with your group to see who is drawing which word. ” (groups are by assigned seated groups of 3)
   1. Students should figure out how to assign words with their group and not told.
7. Instructor asks, “Does that make sense to everyone? Nod your head yes or no.”
   1. If anyone nods no, then have a nodding yes student explain in their own words about that each vocab word on the list needs to be covered by the group as a whole.
8. Instructor passes out sketch sheet and asks, “Does anyone have any other questions?”
   1. If no questions, let students work on sketches.
9. Instructor walks around while students are working to check on progress and answer any questions.
10. Let students work for 10 to 15 minutes.
11. Once groups of students seem to be finishing, Instructor tells individual groups to share with each other what their sketch was for each vocab word.
    1. If some students/groups finish early?
12. Once everyone has shared in their group, have students focus back to the front.
13. Instructor asks, “Who would like to share one of their drawings for one of the words.”
    1. Have at least 5 people share depending on time.
14. Instructor transition to closing activity questions (see below)

**Differentiation:**

* The Strategy itself is already an adaptation as it utilized pictures.
* For the Mi, the foreign exchange student, the instructor personally makes sure she understands the instructions and can utilize her translator for assistance.

**Closing Activity/Summary:**

1. Instructor asks the level of difficulty of drawing the statistical vocab.
   1. Instructor asks, “What were some of the challenges?”
   2. Students respond.
2. Instructor questions, “In what ways do the picture represents the statistical meaning of the word or the everyday language meaning of the word?”
   1. Students respond by raising their hand to answer questions.
   2. “Is that the same thing, or are they two different meanings?”
   3. Students respond
   4. Allow the conversation to go in the direction the students take it.
3. Instructor closes by saying, “Now when you are doing your investigation, think about the picture you drew for the various words and see if it represents the statistical definition of the word or the everyday misconception definition of the word.”

* To shorten lesson: The closing activity can be shortened only include step 3. In the activity, step 11 can be omitted.