

Unit 4: The Power of Pollinators

WEEK 4 Day 4

Vocabulary & Language
Shades of Meaning: Verbs

Weekly Question	How does pollination happen?
Language Objective	I can distinguish shades of meaning among verbs by placing them on a continuum and discussing their meanings. (L.5.2.b)
Vocabulary	verb: a word that expresses a physical action, mental action, or state of being meaning: definition similar: almost the same
Materials and Preparation	<ul style="list-style-type: none">class copy of Shades of Meaning: Verbs slides, from Day 3 Add the words generated during the Day 3 lesson to slides 7 and 8.
Opening	<i>Today we will look at the sets of verbs we created yesterday and discuss their shades of meaning.</i>
Discussion slide 7	Use the following steps to discuss each of the three (or more) words on the slide. <ol style="list-style-type: none">1. Read the word.2. Ask a child to dramatize the word.3. Ask another child to use the word in a sentence. <p><i>These verbs have similar meanings, but there is some difference among them. Let's put them in order from least intense to most intense.</i></p> Move the word boxes on the slide to arrange the verbs by intensity. Facilitate further discussion of the nuances in word meanings. Move words on the slide as necessary to demonstrate these nuances.
slide 8	Use the following steps to discuss each of the three (or more) words on the slide. <ol style="list-style-type: none">1. Read the word.

	<p>2. Ask a child to dramatize the word. 3. Ask another child to use the word in a sentence.</p> <p><i>These verbs have similar meanings, but there is some difference among them. Let's put them in order from least intense to most intense.</i></p> <p>Facilitate further discussion of the nuances in word meanings.</p>
Closing	<p><i>Today we discussed the shades of meaning among similar verbs. Thinking about how similar words have slightly different meanings can help us use more precise language when we are speaking and writing.</i></p>
Standards	<p>L.5.2.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>
Ongoing assessment	<p>Reflect on the lesson. Do children use these verbs in sentences? How do they order the verbs? What do children notice about the nuances in word meanings?</p>

Notes