

## General Education ELA Lesson Plan: Vocabulary

Source: Text Talk Lessons – Utah State Office of Education

<http://www.schools.utah.gov/curr/readingfirst/documents/combinedtexttalklessons.pdf>

**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.

**Materials:** Henkes, K. (1991). *Chrysanthemum*.

### 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.

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**Activity:** Create a universally designed version of the above lesson

UDL Planning	My ideas
Representation- adaptations in materials (e.g., adapt for sensory impairments)	
Expression- how will student show learning (e.g., use of assistive technology; alternative project)	
Engagement- how will student participate in the activity	