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| **L.2.5.b Distinguish shades of meaning among closely related verbs and closely related adjectives.** | | **High Yield Strategies** |
| **G**  **Goal**  words.png | I can determine the meaning of words that are closely related. | 6. Setting the Objective  Choose an item.  Choose an item. |
| **A**  **Access Prior Knowledge**  shades of blue.png | APK: What do you see on the slide? Squares, colors; What colors do you see?  Are all the colors in the blue square, “blue”? Same with “green”?  All of these colors are blue, but they are different shades of the color; some lighter, darker, brighter, softer  This square is still blue, but you have different names for some of these colors (cobalt, midnight blue, baby blue, light blue, ) | 5. Nonlinguistic Representation  Choose an item.  Choose an item. |
| **N**  **New Information**  C:\Users\l1jones\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\LW2GEACC\Snow-18-01-13 (20).JPG | To start out, I want for us to look at this picture. Tell me some words to describe this picture.   * Make a list of the words, especially the ones that show degree of meaning * What sentences could you make using these words?   **Explain to students how the words they used to describe the picture, (freezing, cold, icy) can have different degrees of meaning.**  **Shades of meaning are the small differences among words that are related to a specific topic or idea. You can use the sentences in a story to understand how these words vary in meaning.**  Explain staircase; read the sentences as a whole story.  We are going to use the words Hot and Cold for our staircase. These words are related to the topic **of temperature.** Show students the words on the staircase.   * Go through and read each sentence; use clues from the sentence to determine the meaning of the words. Ex: mild; clue word of spring,; not too hot, not too cold. Mild would go in the middle of the staircase.   **I identified the “shades of meaning” of words related to temperature based on the clues found in the story.**  **Go through the other slides as examples**  **Why do you think it is important to know different ways to describe something?**  It helps us as a **writer** to help our reader understand our message. | 5. Nonlinguistic Representation  8. Cues/Questions/Adv. Organizers  2. Summarizing and Note Taking |
| **A**  **Apply Knowledge**  C:\Users\l1jones\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\LW2GEACC\photo 1.JPG | Now it’s your turn.   1. You will work in groups to complete a staircase using the word cards. 2. Once your cards are on your staircase, your group needs to come up with a few sentences using your words. 3. We will share them orally, but have one person write it on a sticky note. (students can add sticky notes with other sentences at a later time)   Let each group share their sentences.  Remind students: Why is it important to know shades of meaning?  It helps us as a writer to help our reader understand our message. | 9. Cooperative Learning  2. Summarizing and Note Taking  4. Homework/Practice |
| **G**  **Generalize** | Review the learning goal with the students; how is your understanding? | 6. Setting the Objective  Choose an item.  Choose an item. |

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