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ESOL Instructional Strategies  
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Lesson 1: Vocabulary

9<sup>th</sup> Grade – Content: English/Language Arts

Content Objective – Students will illustrate vocabulary words from their vocabulary logs for the book/text we're using.

Language Objective – Students will work both individually and in groups.

Individually:

- students chose 2-4 words from their vocabulary logs and on one side of sheets of paper (one per word) they will write the word and the definition at the top. Then they write a sentence using that word, relating it to their life or something they do everyday.
- on the other side of the paper students draw a visual representation of the sentence they wrote.

In small groups of 3-4:

- students will read each others sentences.
- discuss how the pictures represent their sentences and themselves or their lives.
- actively listen to each other and chose one sentence/picture that all in the group agree represents part of their lives.
- one student from each group orally presents their chosen sentence, and shows the picture. Have that student write the sentence on a word/sentence wall in the classroom set up specifically for that book.

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### Background Knowledge and Activities

- This activity links students' background knowledge by having them use and illustrate the vocabulary words in ways that represent their lives or as they would say them in their everyday language.
- Bellringer: the students will write in their journals about things they do everyday – daily tasks at home and/or school, things they do with their friends, things they like to do in their spare time, etc. After that, the teacher will first model for students what they need to do on the board – taking one vocabulary word from the text, she will then write it out with the definition. Next, she'll make a sentence using that word to show how it can be used in everyday-language. Last, she'll draw a visual representation of the sentence. After modeling, the teacher will ask if there are questions, then students can follow the model, working on their own. For the sentences they will be encouraged to use some of the things they wrote about in their journals earlier in class. Walking around, the teacher can assess individual students, answer questions, make comments, etc. After some time, students will divide into groups to discuss their vocabulary choices, their sentences and their pictures. When the groups have decided which pictures

represent them as a whole, each will present the pictures and briefly discuss to the class why they chose that one for everyone.

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### Adaptations for ELLs at different stages

#### Stages A&B – Pre-Emergent/Emergent:

- students chose 1 word from their vocabulary logs and write down a definition in both L1 and L2. On the other side of the paper draw a visual representation.
- in small groups, read the sentence in L1 or L2.
- discuss the pictures in L1 or L2 with one-word descriptors and chose one picture that represents all students in the group.
- one student presents orally in L2 using helper sentences and one or two-word descriptors.

#### Stage C – Intermediate:

- students chose 1-2 words from their vocabulary logs and write down the definition in L1 and L2. Write a simple sentence with at least one of their words. On the other side of the paper draw a visual representation.
- in small groups, read the sentence in L2.
- discuss the pictures in L2 using simple sentences and chose one picture that represents all the students in the group.
- one student presents orally in L2 using simple sentences.

#### Stage D&E – Advanced/Fluent:

- students chose 2-4 words from their vocabulary logs and write down their definitions in L2. Write full sentences in L2 using the vocabulary words. On the other side of the paper draw visual representations.
- in small groups read the sentences in L2.
- discuss the pictures in L2 in full detail and chose one picture that represents all the students in the group.
- one student presents orally in L2 in full detail.

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### Strategies

- Cognitive: reading the sentences aloud, discussing the sentences and pictures; because it is encouraging the students to actively use the vocabulary.
  - Metacognitive: visualizing the word(s), using the word(s) in sentences that they use in or describe their everyday lives; because the students are summarizing/synthesizing the vocabulary.
  - Herrell and Jordan: Visual Scaffolding, because it uses images that the students construct that visually supports the vocabulary needed so they can understand the lesson/texts.
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## Grouping

- Homogeneous: reading the sentences and discussing in small homogeneous groups so they can use both L1 and L2 if necessary.
  - Heterogeneous: presentation to the whole heterogeneous class, rather than just in their groups, so there can be a leader for the group, but they can all practice listening in L2.
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## Assessment

- Formative: check progress of students both during their individual work – reading their sentences and watching progress of pictures, etc. Also walking around and being part of the discussions while students decide which sentences/pictures represent their lives.
- Summative: presentations, and pictures/sentences handed in at the end of the lesson.