**Post-reading Lesson Plan to**

**Review Book Vocabulary**

**Objectives:**

1. Improve college readiness by enhancing vocabulary
2. In a 15-minute homework assignment, review 20 well-selected words used in a novel.
3. Increase word awareness (to encourage life-long increases in vocabulary)
4. Familiarize students with the format of vocabulary questions on ACT® & SAT®-type tests.\*
5. Reinforce the novel’s story.

**National Standards:**

Helps to meet *Common Core Vocabulary Acquisition and Use* standards without detracting from the other ELA standards.[[1]](#footnote-1)

**Time Required:**

about 20 minutes

**Materials:**

Internet access with printer & 1 page of paper (library computer can be used)

**Procedures:**

1. Select book at verbalworkout.com.
2. Select *Vocabulary List* and look at the detail of words that are not known well.
3. Return to book menu and choose *Post Reading* which uses sentences from the book. Then select *Take Quiz* to answer the 20 questions.
4. Print, email, or show results to teacher.

**Why This Lesson Plan Works:**

Academic words in each book are ranked according to three main criteria:

1. How often they are used in the book.
2. Relative to the book's reading level, how commonly they are used generally.
3. How often they appear on review lists for ACT® & SAT®-type tests.\*

The first two criteria help to leverage natural repetition that assists vocabulary growth, while the third helps improve motivation.

After reading the book, students see a sample sentence for each targeted word. Students need to select the correct definition for the word, prior to moving to the next word. Help is available.

This assignment reinforces targeted words after students encounter the words in the authentic context of the book.

Prior to reading the book, a companion lesson plan previews the same words. That quiz is identical to the review quiz except that the most exemplary samples sentences can be chosen rather than just the best sample sentences in the book. The review quiz, however, offers the opportunity to reinforce the novel’s story by presenting the selected sentences in the order in which they appear in the novel.

Because the assignments take only about fifteen minutes and are checked by the computer, they enhance natural vocabulary growth that accompanies reading without detracting from other lessons and aspects of literature. The homework meets best practices for incidental vocabulary instruction:

* a brief preview of the word
* encountering the word in context
* a deeper review of the word
* repetition

This approach is supported by this research:

1. It is widely agreed that increased vocabulary facilitates reading comprehension and both academic and vocational success.

Representative Citations:

Graves, M. (2006). *The Vocabulary Book: Learning and instruction*, (pp. 2-3). New York, NY: Teachers College Press

National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769). Washington, D.C.: U.S. Government Printing Office.

Snow, Catherine E. (2002). Reading for understanding: toward a research and development program in reading comprehension. Santa Monica, CA: RAND Education

1. After the 4th grade, the vast preponderance of vocabulary is learned incidentally while reading. Indeed a common refrain in education literature is that the single most important thing you can do to improve students’ vocabularies is to get them to read more.

Representative Citations:

Anderson, R.C., & Nagy, W.E. (1992, Winter). The vocabulary conundrum. American Educator, 16(4), 14-18, 44-47.

Cunningham, A.E., & Stanovich, K.E. (1998, Spring/Summer). What reading does for the mind. American Educator, 22 (1/2), 8-15.

Stahl, S.A. (1998). Four questions about vocabulary. In C.R. Hynd (Ed.), Leaning from text across conceptual domains (pp. 73-94). Mahway, NJ: Erlbaum.

1. Word consciousness (an awareness of and interest in words) is crucial to such vocabulary acquisition.

Representative Citations:

Graves, Michael F. (2006). The vocabulary book: learning and instruction, (pp. 7-8). New York, NY: Teachers College Press.

Scott, J.A., & Nagy, W.E. (2004). Developing word consciousness. In J.F. Baumann & E.J. Kame’enui (Eds.), Vocabulary instruction: Research to practice (pp.201-217). New York, NY: Guiford Press.

1. Incidental vocabulary instruction should be brief. It is best to introduce or briefly review the word prior to encountering it in reading and then to review it in greater depth after encountering it in context.

Representative Citations:

Beck, I.L., McKeown, M., & Kucan, L. (2008). Creating robust vocabulary: frequently asked questions and extended examples. New York, NY: Guilford Press.

Graves, Michael F. (2006). The vocabulary book: learning and instruction, (pp. 20-23). New York, NY: Teachers College Press.

National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769). Washington, D.C.: U.S. Government Printing Office.

1. If students are permitted to turn in additional word quizzes for books read independently: Allowing students to select their own books to read enhances motivation, deepens thinking, and improves comprehension.

Representative Citations:

Snow, Catherine E. (2002). Reading for understanding: toward a research and development program in reading comprehension. (pp.41-42). Santa Monica, CA: RAND Education.

Guthrie, J.T., & Wigfield, A. (2000). Engagement and motivation in reading. In M.L. Kamil, P.B. Mosenthal, P.D. Pearson, &r. Barr (Eds.), Handbook of reading research: Volume III (pp.403-422). Mahwah, NJ: Erlbaum.

Miller, D. (2009). *The Book Whisperer*. San Francisco, CA: John Wiley & Sons. This is a popular book by a teacher on the philosophy of reading instruction. It is not a formal study.

While doing the assignment, students are afforded a rich environment that encourages active exploration of words:

Forms of the word are shown in a size that indicates their relative frequency of usage. Many excellent samples are available and non-vetted examples of usage can be shown from sources in eighteen different subject areas. One student may like finding sample usage in *Wikipedia* while another prefers *Sports Illustrated*.

For many words, non-linguistic representations are also available. For example, the word concerto, has a link that permits the student to listen to a piano and orchestra play off of each other. The word translucent, provides a link with pictures of translucent objects. Any searches use Google’s SafeSearch technology on “strict” to help assure words or images are appropriate.

Related words and synonyms can be viewed. When appropriate, encyclopedic articles are a click away. Finally, words can be flagged for short-term or long-term review.

**Adaptations:**

1. Teachers can print the quiz and have student’s take it on paper.
2. The *Extra Credit* quiz can be assigned for academically motivated students.
3. Students can take quizzes from books previously read to earn extra credit.
4. Students can be given extra points for using their words in writing assignments or finding examples of use.
5. Teachers can assign either the pre-reading or post-reading assignment instead of both.
6. Teachers can print word lists and let students write their own sample sentences.[[2]](#footnote-2)

1. <https://www.thecorestandards.org/ELA-Literacy/> (Link last checked on 5/31/24)

\* ACT® & SAT® are registered trademarks of ACT Inc., and College Board respectively. They are not affiliated with verbalworkout.com™©, and do not endorse this site. [↑](#footnote-ref-1)
2. For this kind of assignment, the sentence would have to be meaningful to the student. For example, of the following two sentences that use the word *deride*, only the second is credit worthy:

 She was *derided*.

 She *derided* him for liking the movie.

Note that any form of the word can be used in the sample sentence. For *deride*, acceptable forms would be *deride*, *derided*, *deriding*, *derides*, *derisive*, *derisively*, or *derision*.

Word forms and many sample sentences can be found for each word at verbalworkout.com. [↑](#footnote-ref-2)