

# The Words Lark Loves

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|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TIME               | 30 minutes full · 15 minutes short                                                                                                                                                                |
| PRIMARY SKILL      | Use a glossary together with context                                                                                                                                                              |
| OBJECTIVE          | Collect words or expressions the narrator loses or misunderstands, compare the book’s contextual use with the vocabulary material at the back, and explain what the glossary helps the reader do. |
| STUDENT EVIDENCE   | A word sheet in three parts: word/expression, what context suggests, and what the back matter clarifies.                                                                                          |
| ESSENTIAL QUESTION | What can a glossary add after you have already met a word in the story?                                                                                                                           |

## Before teaching

Read or play the complete book before the timed lesson. Keep the book available so claims and evidence can be checked against the text. Book-specific targets: Use words Lark loses, expressions she misunderstands, and the vocabulary material at the back of the book.

|            |                                          |
|------------|------------------------------------------|
| Materials: | the book, Student Evidence page, pencil. |
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## Lesson sequence

|       |                                                                                                         |
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| TIME  | TEACHING MOVE                                                                                           |
| 4 min | Collect the target words Find words the narrator notices, loses, or misunderstands.                     |
| 6 min | Infer from the story first Write what the surrounding scene makes each word seem to mean.               |
| 7 min | Consult the back matter Compare the glossary or vocabulary note with the first inference.               |
| 8 min | Revise precisely Keep, sharpen, or correct the first meaning and say why.                               |
| 5 min | Name the glossary’s job Explain what the back matter gives the reader that story context alone may not. |

# The Words Lark Loves

## Access routes

|      |                                                                                                         |
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| SOLO | Use the book independently to complete the evidence page. Require book-based support for the reasoning. |
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| <b>SUPPORTED</b> | Pause at the key evidence moments. Rephrase the task orally, then have students point to or record evidence before explaining.                                                                                                            |
| <b>LISTENING</b> | Use narration and illustrations. Ask the same book-specific questions orally and accept pointing, choosing between evidence already visible in the book, drawing, or an oral explanation. Do not require teacher-invented answer choices. |
| <b>EXTEND</b>    | Apply the same reasoning move to a second moment in the book or ask students to explain why a tempting alternative is weaker.                                                                                                             |

## Teacher guidance

The order matters: context first, glossary second. If students look up every word immediately, the lesson becomes glossary navigation rather than contextual vocabulary.

## Book-specific answer anchors

- shoo-in - someone expected to win easily. Lark hears it as 'shoe-in' and looks at Sophie's rainbow trainers, which creates the joke.
- down in the mouth - very sad. Connor first treats it as if it might be a baking expression.
- covert - secret; assuage - lessen or make someone feel better. These are examples of words Lark cannot immediately retrieve.
- Other book-explained expressions include 'cooling your heels' (waiting/patience, not literally hot heels), 'incident' (an event), and 'icing on the cake' at the end. The back matter confirms or clarifies meanings the story has already made noticeable.

## Assessment

- A contextual inference is recorded before consulting back matter.
- The glossary is used to confirm, refine, or correct the inference.
- The student can explain the distinct job of the glossary.

## Short route · 15 minutes

3 min - name/model the skill. 8 min - gather the minimum evidence required on the student page. 4 min - explain the answer and verify it against the book.

## Watch for

Copying the glossary definition without comparing it to the word's actual use in the story.

## Source note

Extracted and audited as a standalone from the ELA unit The Words They Use. No regional standards are attached to this standalone skill lesson.

## STUDENT EVIDENCE · GRADES 2-3

Lark and the Dessert Disaster

## The Words Lark Loves

Name \_\_\_\_\_ Date \_\_\_\_\_ A word sheet in three parts: word/expression, what context suggests, and what the back matter clarifies.

## **WORD / EXPRESSION**

## **WHAT CONTEXT SUGGESTS**

## **WHAT THE GLOSSARY SAYS**

## **MY REVISED MEANING**

## **WHAT THE GLOSSARY ADDS**

## **EXIT CHECK**

What can a glossary add after you have already met a word in the story?

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## **TEACHER KEY · GRADES 2-3**

Lark and the Dessert Disaster

# **The Words Lark Loves**

## **Book-specific answer anchors**

- shoo-in - someone expected to win easily. Lark hears it as 'shoe-in' and looks at Sophie's rainbow trainers, which creates the joke.
- down in the mouth - very sad. Connor first treats it as if it might be a baking expression.
- covert - secret; assuage - lessen or make someone feel better. These are examples of words Lark cannot immediately retrieve.
- Other book-explained expressions include 'cooling your heels' (waiting/patience, not literally hot heels), 'incident' (an event), and 'icing on the cake' at the end. The back matter confirms or clarifies meanings the story has already made noticeable.

## **Expected student evidence**

- A contextual inference is recorded before consulting back matter.
- The glossary is used to confirm, refine, or correct the inference.
- The student can explain the distinct job of the glossary.

## **Watch for**

Copying the glossary definition without comparing it to the word's actual use in the story.

## **Independent success**

The student completes the required evidence product, uses the named book-specific evidence above, and can explain the reasoning move without relying only on recall or a teacher-supplied answer.

## **Unit source**

The Words They Use · Lark and the Dessert Disaster by Natasha Deen