

WEEK 6 Day 4

**Vocabulary & Language**  
Shades of Meaning

<b>Weekly Question</b>	How can we create positive change in our communities?
<b>Language Objectives</b>	I can identify and use adjectives. (L.1.1.e)  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>temperature:</b> a description of how hot or cold something is <b>meaning:</b> definition <b>similar:</b> almost the same <b>adjective:</b> a word that describes a person, place, thing or idea adjectives from Day 3’s lesson
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>adjectives on sticky notes, from Day 3’s lesson</li> </ul> On the whiteboard, arrange the sticky notes or write the words in the order 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 hot and cold. 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 temperature words that describes my story.</i>  Describe a situation that requires children to carefully select an appropriate adjective from the hot-cold continuum. For example, for the word “frigid:”

	<p><i>Last winter, I woke up one morning and, even though the heat was on in my house, my toes were still cold. Frost made a design on my window. When I stepped outside, I heard and felt the CRUNCH of ice under my feet; the air turned my nose red in one minute! It wasn't safe to be outside without gloves and a hat and a heavy jacket.</i></p> <p><i>Which adjective would be a good match for the temperature on this morning?</i></p> <p><i>Think, Pair, Share. What word will you choose to describe this story? Why do 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 did some really great thinking about 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.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 temperature.</p> <p>Can children articulate their reasoning for matching a given adjective to the eather of a particular day?</p>

<b>Notes</b>
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