

Weekly Schedule

Day 1: Shared Read Aloud, VKS and Mapping

Context-based Instruction

Select a children's picture book from the list provided for a shared read-aloud. When introducing the book, encourage students to think about their own understanding of the story, and the words in the story. Instruct students to signal when they hear an unfamiliar word. You will likely have to model this behavior the first few times. Students are typically not comfortable speaking up during the middle of a story to indicate that they've heard something they don't understand. This is the first step in training students to self-evaluate comprehension, which is called comprehension monitoring. Students who are more comfortable with taking a risk will adapt to this activity more quickly than cautious students. Actively engage all students to participate in identifying unknown words.

Metalinguistic Awareness

During the shared reading, flag words that students note as unfamiliar, being sure to call attention to the pre-specified academic word. Do not stop during the reading to explain word meanings. Continue to read the book, pausing only to mark unknown words. At the end of the book, return to the flagged words. You will target the pre-selected academic word and one or two additional words that are unfamiliar to the majority of the students.

Next you will engage students in a discussion of word meaning. Typically, students suggest that 3-5 words in each text are unfamiliar. Some word may require a cursory explanation or clarification of a misinterpretation of the word, while others will be selected to explore in depth. You will again promote comprehension monitoring or understanding of a specific word by asking students to rate their knowledge of the word using the Vocabulary Knowledge Scale (Dale, 1965; Nagy & Scott, 2000; Paribakht & Wesche, 1997) found on page 4. The Vocabulary Knowledge Scale is meant to be printed and displayed in your classroom to provide students with a visual reminder. It is a 1-4 point scale, varying from no knowledge of the word to a clear understanding of the

word. Students raise their hand for a “1” if they have never heard the word before, for a “2” if they have a vague idea of word meaning, for a “3” if they think they could talk about what it means, and a “4” if they could give a solid definition. This is your starting point for generating a class definition of the target word that will be mapped for the week. Start with students who reported a vague understanding of the word, and engage them in a discussion. This is a starting point to activate background knowledge. As a class, you are going to scaffold ideas to formulate a definition of the target word.

Semantic Mapping

Now you are ready to begin your map. For Day 1 maps, write the base or root word form of the targeted word. For example, if the selected word in the text is “emerged”, your semantic map should have the word “emerge” in the center. You will add morphemes (suffixes and prefixes) to the base word later in the week.

On the first day, just get to the point that you have an agreed upon definition for each of your selected target words. A suggested definition for each academic word is provided in the manual. This definition is for your reference only. The definition that is written on your semantic map should be student generated from your class discussion. Examples of semantic maps are provided for each academic word, but again they are meant to be guides only. Your classroom map should be authentic and created by your students. Do this for each of the target words selected for the week. Instruct students to continue thinking and making connections (Where have you heard this word? Do you know another word that means the same thing? Can you think of a sentence using this word? etc.). Some students need more time to access background knowledge or make connections to other words in their lexicon. You'll continue to scaffold your students' learning of targeted words by adding bits of information each day and by repeating these words for the remainder of the week.

Day 2-5: Building the Semantic Map

Building the Semantic Maps

You will spend approximately 5 minutes per day building or expanding the semantic maps. Each day ask students to contribute knowledge to the maps.

Each map should facilitate vocabulary learning by adding and discussing:

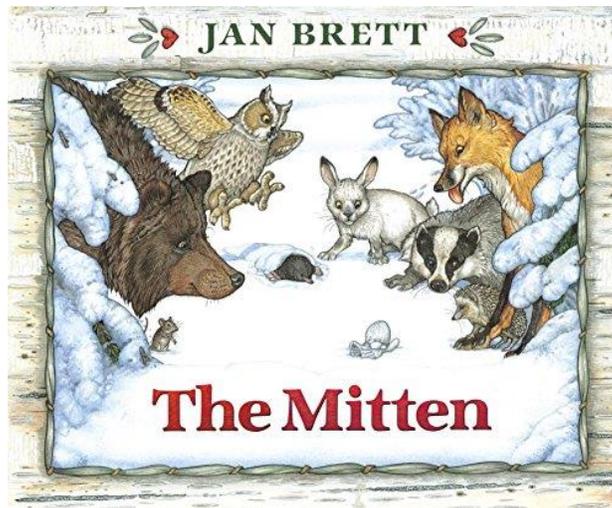
1. Synonyms (written in the same color as the target word and the definition)
2. Antonyms (written in a contrasting color)
3. Derivatives of the target word (written words or sentences with prefixes/suffixed highlighted)

It is important that this is an active discussion and not something that students complete individually or silently. Students need to hear a word multiple times in a variety of language rich contexts before they add a word to their lexicon.

The Mitten

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Academic Target Word:

Investigate

Definition:

(verb) to examine, study, or inquire into systematically

Word Families

Prefix

Base

Suffix

Investigate

investigat**ed**
investigat**es**
investigat**ing**
investigat**ion**
investigat**or**
investigat**ive**

Semantic Map



This semantic map is provided as an example. Classroom maps should reflect authentic student input.