



Vocabulary Lesson 10

Shades of Meaning – Synonyms

Skill: Shades of Meaning with Synonyms

Lesson Preparation:

- Make a copy of the T-Chart to display.
- Print and cut out a copy of the Synonym Cards.
- Print and cut out three copies of the paint chips for each group of students.
- Print and cut out a copy of the Words for the Paint Chips for each group of students.
- Print and cut in half the Fill in the Blank resource.
- Place the paint chips and words in a small bag for easy distribution.

Note: Words in bold are said aloud by the teacher.

Teach: Identify Synonyms

- Display a large T-chart to begin sorting the cards.
- **To help us get ready to learn today, I have a sorting activity that I want to do with you. I have some cards with word pairs on them. The cards will go either in the yes column of our chart or in the no column. Let's begin sorting them together.**

yes	no
pretty – lovely	cat – car
torn – ripped	cake – bake
awful – horrible	love – hate
neat – tidy	up – down
loud – noisy	laugh – cry
road – street	bed – Ned
sleep – nap	let – get
hop – jump	good – bad
repair – mend	water – land
	sat – bat

- **The first card that I want to place on our chart is cat – car. This card goes in the no column. Let's place another card together. Pretty – lovely, that card will go in the yes column.** Continue with a few more cards. Allow students to begin making guesses as to what cards belong in the yes column and what they have in common.
- Guide students as necessary through the rest of the sort. When all the cards have been sorted, allow students to work together to decide what the cards in the yes column have in common. When students have had sufficient time to decide, confirm that the cards in the yes column are synonyms.
- **The cards we placed in the yes column are pairs of synonyms. Synonyms are words that mean almost the same thing or same idea.**



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Teach: Identify Synonyms (cont.)

- **Some words have several synonyms, for instance *happy*.** Write the word *happy* in the middle of a word web similar to the one below.



- **Let's think of some words that mean almost the same as *happy*. The first one I think of is *glad*. What other words can you think of that are synonyms of *happy*?** Guide students to come up with at least three, but not more than five, synonyms of *happy*. Examples include *cheerful*, *joyful*, *delighted*, and *playful*.
- **Let's think of some words that mean almost the same as *happy*. The first one I think of is *glad*. What other words can you think of that are synonyms of *happy*?** Guide students to come up with at least three words, but not more than five, that are synonyms of *happy*, for example *cheerful*, *joyful*, *delighted*, or *playful*.
- **Some synonyms are closer in meaning than others to the target word. For instance, *glad* is very close to *happy* in meaning, but *playful* a little further away.** Use the words that the students generated for this. **We call these different meanings "shades of meaning." Think about the color red. There are many different shades of red, from dark red all the way to very light almost pink. They are all red, just different shades.** Display a paint strip with different shades of the same color, or the shades of grey strip provided with the lesson.
- **Let's use this strip to place our words. We will place *happy* in the space at the top of the strip. Now which one of our words means the closest to *happy*?** Use the word that students have generated that's meaning is closest to *happy*. **I agree. I think that *glad* is the word that we put on the web that is closest to *happy*. What word do you think might come next?** Guide students through all the words. Help them understand through your think-aloud that if you can tell why a certain word goes closer or further away, then it is correct.
- Repeat the procedure with *laugh* as the target word and *giggle*, *snicker*, and *chuckle* for the synonyms.

Guided Practice: Identify and Explain Shades of Meaning

- Distribute small bags with a paint strip and the following synonyms in them: *pretty*, *beautiful*, *gorgeous*, and *lovely*.
- **Let's read the words in your bag.** Read the words aloud with the students. **Our target word is *pretty*. Let's put that in the first spot on our paint strip. Now I want you to work with your partner to put the other three words on your paint strip. Talk about why each word goes in a certain place on your paint strip.** Allow students time to work together to place the words on their strip. Circulate to help students as needed. As students are working, ask them to explain their thinking about where they placed their words.
- **Now I will share with you how I placed my words and my thinking behind my decisions.** Share your paint strip and think aloud to explain why you chose to place your words where you did. Call on a couple of students to explain their thinking.
- If time allows, repeat with *clean*, *spotless*, *neat*, and *tidy*.



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Independent Practice: Using Shades of Meaning

- **One reason we learn the different shades of meaning is to use them correctly in our writing. I have a page for you with some of the words we learned today, and you will choose the best synonym to complete the sentence.** Distribute a half page of Fill in the Blank resource to each student.
- **I will read the sentence to you, and then you will decide which word to write in the blank. Listen as I read the first sentence to you:**
 - **The kitten was very (happy, playful) when I put the string in front of her.**
- **In order to decide which word is the best word for the blank, I have to read the words around that word. Since they are synonyms, both words might fit, so I really need to pay attention to the context clues to make the right choice.**
- **I am going to read the sentence again and put the first word in the blank. The kitten was very *happy* when I put the string in front of her. Would a kitten be happy if you put a string in front of her?** Pause for responses. **Yes I agree, a kitten might be happy if you put a string in front of her.**
- **But I have another choice for a word, so I think I will read that in the sentence now and see if that one is better. The kitten was very *playful* when I put the string in front of her. Would a kitten be playful if you put a string in front of her?** Pause for responses. **I agree! A kitten would probably be playful if you put a string in front of her. Since I know that kittens play with strings, I think that playful is probably the best word to go in this sentence.**
- **Now it is your turn to finish the last two sentences. Remember to use the context clues to help you choose the best word for the sentence.**
 - **My friend let out a quiet (snicker, laugh) when I told her joke during class.**
 - **The girl spent hours working in the house so it would be (spotless, clean) when her mom came home.**
- When students have finished the two sentences, provide them with the answers so they can check their work.



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Yes/No T-Chart

Yes	No



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Synonym Cards

pretty – lovely	torn – ripped	awful – horrible
neat – tidy	loud – noisy	road – street
sleep – nap	hop – jump	repair – mend
cat – car	cake – bake	love – hate
up – down	laugh – cry	bed – Ned
let – get	good – bad	water – land
sat – bat		



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Paint Chips





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Words for Paint Chips

laugh	giggle	snicker
chuckle	pretty	beautiful
gorgeous	lovely	clean
spotless	neat	tidy



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Fill in the Blank

1. The kitten was very _____ when I put the string in front of her. (happy, playful)
 2. My friend let out a quiet _____ when I told her joke during class so the teacher would not hear. (snicker, laugh)
 3. The girl spent hours working in the house so it would be _____ when her mom came home. (spotless, clean)
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Fill in the Blank

1. The kitten was very _____ when I put the string in front of her. (happy, playful)
2. My friend let out a quiet _____ when I told her joke during class so the teacher would not hear. (snicker, laugh)
3. The girl spent hours working in the house so it would be _____ when her mom came home. (spotless, clean)