

## Lesson Plan #6

**Topic:** Shades of Meaning (synonyms)

**Lesson Type:** Cooperative/Direct Instruction

**Standards:** CCSS.ELA-LITERACY.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

CCSS LITERACY.SL.2.1 Ask for clarification and further explanation as needed about the topics and texts under discussion.

**Objective:** Students will be able to correctly identify and group together varying shades of synonyms such as tiny, little, and small with at least 80% accuracy.

**Assessment Plan:** 1) Students will be able to correctly identify and group together varying shades of synonyms with at least 80% accuracy. 2) This formative assessment will occur throughout the lesson 3) as students correctly write down shades of the word they are given on a worksheet. 4) The instructor will look at written responses to evaluate individual understanding of shades of words 5) in order to guide further instruction.

**DOK:** Level 1. Which word means that something is the smallest? Which word is a synonym for small?

Level 2. Why are there multiple words that mean something is small? How could you use a word other than small to help the reader better understand what you want them picture?

**Materials Needed:** Shades of meaning worksheets for each student, shades of meaning worksheets with blue synonym cards for each student, pencils for each student, 6 paint strips (1 for the teacher and one for each table), synonym video from YouTube ("Synonym Song w/ Lyrics" by Gary Eisenberg <https://www.youtube.com/watch?v=F99YtYy0Ot4> )

**Total Participation Techniques:** Think-Pair-Share: During the anticipatory set and input and modeling portions of the section ask students questions. Give them 10-15 seconds to think about their answer and then give them 15-30 seconds to share their answers with a buddy. During the guided practice of the lesson, students will be asked questions and told to share their answers with a buddy.

**Differentiation:** Struggling: Students who are struggling to understand which words are stronger shades of the words will only be required to write down the shades instead of putting the strongest word in the 2<sup>nd</sup> spot for the last worksheet. Additionally, the teacher will give them prompts to help them understand which words are shades of the one given and which ones are stronger than the others.

Advanced: They will likely understand the concept easily. During guided practice, have the students choose one word from the worksheet and write a sentence using that word on the

back of their worksheet. Additionally, they will be asked if they can think of their own word and different shades of it.

**Anticipatory Set: Teacher:** Alright class! We're going to watch a short video. Eyes up front, hands to myself, and mouths closed. (Play synonym song).

**Recall Prior Knowledge: Teacher:** Alright, it's time to play a game. But first, I want you to tell the person next to you what a synonym is. Make sure you each get a turn to explain what a synonym is (give the students about 30 seconds to tell their partner what a synonym is).

Class, class? (S: Yes, Yes?). I'm going to give each of you a game sheet and some cards. I want you to put the words on the cards where they belong on the game sheet. DO NOT write on the cards. Keep them on your desks. If you misuse the cards, I get them and I'll read you the words instead. I'll give you 3 minutes to get through as many cards as you can.

(Set a timer for three minutes. When the timer goes off ask the students to put their cards in the bags. Call on one student from each table to bring up all the bags of cards as you collect the worksheets).

**Input and Modeling: Teacher:** Alright boys and girls, shades of meaning help us describe what we are thinking or feeling. They help us see which word has a stronger meaning of the same or similar words. They're like different shades of the same color (hold up a paint strip, pass one to each table). All of these colors are still blue, but this one is a little bit darker or stronger than the rest of them. Let's look at the word mad. We've probably all been mad before, right? I want you to remember how you felt when you were mad as we think of some other shades of the word mad. Which word is stronger or darker, mad or angry?

**Students:** Angry.

**Teacher:** Right! Angry is a stronger word than mad. Now, is furious stronger than angry or is it in between mad and angry?

**Students:** It's stronger than angry.

**Teacher:** Correct! It looks like you're understanding this! Now I'm going to let you practice deciding which words are shades of each other.

**Guided Practice: Teacher:** Alright, here's an activity sheet for each of you. Make sure you write your name at the top. You're going to do these by yourself, but first let's do one together. You're going to look at the words next to the number one. Let's start with large. Look at the words in the top box. Find two of those words that are shades of the word large and write them down next to the 1 and 2. I want you to put the strongest word in the 2<sup>nd</sup> spot on your papers. I want you to tell your partner which 2 words are shades of the word large. Which words are shades of large?

**Students:** Huge and enormous.

**Teacher:** Correct! Which one is a stronger than the other?

**Students:** Enormous.

**Teacher:** That's right! Write enormous in the 2<sup>nd</sup> spot. Now finish the rest of the words by yourself. Don't forget to put the strongest word in the 2<sup>nd</sup> spot.

**Closure:** Students, raise your hands if you can tell me why we need to know different shades of meaning (call on 1-2 students to give their explanations. If one of them mentions that they help us understand and see what the author or a friend is trying to explain, expound on that to wrap up. If they don't, remind them of that).

**Transition:** Each child will give the teacher their worksheet before moving on to the next activity.

**Reflection:**