

Pre/post learning concept checks: For help in evaluating one’s understanding of terms

This lesson will help students practice:

- ▶ Assessing their knowledge of words prior to and following a lesson or reading about a CTE concept or field.
- ▶ Activating background knowledge of key vocabulary words prior to reading.
- ▶ Thinking about the key vocabulary words and self-assessing what they know.
- ▶ With extension writing activities or other applications, students will be able to use key vocabulary words in context.

Teaching suggestions for initial use:

1. Generate the key vocabulary through words found in headings, captions and graphics of the assigned reading.
2. Use only key vocabulary words that are found in the text.
3. Allow the students to share their knowledge of words informally with one another.

Teaching suggestions for repeated uses:

1. You may use synonyms for key vocabulary.
2. You may use vocabulary that are not explicit in the text reading.
3. Challenge students to demonstrate “expert” level knowledge of the key vocabulary words by writing an authentic piece of text related to CTE and/or applying the knowledge to solve a real problem or argue a relevant point related to the CTE field.

Student edition/example:

+ = Expert knowledge (I know a lot about this word)

☑ = Some knowledge (I have heard the term and might know a little about it)

- = No knowledge (I don’t know anything about the word or have not heard the word)

Before	List of Words	After
-	Biochar	☑
+	Climate change	+
☑	Gasifier	
☑	Incinerator	+
☑	Green technology	+
-	Cap and trade	-
+	Manure	+

