

Unit 2: The Forces of Wind and Water

WEEK 7 Day 3

Vocabulary & Language

Shades of Meaning: Verbs

Weekly Question	How can people prevent or slow erosion?
Language Objective	I can generate closely related verbs. (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	Shades of Meaning: Verbs slides Make a digital copy of the slides for the class to edit. Note: This lesson uses slides 1-6.
Opening	<i>This week we will distinguish the shades of meaning among closely related verbs.</i> <i>Today we will look at some of our Weekly Words and come up with other closely related verbs. Tomorrow we will take these sets of verbs and talk about their shades of meaning.</i>
Discussion slide 2	<i>“Recommend” is one of our Weekly Words.</i> Review the definition.
slide 3	<i>“Propose” is another Weekly Word.</i> Review the definition.
slide 4	<i>“Recommend” and “propose” have similar meanings. Let’s think of other verbs that have a similar meaning to these words.</i> On the slide, record at least one verb generated by children that have a similar meaning to “recommend” and “propose,” such as “suggest” and “urge.”

slide 5	<i>"Impact" was a Weekly Word a few weeks ago.</i> Review the definition.
slide 6	<i>Let's think of other verbs that have a similar meaning to "impact."</i> On the slide, record at least two verbs generated by children that have a similar meaning to "impact," such as "affect" and "change."
Closing	<i>Today we generated synonyms for the verbs "recommend," "propose," and "impact." Tomorrow we will talk about the shades of meaning among these verbs.</i>
Standards	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).
Ongoing assessment	Reflect on the lesson. Do children generate closely related verbs for each word?

Notes