

LA 4.4 Planning to Teach Vocabulary



Learning Outcome	Pedagogical Intent	Student Position
<p>Employ theories of first and second language acquisition in teaching literacy</p> <p>Assessment: 25 pts.</p> <p>TA: 40 Minutes</p>	<p>Teachers can identify the academic language they will attend to in a unit plan and identify the places in instruction they might attend to that language.</p>	<p>Students have studied how to make their classroom and instruction more literacy-focused. They have watched a video about Vocabulary Development. They have reviewed and explored the meeting of the Literacy Guidelines for ELs. They are ready to identify the academic language they will focus on in instruction.</p>

Instructions

1. Part A: 30 minutes

1. In your group, review what you know about determining which vocabulary to support, teach or require. Consider how you could decide within your teaching what words should you:
 1. preview before instruction or use in talk or lecture with definitional support
 2. provide direct instruction for,
 3. provide definitions for (in text or on a glossary list)
 4. post on the wall with definition and/or representation (pictures).
 5. design activities that require the students to use the words in interaction.
 6. require use in a product or performance.
2. Read [Planning to Teach Vocabulary](#) document, use the chart component to chart how you will attend to particular words
3. Begin by thinking about your the key ideas and understandings students need to develop to successfully learn the content of the unit as a whole and then each lesson in the unit
4. List the words in the first column then check the ways you will support ELs in learning or understanding each word in the subsequent columns (Remember for some words you might do all of the things listed and one for others).

Part B: 10 Minutes

4. Together review your chart with a colleague and add ideas.
5. You will learn additional guidance and strategies through reading about and discussing ideas further in LA 4.3



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