

Vocabulary Instructional Routine: Shades of Meaning

Preparation/Materials: Temperature Stories #1 and #2, Speaking volume story, Word Cards, Temperature Staircase, Speaking Volume Staircase, pencils.

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- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Teacher or student slides finger under underlined letter(s) or word(s)
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Letters and words in print are in “quotation marks”

TEACHER EXPLAINS TASK

We are going to find the shades of meaning in words.

TEACHER MODELS TASK

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.

Distribute Temperature Story #1 to students. Display word cards (mild, cool, warm). Point to each card as you read.

These words are related to temperature: “mild”, “cool”, “warm”. Now, follow along as I read the story and listen for these words.

“In the spring when the weather is mild, my friends and I go for a long bike ride. A cool breeze blows and makes us shiver. The shining sun makes us warm again.”

Display and point to Shades of Meaning Staircase as you explain.

This is a staircase for words related to temperature.

The word “cold” is on the bottom of the staircase and the word “hot” is on the top of the staircase, indicating that both words are opposite in meaning.

The words “mild”, “cool”, and “warm” are related to “hot” and “cold,” but are not as extreme in their meaning. I will put the cards for mild, cool, and warm on the staircase based on their meaning from the sentences in the story. These clues will help you see the differences in the words.

Follow along as I read the first sentence.

“In the spring when the weather is mild, my friends and I go for a long bike ride.”

There are two clues in this sentence.

The first clue is the time of year. In spring, the weather is usually not too hot or cold, it is mild. The second clue is going for a long bike ride. We can do this when the weather is mild.

“Mild” is not cold, and “mild” is not hot. It is in the middle.

I will put “mild” in the middle of the staircase.

Follow along as I read the next sentence.

“A cool breeze blows and makes us shiver.”

There’s a clue in this sentence.

The breeze is cool enough to make them shiver.

“Cool” is closer in meaning to “cold” than to “hot”, so I will put “cool” on the staircase right above “cold”.

Follow along as I read the last sentence.

“The shining sun makes us warm again.”

There’s a clue in this sentence.

We are warm when the sun is shining on us and the sun is hot so “warm” is closer in meaning to “hot” than to “cold”, so I will put “warm” on the staircase right below “hot”.

I placed the temperature words on the staircase.

Point to the words as you read.

I will start at the bottom and read the words.

“cold, cool, mild, warm, hot”.

I identified the “shades of meaning” of words related to temperature based on the clues found in the story.

EMPOWERING TEACHERS

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Remember, shades of meaning are the small differences among words that are related to a specific topic. You can use the sentences in a story to understand how these words vary in meaning.

Distribute Speaking Volume Story to students. Display word cards (noisy, soft, medium). Point to the word cards as you read.

These words are related to speaking volume: “noisy”, “soft”, “medium”. Now, let’s read the story together and listen for these words.

“Our class has rules about the volume of our voice when speaking at school. The only place we can be noisy is at recess. Our voices are soft when we work in small groups. In whole group, we speak at a medium level.”

Distribute Speaking Volume Staircase and pencil(s) to student(s). Point to the staircase as you explain.

This is a staircase for words related to speaking volume.

The word “quiet” is on the bottom of the staircase and “thunderous”, which means very loud, is on the top of the staircase, indicating that both words are opposite in meaning.

The words “noisy”, “soft”, and “medium” are related to “thunderous” and “quiet” but are not as extreme in their meaning.

We will write noisy, soft, and medium on the staircase using clues from the sentences in the story. These clues will help you see the differences in the words.

Point to the sentence that includes “noisy”. Let’s read that sentence.

- **“The only place we can be noisy is at recess.”**

There’s a clue in this sentence. Where can we be noisy?

- recess

We sound noisy when playing at recess.

Let’s answer yes or no to these questions.

Would a truck engine be noisy?

- yes

Would a library be noisy?

- no

A library would not be noisy because people need to study and read quietly. A truck engine would be noisy because it is so powerful.

When have you used a noisy voice?

Give time for students to respond. Accept reasonable responses.

Should we put “noisy” closer to “quiet” or “thunderous” on the staircase?

- thunderous

Let’s write “noisy” on the stair right below “thunderous”.

Check to see that students have written the word in the correct place.

Point to the sentence that includes “soft”. Let’s read that sentence.

- **“Our voices are soft when we work in small groups.”**

There’s a clue in this sentence. Where are our voices soft?

- in small groups

That’s right.

Let’s answer yes or no to these questions.

Would an alarm clock be soft?

- no

Would soft singing lull a baby to sleep?

- yes

Should we write “soft” closer to “quiet” or “thunderous”?

- closer to “quiet”

Let’s write “soft” on the stair right above “quiet”.

Check to see that students have written the word in the correct place.

Let’s read the last sentence.

- **“In whole group, we can speak at a medium level.”**

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TEACHER & STUDENTS PRACTICE TASK TOGETHER (continued)

There's a clue in this sentence. Where can we speak at a medium level?

- in whole group

Yes, we speak at a medium level when we want the whole group to hear.

Let's answer yes or no to these questions.

Would a fire alarm be at a medium level?

- no

Would you whisper in your friend's ear at a medium level?

- no

A whisper is not at a medium level because you do not want everyone to hear it. A fire alarm would not be at a medium level because the whole school needs to hear it.

How would you speak if you are using a medium voice?

Give time for students to respond. Accept reasonable responses.

"Medium" is neither quiet nor thunderous. It is in the middle. Let's write "medium" on the middle stair.

We wrote the volume words on the staircase. Let's start at the bottom and read the words.

"quiet, soft, medium, noisy, thunderous".

We identified the meaning of words related to speaking volume.

STUDENTS PRACTICE TASK

Your turn to identify the shades of meaning in words.

Remember, shades of meaning are the small differences among words that are related to a specific topic. You can use the sentences in the story to understand how these words vary in meaning.

Distribute Temperature Story #2 to student(s) and display word cards (cool, warm, mild). Point to the word cards as you read.

These words are related to temperature: "mild", "cool", "warm". Now, read the story together and listen for these words.

"In the fall, the wind is cool and I need a sweater. The sweater keeps me warm. I go for a long walk with my mom if the weather is mild."

Distribute Temperature Staircase and pencil(s) to student(s).

This is a staircase for words related to temperature. Read the word on the bottom of the staircase.

cold

Read the word on the top of the staircase.

hot

You will write cool, warm, and mild on the staircase using clues from the sentences in the story. These clues will help you see the differences in the words.

Read the first sentence.

"In the fall, the wind is cool and I need a sweater."

There's a clue in this sentence. What do you need if the wind is cool?

a sweater

You might need a sweater when the cool wind blows in the fall.

Answer yes or no to these questions.

Would a desert feel cool?

no

Would a refrigerator feel cool when you open it up?

yes

A refrigerator would feel cool because it needs to keep food cool. A desert would not feel cool because the sun is very hot. Should you write "cool" closer to "cold" or "hot" on the staircase?

cold

Write "cool" on the correct stair.

Check to see that students have written the word in the correct place.

Read the next sentence.

"The sweater keeps me warm."

There's a clue in this sentence. What keeps you warm?

a sweater

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STUDENTS PRACTICE TASK (continued)

Putting on a sweater in the fall warms you up.

Answer yes or no to these questions.

Would you feel warm near a burning fireplace?

yes

Would an ice cube feel warm?

no

An ice cube would not feel warm because it is frozen. A burning fireplace would heat up a room and make us feel warm.

What else could you do to feel warm?

Give time for students to respond. Accept reasonable responses

Should you write “warm” closer to “cold” or “hot” on the staircase?

hot

Write “warm” on the correct stair.

Check to see that students have written the word in the correct place.

Read the last sentence.

“I go for a long walk with my mom if the weather is mild.”

There’s a clue in this sentence. What can you do with your mom if the weather is mild?

go for a long walk

You can walk for a long time outside when it is mild. It is not too hot or too cold, to stay outside for a long time.

Answer yes or no to these questions.

Would an oven that is cooking food feel mild?

no

Would a popsicle feel mild on your tongue?

no

A popsicle would not feel mild because it is a cold, frozen treat. An oven would not feel mild when food is baking inside of it.

What are some other things that you could describe as mild?

Give time for students to respond. Accept reasonable responses

“Mild” is neither hot nor cold. It is in the middle. On which stair should you write the word “mild”?

the middle stair

You placed the temperature words on the staircase. Start at the bottom and read the words.

cold, cool, mild, warm, hot

Yes. You identified the shades of meaning of words related to temperature.

INDEPENDENT PRACTICE

When students consistently place words in the correct order on the staircase, provide individual turns using other words and sentences. Call on students in an unpredictable order, calling more frequently on students who made errors.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are answering the questions and writing the words on the Shades of Meaning Staircase correctly. If difficulties persist, repeat the steps by explaining, modeling, and providing another practice opportunity. Provide definitions for all words and/or additional yes/no questions to clarify the shades of meaning. In addition, ask “how,” “why,” and “tell me more” questions in order to activate their understanding and use of the word.

Adaptations using this Instructional Routine:

- Provide passages with lower Lexile ratings.
- For students with difficulties writing, provide word cards rather than having students write the words on the staircase.

For further independent practice, refer to the following FCRR Second and Third Grade Student Center Activities at http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Vocab_4.pdf

- V.020
- V.021

In the spring when the weather is *mild*,
my friends and I go for a long bike ride. A
cool breeze blows and makes us shiver.
The shining sun makes us *warm* again.

Our class has rules about speaking volume. The only place we can be *noisy* is at recess. Our voices are *soft* when we work in small groups. In whole group, we speak at a *medium* level.

In the fall, the windd is *cool* and I need a
sweater. The sweater keeps me *warm*. I
go for a long walk with my mom if the
weather is *mild*.

thunderous

quiet

EMPOWERING TEACHERS

3rd Grade Vocabulary: Shades of Meaning Staircase
Volume Story

noisy

medium

soft

warm

mild

cool