

Lesson: Vocabulary “The Masque of the Red Death” by Edgar Allan Poe

Objective: Students will be able to

- Use resources to identify the origins of the word
- Use etymology strategy to decode word
- Apply new strategy to unfamiliar words in the story.

Vocabulary List:

1. Consequently
2. Predominant
3. Comprehend
4. Coincide
5. Infer
6. August
7. Impeded
8. Cessation

Vocabulary Skill:

Etymology—the origin and development of a word

Lesson Description:

- Directions:** Look up each word in a dictionary. In your own words, explain the word’s history, including any changes in meaning.
- Teacher models two with student volunteers.
- Student partners do next three together
- Students finish individually as an exit ticket
- *Bonus points when students find the words outside of class and bring them to class.

Lesson Rationale

This lesson is to teach parts of words and to discuss with students where English get its words. I believe that etymology is a strategy that students can use to decode big words as they get older and get into high school and dual credit classes. “To progress in reading, students must have strategies for decoding big words” (Cunningham 1998).

I plan to use modeling and practice to help the students through the process, “Provide explicit explanations, including modeling, think-alouds, guided practice, and the gradual release of responsibility to the students” (Cunningham 1998). One rule for teaching words states, “Rely on examples more than abstract rules, principles, or definitions.” One of my personal goals syncs up with Cunningham as well. I plan to teach knowledge of where English gets its words. Cunningham also suggests teaching the diversity of English “Recognize the diversity of English word structure and teach what is most useful.” (Cunningham 1998).

Moats suggests that, “Concepts, however, should be developed in the context of student-teacher interaction and activities designed to encourage reflection about language form.” I also plan to use modeling and student interaction to teach these concepts.

I can think of many things that could go wrong or be difficult for students. One is their knowledge of the dictionary. I will have to teach this skill because most have not

been taught this. I will also have to model the pronunciation of these words. I can also anticipate general classroom management issues, but those will be handled with my management plan.

I like this strategy in particular, because it is a strategy that will help them later in their school career. The ACT and AP test both rely heavily on vocabulary. If I start now, in the tenth grade, students can carry this skill with them as they continue in high school and into college. This also transfers into Biology, and other science classes.