

WEEK 6 Day 3

Vocabulary & Language
Shades of Meaning

Weekly Question	How can we create positive change in our communities?
Language Objective	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)
Vocabulary	temperature: a description of how hot or cold something is meaning: definition similar: almost the same adjective: a word that describes 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 cold and hot.</i>
Discussion	<i>In Science, we have been learning a lot about weather conditions, including temperature. Sometimes it is very hot outside and sometimes it is very cold! The adjectives <u>hot</u> and <u>cold</u> are opposites: they both describe temperatures. But they describe very different temperatures. In fact, there are lots of adjectives that describe different temperatures. Each adjective is slightly different in intensity—it has a slightly different meaning.</i> <i>Similar means almost the same. Let’s think of different words that have a meaning similar to hot.</i>

	<p>As children think of them, write each word on a separate sticky note. [e.g. warm, boiling, scorching].</p> <p><i>Now let's think of words that have a similar meaning to cold.</i></p> <p>As children think of them, write each word on a separate sticky note. [e.g. cool, freezing, frigid.]</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 coldest on one end of the continuum and the word that means the hottest 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> <p>Note: Save these words on sticky notes for the following day's lesson.</p>
Standard	<p>L.1.1.e Use frequently occurring adjectives.</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 temperature.</p> <p>Can children offer appropriate adjectives?</p> <p>Can children articulate their reasoning for sorting adjectives in a specific way?</p>

Notes
