General Education ELA Lesson Plan: Vocabulary

Source: Text Talk Lessons – Utah State Office of Education


Standard: CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Learning Outcome: Students will talk about the text to consider the use of language, develop their vocabularies, and enhance their comprehension.


Activities:

- Focus and Review: Select and introduce tier two words for direct instruction such as: miserably, wilted, humorous. Discuss what students already know about these words and their related root words.
- Teacher Modeling/Direct Instruction: After reading the book, Chrysanthemum, the teacher provides direct instruction on the selected words. A sample of the teacher think aloud for the word “exploring” is provided below.

Sample Think Aloud for Target Word: miserably

1. “In the story the author says that Chrysanthemum felt miserably about her name. He says this after Victoria makes fun of her name.”
2. “If you feel miserably about something, you are very sad or disappointed.”
3. “Say the word with me: miserably.”
4. I might feel miserably if I had a cold and felt sick. Someone may also feel miserably if they feel left out or that they didn’t have any friends.”
- Guided Practice: Students engage in the practice of the word: Miserably. “Now you think of something that would make you feel miserably. Start your sentence with, “I would feel miserably when…” (If children provide an example of the very same way the word was used in the book, ask them to use the word in a different way than the author did.) Ask students to state the word they’ve been talking about. “What’s the word we’ve been talking about?” miserably”
- Independent Practice: Students engage in real reading practice and keep an eye out for the tier two words they are learning (miserably, wilted, humorous). They are also encouraged to use these words in their oral language and writing.

Activity: Create a universally designed version of the above lesson
<table>
<thead>
<tr>
<th>UDL Planning</th>
<th>My ideas</th>
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<tbody>
<tr>
<td>Representation - adaptations in materials (e.g., adapt for sensory impairments)</td>
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<tr>
<td>Expression - how will student show learning (e.g., use of assistive technology; alternative project)</td>
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<tr>
<td>Engagement - how will student participate in the activity</td>
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