

Unit 4: Communicating with Sound and Light

WEEK 2 Day 3

Vocabulary & Language
Shades of Meaning

Weekly Question	How do sounds change?
Language Objective	I can identify and use adjectives. (L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h) I can distinguish shades of meaning among adjectives by placing them on a continuum and discussing their meanings. (L.5.1.d)
Vocabulary	volume: how loud or soft a sound is property: how an object looks, feels, sounds, or tastes soft: quiet adjective: a word that describes a person, place, thing, or idea meaning: definition similar: almost the same
Materials and Preparation	<ul style="list-style-type: none">● sticky notes● pen● whiteboard and marker
Opening	<i>We have been using adjectives to describe sounds. Today we will identify, use, and distinguish shades of meaning among adjectives that describe the sounds' volume.</i>
Discussion	<i>This week we have been talking about how sounds change. One property of sounds that can change is the volume—how loud or soft the sound is. The adjectives <u>loud</u> and <u>soft</u> are opposites: they both describe volumes of sound. But they describe very different volumes. In fact, there are lots of adjectives that describe different volumes. Each adjective has a slightly different meaning.</i> <i>Similar means almost the same. Let's think of different words that have a meaning similar to "loud."</i>

	<p>As children think of words, write each one on a separate sticky note (e.g., noisy, deafening).</p> <p><i>Now let's think of words that have a similar meaning to "soft."</i></p> <p>As children think of words, write each one on a separate sticky note (e.g., quiet, hushed).</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.</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 softest on one end of the continuum and the word that means the loudest on the other.</i></p> <p>With children's input, sort and place the words, asking for children's rationale for placing 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: Preserve the whole continuum or save just the sticky notes to use in the following day's lesson.</p>
Standard	<p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</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 volume.</p> <p>Do children offer appropriate adjectives?</p> <p>Do children articulate their reasoning for sorting adjectives in a specific way?</p>

Notes