

## Unit 1: How We Learn in Our School Communities

### WEEK 3 Day 4

#### Vocabulary & Language

##### Shades of Meaning: Adjectives

<b>Weekly Question</b>	How do we make sure that each member of our community can do their best learning?
<b>Language Objectives</b>	I can use adjectives to describe the properties of materials. (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)
<b>Vocabulary</b>	<b>adjective:</b> a word or phrase used to describe a person, place, thing, or idea <b>meaning:</b> definition <b>material:</b> what a thing is made of, such as wood, paper, metal, plastic, cloth, or cardboard <b>property:</b> the attribute or characteristic of an object <b>similar:</b> almost the same Adjectives generated during the Day 3 lesson
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>adjectives on sticky notes, from Day 3</li></ul> On the whiteboard, arrange the sticky notes along the continuum as established on Day 3. <ul style="list-style-type: none"><li>a collection of classroom objects with different textures, enough for each child to hold and describe one</li></ul>
<b>Opening</b>	<i>Yesterday we sorted adjectives that describe texture. Today we are going to use those adjectives to describe objects.</i>
<b>Discussion</b>	Review the continuum of adjectives describing rough and smooth. Briefly summarize the discussions from the lesson to make sure that children remember the nuances in meaning among the words.  With children sitting on the perimeter of the rug, distribute classroom objects. <i>Observe your object closely.</i>

	<p>Think, Pair, Share.</p> <p><i>Which adjective best describes the texture of your object?</i></p> <p><i>Why is that the most accurate adjective?</i></p> <p>Invite some children to share with the whole group their objects, the adjectives they chose to describe them, and their rationale for why those adjectives are the most accurate.</p>
<b>Closing</b>	<p><i>Today you carefully chose among similar adjectives to precisely describe an object.</i></p>
<b>Standards</b>  <b>(Boston Science Standard)</b>	<p><b>L.1.2.b:</b> Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p><b>L.5.2.b:</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> <p><b>2-PS1-1.</b> Describe and classify different kinds of materials by observable properties of color, flexibility, hardness, texture, and absorbency.</p>
<b>Ongoing assessment</b>	<p>During the discussion, listen for evidence that children are understanding the shades of meaning among adjectives that describe texture.</p> <p>Can children articulate their reasoning for matching a given adjective to the texture of a particular object?</p>

<b>Notes</b>
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