| Lesson Design   | <b>Tools and Resources</b>   | Vocabulary Map   |
|---|--|--|
| Purpose   | Graphic Organizer  | Pronunciation  |
| Teacher tells the reason for using a<br>Vocabulary Map and how it will<br>benefit students. | Teacher displays a fully completed<br>Vocabulary Map to teach a word.                                | Teacher carefully enunciates the vocabulary word.  |
|   |  | Illustration   |
| Explicit Instruction  | Word Choice  | Teacher uses a relevant illustration to support the vocabulary word meaning.                         |
| Teacher using the Vocabulary Map to preteach a vocabulary word.                             | Teacher selects a vocabulary word that is conceptually important to the text.                        |  |
|   |  | Student-Friendly Definition  |
|   |  | Teacher gives an easy-to-understand  |
| Instructional Time  | Cognate  | definition.  |
| Teachers keeps lesson to 5-10<br>miunutes for a vocabulary word.                            | Teacher identifies an existing cognate for non-native speakers.                                      | Synonym(s)   |
|   |  | Teacher gives a known, closely<br>related synonym for the vocabulary<br>word.                        |
| <b>Collaborative Discussion</b>   | Turn and Talk Prompts  |  |
| Teacher monitors students Turn and<br>Talk discussion and supports as<br>needed.            | Teacher chooses prompts that<br>effectively illicit student discussion<br>about the vocabulary word. | Example Sentences  |
|   |  | Teacher selects/creates appropriate<br>example sentences to illustrate the<br>word's use in context. |









