



 Prestwick House

# Free Lesson Plan

## VOCABULARY:

### Vocabulary in Context: A Closer Look at an Author's Word Choice

CCSS ELA Reading R.4; Language L.3, L.5 | TEKS 110.36-39.(c).(8).D, F  
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#### Objective:

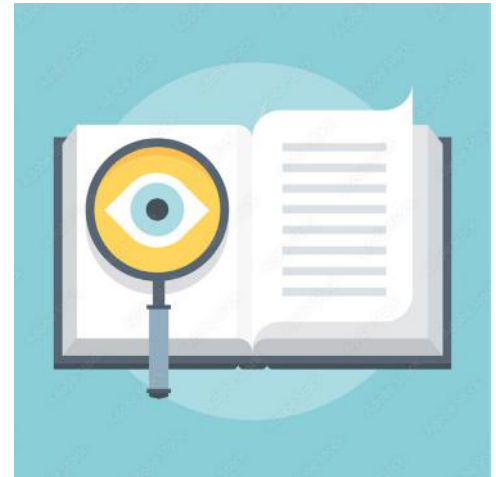
Understand how an author's word choice contributes to characterization, tone, mood, setting, themes, and ideas

#### Time:

60 minutes or 1 class period

#### Materials:

Text being studied  
Sticky notes  
Dictionaries (or access to online dictionaries)



#### Procedure:

**1. Set up:** Place students in groups of 2 or 3. Each student should have a copy of the text, a pencil or pen, and at least 4 sticky notes.

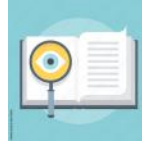
**2. Small group (15 minutes):** Assign each group a different section of the text, approximately 2 to 3 pages for each group. Here's an example:

- Group 1: pages 1-3
- Group 2: pages 4-6
- Group 3: pages 7-9
- Group 4: pages 10-12
- Group 5: pages 13-15, and so on.

Instruct students to look at the assigned pages and identify at least 4 words that are significant: adjectives, adverbs, action verbs, or words that are used repeatedly.

Have students write the words and their definitions on the sticky notes (one word/definition per note). Students should define the words using the context and a dictionary.

Each student should identify and define at least 4 words.



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**3. Whole class (15 minutes):**

Ask each group to review their words and choose 6 words they think are the most important to the text.

Each group should share the words and definitions with the class. If possible, place the words where all students can see.

Ask the class to comment on any impression or observation they have regarding the words.

**4. Small group/whole class discussion (pair-share) (20 minutes):**

For each of the following 4 prompts, have students discuss their ideas in their small groups for 1 to 2 minutes, and then share ideas in a whole-class discussion.

When students share answers, ask them to prove it—to back up their answers with textual support using the vocabulary words.

**Prompts:**

- A. **Connecting the words to the characters:** How do these words contribute to the characters? What do they say about the characters and their personalities? Emotions? State of mind?
- B. **Connecting the words to the setting:** How do these words contribute to the setting? What kind of place is it? What kind of feeling might be associated with it?
- C. **Connecting the words to the mood and tone:** What do these words say about the mood or tone of the story? What feelings arise from these words? Why does the author want to create these feelings?
- D. **Connecting the words to a theme or main idea:** What do these words have to do with any of the themes or ideas in the text? How do these words develop any messages or themes?

**5. Reflection/Exit ticket (10 minutes):**

This can be completed independently as a written assignment or done as a whole-class discussion.

**Prompt:**

How do words help an author create a piece of literature? Be sure to provide examples from the text to support your ideas.



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**Homework/Extension:**

Ask students to read the next section in the text, and have them identify and define at least 5 words that contribute to the character, plot, or theme development, and/or mood or tone.

**Alternative Ideas:**

- This activity can also be done using digital resources such as Jamboard.
- Use this activity as a pre-reading activity. Have students focus on the first chapter and then make predictions.

**Standards:**

Common Core Standards

CCSS.ELA-LITERACY.CCRA.R.4

CCSS.ELA-LITERACY.CCRA.L.3

CCSS.ELA-LITERACY.CCRA.L.5

Texas Essential Knowledge and Skills

110.36-39.(c).(8).D 110.36-39.(c).(8).F

**References:**

*Vocabulary in Context* Series.

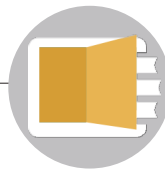
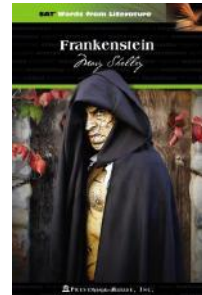
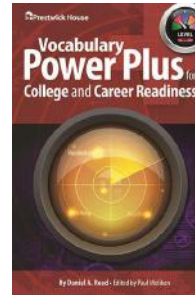
Smyrna, DE. Publisher: Prestwick House.

*Vocabulary Power Plus* Series.

Smyrna, DE. Publisher: Prestwick House.

*SAT Words from Literature* Series.

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