

## Grade 3 Playlist: Identifying Real-Life Connections Between Words and Their Use

Aligns with *CCSS.ELA-LITERACY.L.3.5.B*:

- Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

### Welcome

Humans have an ability that other animals do not. They are able to make connections to the real world based only upon words they read or things they see. Humans can imagine what others are feeling, even if they are just watching characters on television, and they are able to describe a beautiful scene without ever visiting it. They use words to connect with emotions, other people, and places all around the world.

### Objective

In this playlist, students will learn how to:

- identify real-life connections between words and their use.

### Review

#### Key Terms

- An **adjective** is a descriptive word. Adjectives describe nouns (people, places or things).
- **Context clues** are words, phrases, sentences, and so on that can help readers figure out the meaning of another word or phrase.
- A **synonym** is a word that has a similar meaning to another word.

### Watch!

Watch this video about how adjectives are used to describe people, places, and things:

- <https://www.opened.com/video/schoolhouse-rock-grammar-unpack-your-adjectives-music-video/1575128>



## Exploring the Standard

### A Closer Look: Making Connections

Often, without even realizing it, readers are connecting the words they read to their everyday lives. The human brain is moving so fast that even while reading, behind the scenes, readers are making connections to their real lives and to the world around them. For example, read the sentences below:

Annie felt scared. It was midnight, and she heard a strange scratching noise on her window. The rain and lightning made the stormy night even spookier.

The word *scared* is an adjective. An adjective describes a person, place, or thing. When readers see the word *scared*, they know exactly what it means because they understand the feeling behind the word. They are able to remember a time when they felt scared, so they can guess how Annie is feeling. Readers are making a real-life connection by relating what they read to a real life experience.

Also, readers are able to connect the adjective *scared* to the world around them. They might remember a time when they calmed a little brother or sister who was feeling afraid, or perhaps they might picture someone about to do something that takes courage, like jumping off of a diving board.

### Practice!

Check out this website, which explores dozens of unusual jobs. What types of people might enjoy doing each type of work? Explore and think of adjectives that might describe workers who do each job.

- <http://vacareerview.org/k5/whats-that/unusual-occ>

### A Closer Look: Using Context Clues to Make Connections

Sometimes, however, readers will encounter a word that they might not be familiar with. If this happens, it is important to examine the context clues within the sentence or paragraph to figure out the meaning of the word. Take a look at this example:

Xavier was bewildered. He had never seen an animal like this before. He thought it looked most like a cross between a whale and a swordfish. His mother explained that it was a narwhal, and Xavier decided he would like to learn more about it.

What might the word *bewildered* mean? From the next sentence, readers can determine that Xavier is confused because he had never seen a narwhal before. So, *confused* is a synonym for *bewildered*.



## Teaching Notes: Identifying Real-Life Connections Between Words and Their Use

The goal of L.3.5.B is for students to identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

### Activities

1. Find simple pictures of people, homes, events, food, or landscapes. Present them to the class as a whole, and allow students to give one-word descriptions of what they see. Encourage students to use strong descriptions and avoid common adjectives like *pretty* or *nice*. Ask students: *How do you know this is \_\_\_\_\_ if you have never been there? How do you know this person is \_\_\_\_\_ if you have never met them?*
2. Come up with some tougher adjectives (*naïve, quick-tempered, diligent, absent-minded, passionate, reserved*, etc.) and discuss them as a class. Then, allow students to pantomime each characteristic and allow the class to guess what adjective they are acting out. Finally, as a class, think of people who might portray each of these characteristics in their daily lives.

### Writing Prompts

1. On the board or another place where students can see it, make a list of common occupations (firefighter, soldier, nurse, scientist, teacher, etc.). Have students come up with five or six adjectives that best describe people who work in each occupation. Then, have students turn their adjectives into a paragraph describing people who have jobs in that field of work.
2. Have students write a diary entry describing a time when they felt \_\_\_\_\_. Have students describe the events that led up to their feelings and how they felt afterwards. Allow students to explore their own real-life connections with the descriptive words learned during this playlist.

### Additional Resources

Consider these additional resources when teaching L.3.5.B:

**Concept Connection:** Students compare four words, find the three that share similarities, then describe the shared theme:

- [http://www.fcrr.org/studentactivities/v\\_025b.pdf](http://www.fcrr.org/studentactivities/v_025b.pdf)

**Up With Words:** Students practice using more descriptive choices for commonly used words. This will help their vocabulary grow and allow them to make better connections between words and their use:

- [http://www.fcrr.org/studentactivities/v\\_036c.pdf](http://www.fcrr.org/studentactivities/v_036c.pdf)

