

WEEK 6 Day 4

Vocabulary & Language
Shades of Meaning

Weekly Question	What dangers do animals encounter?
Language Objective	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)
Vocabulary	dangerous: having a possibility for harm safe: not in danger meaning: definition similar: almost the same adjective: a word or phrase used to describe a person, place, thing, or idea
Materials and Preparation	<ul style="list-style-type: none"> ● sticky notes ● pen ● whiteboard and marker
Opening	<i>In our Vocabulary and Language lessons, we have been talking about adjectives. Today we will identify, use, and distinguish the shades of meaning among adjectives that describe things that are dangerous.</i>
Discussion	<p><i>We have been learning about dangers to animals. In fact, there are many adjectives that describe different dangers. Each adjective is slightly different in intensity—it has a slightly different meaning.</i></p> <p><i>What does it mean when something is dangerous?</i></p> <p><i>Similar means almost the same. Now, let’s think of different words that have a meaning similar to dangerous.</i></p> <p>As children think of them, write each word on a separate sticky note. [e.g. scary, risky, deadly].</p>

	<p><i>What does safe mean? Now let's think of words that have a similar meaning to safe.</i></p> <p>As children think of them, write each word on a separate sticky note. [e.g. not hurt, okay, protected.]</p> <p><i>Now, help me arrange these words on the whiteboard in a way that makes a continuum from one opposite to the other. [Draw a horizontal line on the board with arrows at each end to represent a continuum.] We'll put the word that means the most dangerous on one end of the continuum and the word that means safest on the other.</i></p> <p>Sort the words with children's input, asking them to offer their rationale for where they place each word. Encourage a conversation about the subtle differences among words.</p>
Closing	<p><i>Today we identified and used some adjectives. We talked about how adjectives can be slightly different in intensity even if they have similar meanings.</i></p>
Standard	<p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.5.1.d 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>
Ongoing assessment	<p>During the discussion, listen for evidence that children are understanding the shades of meaning among adjectives that describe danger.</p> <p>Can children offer appropriate adjectives?</p> <p>Can children articulate their reasoning for sorting adjectives in a specific way?</p>

Notes
