

Unit 1: How We Learn in Our School Communities

WEEK 3 Day 3

Vocabulary & Language

Shades of Meaning: Adjectives

Weekly Question	How do we make sure that each member of our community can do their best learning?
Language Objectives	I can identify and use adjectives. (L.1.2.b) I can distinguish shades of meaning among adjectives by placing them on a continuum and discussing their meanings. (L.5.2.b)
Vocabulary	adjective: a word or phrase used to describe a person, place, thing, or idea meaning: definition material: what a thing is made of, such as wood, paper, metal, plastic, cloth, or cardboard property: the attribute or characteristic of an object similar: almost the same
Materials and Preparation	<ul style="list-style-type: none">• sticky notes, about 10 Write the words “rough” and “smooth” on two of the sticky notes.• pen• whiteboard and marker
Opening	<i>In our Science lessons we have been discussing the properties of materials. Texture is one of these properties. Today we will identify, use, and distinguish shades of meaning among adjectives that describe texture.</i>
Discussion	<i>The adjectives <u>rough</u> and <u>smooth</u> both describe textures. But they are opposites: they describe very different textures. In fact, there are lots of adjectives that describe different textures. Each adjective has a slightly different meaning.</i> <i>Similar means almost the same. Let’s think of words that have a meaning similar to “rough.”</i>

	<p>As children think of words, write each one on a separate sticky note (e.g., bumpy, coarse).</p> <p><i>Now let's think of words that have a similar meaning to "smooth."</i></p> <p>As children think of words, write each one on a separate sticky note (e.g., flat, even).</p> <p><i>Now, help me arrange these words on the board in a way that makes a continuum from one opposite to the other.</i></p> <p>Draw a horizontal line on the board with arrows at each end to represent a continuum.</p> <p><i>We'll put the word that means the roughest on one end of the continuum and the word that means the smoothest 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 you generated and sorted adjectives that describe texture. Tomorrow we will use these adjectives to describe objects.</i></p> <p>Note: Preserve the whole continuum or save just the sticky notes to use in the following day's lesson.</p>
Standards	<p>L.1.2.b: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <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>During the discussion, listen for evidence that children are understanding the shades of meaning among adjectives that describe texture.</p> <p>Can children offer appropriate adjectives?</p> <p>Can children articulate their reasoning for sorting adjectives in a specific way?</p>

Notes
