**Attachment A: *Example Semantic Map***

A Visual Representation of the Structure of a Semantic Map for a Vocabulary Term:

**Attachment B: *Lesson Plan***

Subject: Language Arts

Grade: Student A – 1st grade; Student B – Pre-Kindergarten

Topic: Reading Instruction

Content: Teaching Definitional Vocabulary via Semantic Mapping

|  |  |
| --- | --- |
| **Goal(s):** | * *Ultimate Goal:* My students will be able to fluently read text while comprehending and thinking about what they read. * *Instrumental Goal:* My students will be able to increase their full definitional knowledge and understanding of unfamiliar vocabulary words that represent unknown concepts. |
| **Objective(s):** | * My students will be able to increase their vocabulary knowledge and will make connections between unfamiliar vocabulary terms and their current vocabulary knowledge through the completion of a semantic map about the unfamiliar vocabulary term. |
| **Pre-assessment:** | * Prior to beginning the instructional components of my lesson, I will present a semantic map and an unknown vocabulary term to my students and will ask them to complete the semantic map for that term. |
| **Anticipatory Set:** | * I will present and explain what a semantic map is, how it is filled out, and why it is a helpful tool to teach vocabulary. * I will activate my students’ background knowledge about a key vocabulary term by discussing the different components that will be used to help define a new vocabulary term via a semantic map. This may include any of the following domains:   + categories   + functions   + actions   + locations   + features   + attributes   + examples   + non-examples |
| **Direct Instruction:** | * I will model how to complete a semantic map about a familiar vocabulary term. While demonstrating how to complete the semantic map, I will model the use of self-talk strategies that help me complete my semantic map. * Following modeling how to complete a semantic map about a familiar vocabulary term, I will model how to complete a semantic map for an unfamiliar vocabulary term. |
| **Guided Practice:** | * Following modeling how to complete a semantic map, a guided practice opportunity will be presented where my students will complete a semantic map for an unfamiliar vocabulary term along with me. * Following the guided practice opportunity, a controlled practice opportunity will be presented where my students will complete a semantic map for an unfamiliar vocabulary term while I provide scaffolding to them as needed. |
| **Closure:** | * I will summarize my instructional lesson about semantic mapping. * I will answer any questions that my students have about the lesson. |
| **Independent Practice:** | * Following my closure, an independent practice opportunity will be presented where my students will complete a semantic map for an unfamiliar vocabulary term by themselves. |
| **Requirement Materials & Equipment:** | * Semantic Map |
| **Accommodations:** | * Pictorial responses will be accepted instead of written responses. * Vocal responses will be accepted instead of written or pictorial responses. * Fewer definitional components will be accepted in the response. |
| **Post-assessment & Follow-Up:** | * Following the independent practice opportunity, a post-assessment opportunity will be provided. During the post-assessment, my students will compare their semantic map with a third person (e.g., teacher, another adult, and / or peer) who also filled out a semantic map for the same vocabulary term. My students and the third person will compare and discuss any similarities, differences, and / or adjustments that need to be made to their semantic map. My students will receive one point for each concept, and sub-concept that is the same as the third persons. * Follow-up activities include the following:   + Have my students use their new vocabulary term in a sentence.   + Have my students demonstrate their understanding of the new vocabulary term by “acting out” their new vocabulary term.   + Have my students use the new vocabulary term with their peers, and/or parents and caregivers. |

**Attachment C: *Pre-Instruction***

Pre-Instruction Assessment & Record Sheet:

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Completes Semantic Map For Vocabulary Word**  ***KEY:***  ***One Point for the following:***   * ***Student identifies the main concept / idea*** * ***Student identifies appropriate / salient sub-concept(s)*** | **Instructional Opportunity** | **Student A** | **Student B** |
| **# 1** | 0 | 0 |
| **# 2** | 0 | 2 |
| **# 3** | 0 | 1 |
| **# 4** | 0 | 2 |
| **# 5** | 0 | 1 |
| **# 6** | 0 | 1 |

**Attachment D: *Post-Instruction***

Post-Instruction Assessment & Record Sheet:

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Completes Semantic Map For Vocabulary Word**  ***KEY:***  ***One Point for the following:***   * ***Student identifies the main concept / idea*** * ***Student identifies appropriate / salient sub-concept(s)*** | **Instructional Opportunity** | **Student A** | **Student B** |
| **# 1** | 1 | 3 |
| **# 2** | 3 | 4 |
| **# 3** | 2 | 3 |
| **# 4** | 2 | 5 |
| **# 5** | 2 | 4 |
| **# 6** | 1 | 2 |

**Attachment E: *A Few Work Samples***

1. Post-Instruction Assessment Work Sample from Student B: Instructional Opportunity #4:

* Student B received 5 points for independently identifying the following salient categories and sub-categories:
  + Saint Patrick’s Day, rainbow, gold, four leaf clover, and green.



1. Post-Instruction Assessment Work Sample from Student B: Instructional Opportunity #6:

* Student B received 2 points for identifying the following salient categories and sub-categories:
  + Grave and die.



1. Post-Instruction Assessment Work Sample from Student A: Instructional Opportunity #2:

* NOTE: Accommodation was made by having actual cupcake out during assessment
* Student A received 3 points for identifying the following salient categories and sub-categories:
  + Cupcake, frosting, and sprinkles.

