

Unit 4: Communicating with Sound and Light

WEEK 2 Day 4

**Vocabulary & Language**  
Shades of Meaning

<b>Weekly Question</b>	How do sounds change?
<b>Language Objective</b>	I can identify and use adjectives. (L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)  I can distinguish shades of meaning among adjectives by placing them on a continuum and discussing their meanings. (L.5.1.d)
<b>Vocabulary</b>	<b>adjective:</b> a word that describes a person, place, thing, or idea <b>similar:</b> almost the same <b>meaning:</b> definition <b>volume:</b> how loud or soft a sound is <b>soft:</b> quiet adjectives generated during the Day 3 lesson
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>adjectives on sticky notes, from Day 3</li></ul> On the whiteboard, arrange the sticky notes (or write the words) along the continuum as established on Day 3.
<b>Opening</b>	<i>Yesterday we talked about adjectives with similar meanings and organized them. Today we're going to build on that work and use our imaginations as well.</i>
<b>Discussion</b>	Review the continuum of adjectives describing soft and loud. Briefly summarize the discussions from the lesson to make sure that children remember the nuances in meaning among each of the words.  <i>I'm going to tell you a story. Listen carefully. You will choose one of these volume words that describes my story.</i>

	<p>Describe a situation that requires children to carefully select an appropriate adjective from the soft-loud continuum. For example, for the word “deafening:”</p> <p><i>The other day, I went outside to get some fresh air. The birds were chirping and the breeze was blowing leaves around. All of a sudden, a fire truck went right by me with its siren on! Right away, I had to cover my ears.</i></p> <p><i>Which adjective would be a good match for the volume of the fire truck siren?</i></p> <p>Think, Pair, Share.</p> <p><i>What word will you choose to describe this story? Why did you choose that word?</i></p> <p>Repeat this exercise with a few more scenarios, bringing different adjectives along the continuum to life.</p>
<b>Closing</b>	<p><i>Today we played with the differences between similar adjectives. You thought carefully to choose an adjective that precisely described each story.</i></p>
<b>Standards</b>	<p><b>L.1.1.e</b> Use frequently occurring adjectives.</p> <p><b>L.1.1.f</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p><b>L.1.1.g</b> Use determiners (e.g., articles, demonstratives).</p> <p><b>L.1.1.h</b> Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p><b>L.5.1.d</b> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
<b>Ongoing assessment</b>	<p>During the discussion, listen for evidence that children are understanding the shades of meaning among adjectives that describe volume.</p> <p>Can children articulate their reasoning for matching a given adjective to the volume of a sound?</p>

<b>Notes</b>
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