**Vocabulary Minilesson**

**Name**: Laurel Helm

**Grade Level**: First Grade

**Content**: Communication Arts

**Lesson**: Word Maps

**Objectives**:

After teacher modeling and guided practice, students will be able to complete word maps individually or in small groups and demonstrate their word maps on mini white boards.

**GLE**: 1E1

Develop vocabulary by reading, listening to, and discussing unknown words in stories using

1. root words
2. word chunks
3. context clues

**Modifications**:

Basic Beginner: Students will demonstrate their understanding of a word map by showing the basic parts of one on a mini white board.

High Beginner: Students that understand can help the struggling students who don’t understand.

Low Intermediate: When a student comes across a word they don’t know they can raise their hand and ask for a definition.

High Intermediate: Students will use context clues on the page and from previous pages to try to understand what the word means.

**Materials/Media/Resources**:

Winters, K. ((2004). *My teacher for president.* New York, NY: First Scholastic Inc.

Smart board

Individual mini white boards

Dry erase markers

Erasers

**Anticipatory Set**:

Who remembers what book I read aloud yesterday? (pause for responses). Yes, I read, *My Teacher for President*. (Hold up book). Today we are going to be using this book to learn some vocabulary words.

**Instructional Input**:

Today we are going to be working with word maps. Word maps are a great way to learn new words. When I make word maps I remember words and what they mean much more than if someone just tells me the words and their meanings. Does anyone remember when we made word maps on the board? (Pause for responses).

**Modeling/Demonstrating**:

So, first we are going to practice with an easier word that all of you know. I took it right from the title. The word is ‘teacher.’ Teacher goes in the middle box because it is our special word. Above it I write what the word means. A teacher is someone who teaches others. So above the middle box I am going to write, someone who teaches others. (Write on board). So, now I am going to think about different teachers I know. Well my parents teach me things so they are teachers. My friends also teach me things so they can be teachers. I am going to write this under the middle box. So I write, parents, friends, and I am also going to write siblings. My brother teaches me stuff all the time! (Write on board). Now the next part is picking words to describe teachers. The words I come up with I am going to write to the right of the middle box. Teachers I know are nice, helpful, caring, funny, and smart. (Write on board).

**Someone who teaches others.**

**Caring**

TEACHER

**Smart**

**Funny**

**Nice**

**Helpful**

**Siblings**

**Parents**

**Friends**

**Guided Practice**:

Now, let’s work together to do another word from the book. How about another word right out of the title? Let’s use the word ‘president.’ So, what do I do first? (Pause for responses). That’s right; I am going to put the word president in the special middle box. (Write on board). What do I do next? Yes, I come up with a definition and write it above the middle box. So, what is a president? (Pause for class discussion). Now that we have come up with a definition for the word president, which is someone who runs our country, now I need to write down who are presidents? We know that presidents can be a man or a woman. We know that they have to be born in the USA. What is the next step in creating my word map? (Pause for responses). Correct, I need to write words that describe presidents. What are some things we can come up with? Brave, smart, busy, and nice are all great words to use to describe a president. Now I am going to fill these words in on the board.

**Someone who runs our country.**

**Brave**

President

**Smart**

**Busy**

**Nice**

**Man** **Woman** **Citizen**

**Checking for Understanding**:

When students are ready I will ask them to draw a sample word map on their mini white boards. On them they will need to show me that they know what are the parts are that make up the map. When they actually do them on their own I will walk around and assess each students work to make sure that they understand what to do. If some are having trouble I might pair them up with someone who has it down.

**Independent Practice**:

Okay class, it looks like you are ready to do some word maps on your own. Please take out the books you have been reading for independent reading. On the board I have written ten words that you can pick from to do your word maps. I would like for you to have 3 words that describe your word and 3 examples of your word on your maps. I am going to walk around and check your words and maps as you are working. You are going to do these on your white boards. When you are finished, if I haven’t checked your work, please raise your hand. Once I have checked your work you may go on to do another word. When you are done with that please share your word map with your neighbor. Does everyone know what they are supposed to be doing? Thumbs up if you understand and are ready to work on your own. (Walk around and check students work. Give help as needed).

**Closure**:

So today we created word maps for words that we wanted to learn more about. Yesterday we read the book, *My Teacher for President*, and it helped us to create some word maps together. You all did a great job working on your own. As you read later today and at home please pay attention and even write down words that you would like to make word maps for. We may work more with them later this week.

**Evaluation/Assessment**:

Students will be assessed by if they were able to successfully create word maps on their own. Each word map needs to have the word, a short definition, 3 nouns, and 3 adjectives. I will walk around with my grading folder and grade students work as I go. They can create more word maps as I am going around and they are waiting for me to grade theirs.

**Rubric**:

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| --- | --- | --- | --- | --- |
| Criteria | 3 Points | 2 Points | 1 Point | 0 Points |
| Middle box with special word | Proper word from book | n/a | n/a | No word in middle box |
| Short definition | Proper definition | n/a | n/a | No definition |
| Nouns on bottom | 3 nouns used | 2 nouns used | 1 noun used | 0 nouns used |
| Adjectives on side | 3 verbs used | 2 verbs used | 1 verb used | 0 verbs used |