



Reinforcing Vocabulary Across Lessons/Texts

SESSION 10

PLANNING & PRACTICE



Do Now

Reflect on the past week using your content cycle goal-setting document:

- What progress have you made in your goals?
- What impact are you noticing on student learning?
- What are some ways you want to continue to grow?

TEACHER GOALS

While implementing these look-fors, teachers will reflect on patterns between their planning and practice and student outcomes, with attention to outcomes for subgroups of students considering race, gender, language, learning needs, and socioeconomic status, in service of all students meeting the student goals.

Planning and Practice Look-Fors

- ❑ Questions and tasks focus on academic or domain-specific words that are most likely to be encountered again in the future or are most critical for comprehending the text
- ❑ Lessons broaden students' word knowledge through instructional strategies (e.g. text-dependent questions, drop-in definitions, glossary, etc.) that teach words that can be understood quickly during reading
- ❑ Weekly lessons deepen students' word knowledge by explicitly defining, modeling, and giving students active practice with 6-10 vocabulary words
- ❑ Over the course of the unit, students have opportunities to maintain and extend vocabulary through additional practice with words previously taught



Objectives

01. Apply learning to curricular planning and practice
02. Give and receive feedback from colleagues in order to revise plans and refine practices

Agenda

01. Opening
02. Plan
03. Practice
04. Revise
05. Closing



Our Norms

- **OWN** your learning
- **RESPECT** the learning space
- **CONNECT** with the learning tools and each other
- **PROTECT** learning time and minimize disruptions
- **HONOR** every voice and experience
- **PRACTICE** vulnerability and trust



Content Cycle Overview

Session	Type of Learning	Focus Area
1	Shared Learning	Introduction to Vocabulary and Why It Matters
2	Shared Learning	Implicit Vocabulary Instruction
3	Planning & Practice	Implicit Vocabulary Instruction
4	Shared Learning	Explicit Vocabulary Instruction
5	Planning & Practice	Explicit Vocabulary Instruction
6	Student Progress	Implicit and Explicit Vocabulary Instruction
7	Shared Learning	Text Sets
8	Planning & Practice	Text Sets
9	Shared Learning	Maintaining & Extending Vocabulary
10	Planning & Practice	Maintaining & Extending Vocabulary
11	Student Progress	Text Sets, Implicit and Explicit Vocabulary





Preparing for Planning and Practice

Gather the following:

- Content cycle goal-setting document
- Vocabulary reinforcement lessons you will teach this week or next

Plan to Reinforce Vocabulary

Individually or in co-teaching teams:

- How do students have opportunities to maintain and extend vocabulary through additional practice with words previously taught?
- What adaptations could you make? Consider using:
 - Interactive Word Wall
 - Science Talk
 - Word Play Questions
 - List/Group/Label

	Extended GCSE Music 9-1 Area of Study 1 Instrumental Music 1700-1820	Beethoven Piano Sonata No.1 in C minor Pathétique 1 st
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Practice

7 min: Partner 1 practices and records feedback

7 min: Partner 2 practices and records feedback

4 min: Individual reflection



	Glow <i>It was really effective when ...</i>	Grow <i>Next time try ...</i>
Partner 1		
Partner 2		

Revise & Tune

Using the feedback provided, continue analyzing and adapting your instructional sequence to support progress toward the intended student learning.





Closing

Debrief:

Partners: How did you apply your partner's feedback?

Whole Group: What is one commitment you can make to your students and/or yourself in regards to reinforcing vocabulary instruction?

I commit to...

Next session: Student progress! Bring student work samples for analysis.