

# I Know How To Learn ... *finding the path to engaged, successful learning*

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## **Building Vocabulary – Lesson Plan**

The sample materials were from word lists for HSPT vocabulary study and the student was a tenth grader with a history of dyslexia.

### Background Skills

Review as needed the separate file of resources. Students should have a familiarity (knowing what these things are but not full knowledge) of phonemes, grapheme/phoneme patterns, syllables, and syllable patterns.

Prepare vocabulary words, preferably those related to a subject area or for a purpose (adjectives describing people).

### Stage 1 Introduction

This is a first time through, let's get acquainted, with the words. Read through the words and their definition. Provide verbal feedback and/or use digital sources (online dictionaries, apps, etc.) to correctly hear the words.

SAMPLE:

concede	Verb: yield to pressure or circumstances
dissent	Noun: difference of sentiment or opinion
ubiquitous	Adjective: existing or being everywhere

### Stage 2 Phoneme Isolation

This is auditory and verbal only practice. Break down the word into phonemes. Try, if memory allows, to do this with eyes closed. Say the word; then say each phoneme in the correct sequence.

### Stage 3 Decoding Practice

The emphasis is on knowing, as indicated by accurate pronunciation, the varying vowel sounds in the English language. The includes the short and long vowels, the R-controlled, and the 'odd' sounds. I use the term odd to keep it in nontechnical language. A recommendation is to initially work with one and two syllable words to minimize the need to recognize the accent placement and presence of the schwa sounds. When a student can consistently work with these words, then progress to three or more syllables.

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- A. Say the word. How many vowel sounds. Mark each vowel sound in the appropriate manner.
- B. Working with the syllable patterns divide the word into the appropriate syllables. Mark the accent and note if there are any schwa sounds.
- C. Say each syllable. Say the whole word.
- D. Review the letters associated with vowel phoneme and each consonant phoneme.



EXAMPLE: This one has four syllables with several complications. The *qu* grapheme makes a *kw* sound. This *kw* sound is better understood as splitting. With phonetic spelling it is *u bik wu tous*. The *bik* is accented, the *wu* is a schwa.

### Stage 4 Encoding Practice

Work with paper and pencil, the muscle memory of writing helps with building long-term memory. Without looking at the word, say the word, say each syllable and then write the word as best as possible. Check the work; rewrite it correctly if necessary.

This time do this with closing the eyes, say the word, say each syllable, then say each letter visualizing them appearing in sequence. Now write the word.

### Stage 5 Semantics-Meaningful Use

Write a meaningful sentence using the word.

Write a paragraph using several of the words studied. For example, if the words are content based (science, social studies) the paragraph will likely take the form of a summary of the content. If the words are verbs or adjective/adverbs then a literature-based activity – character study, fiction, etc. – is the likely form.

SAMPLE:

This is an example from the student's writing for a book report.

*The book **Night** describes the experiences of a Jew in the concentration camps. In the concentration camps the Jews had to concede to the guards. Dissent was never allowed. The guards seemed ubiquitous so the prisoners could not try to escape*