

“Text Talk” Vocabulary Lesson Plan: K-2

Lesson Designer: Lisa Worthy

Title of Book: A Bad Case of the Stripes

Author: David Shannon

Target Words:

1. Fretting
2. Huddled
3. Relieved

Step One: Read (and discuss) the story with your students.

Step Two: Introduce targeted words one at a time. Contextualize the meaning of the words in the story by saying the word and reminding students how it is used in the story:

1. “Today she was fretting even more than usual.”
2. “Then they huddled and whispered.”
3. “Camilla was relieved. She didn’t want to miss the first day of school.

Step Three: Ask students to repeat the word by inviting them to say it with you.

Step Four: Introduce your student friendly definition.

1. Fretting means to be always thinking about something that bothers you and keep changing your mind about what to do.
2. Huddled means to put heads together with a group and talk in secret.
3. Relieved is how you feel after you’ve been worried about something, and then the problem is solved.

Step Five: Share example of the word in contexts that are different from the context in the story.

1. Angela fretted about who she would sit with at lunch. Should she choose Jordan or Amy?
2. Carol and her friends wanted to talk about their plans for the surprise party. They huddled together in the corner of the playground.
3. Will felt relieved after his team scored a touchdown. Now his team was ahead and would win.

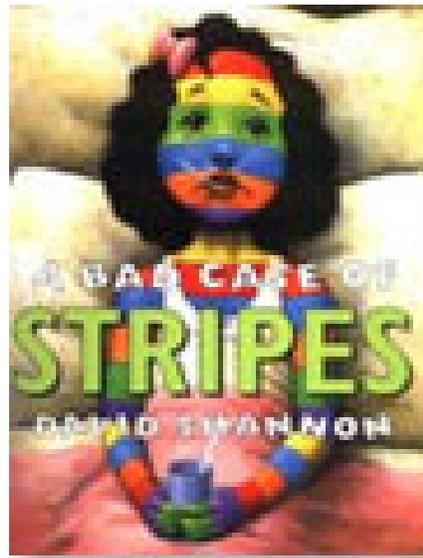
Step Six: Engage students in thinking about and using the meaning of the word:

1. Describe a time when you fretted about a decision.
2. Thumbs up/down – would you huddle if you are...
 - a) Talking to 100 people in the auditorium?
 - b) Talking to your teammates before the next play?
 - c) Telling your best friend a secret?
 - d) Reading a story to a class?
 - e) Singing in chorus?
 - f) Helping a friend with homework in the library?
3. Relieved: Applause, Applause – clap a lot, a little, or not at all
 - a) You lose your lunch money
 - b) You find your mom's lost keys
 - c) Your mom is late picking you up, but then arrives

Step Seven: Ask students to repeat the word again. What word have we been talking about?

Step Eight: Activities to engage students in meaningful use and application of the words:

1. Susan was worried about losing her friend's favorite toy. Her mother said, "Stop _____."
2. Susan and her mother _____ together to think about where the toy might be.
3. They found the toy under the bed. Susan felt _____.



fretted

huddle

relieved