PRESENTER SCRIPT · GRADE 6 · 6.RC.10, 6.RC.12 & 6.RC.13

Word Meaning, Connotation & Figurative Language: teacher script

Use with the Lesson presenter (room page -> Lesson presenter). Slides show only student cues; this script has what to say. Students need the printed lesson worksheet and a pencil.

Presenter keys: Right/left arrows change slides. N shows short notes. T pauses the timer. P picks a student. F is fullscreen.

Response routine: Students write each answer on their worksheet, then show it with fingers (1 = A, 2 = B, 3 = C, 4 = D). Scan the room before revealing.

SLIDE 1: TODAY'S TARGET — 1 min

Say	Today's learning target is: "I can figure out word meanings from context and explain how connotation and figurative language shape tone." Read it with me.
Say	Here is how you will know you have it: the success criteria. You will prove it on the exit ticket at the end of class.
Point to	The agenda and the key vocabulary. Tell students they need their notebook, guided notes page, and pencil.

SLIDE 2: WARM-UP — 0:00–0:08

Say	Turn to Part 2 of your lesson worksheet. Answer the three questions in complete sentences. You have 5 minutes of silent work. Go.
Do	Start the 8:00 timer. Circulate. At 5 minutes say: "Turn to your partner and compare answers for 2 minutes."
Look for	1) "Inexpensive" sounds nicer; "cheap" can suggest low quality. 2) Answers vary; look for word choice that changes the feeling. 3) Life.
Say	Call on 2-3 students for questions 1 and 2, then reveal. Say: "We will come back to question 3 at the end of class."

SLIDE 3: HOOK — 1 min

Say	Read the question on the screen: "Would you rather be called "thrifty" or "cheap"?" Circle your prediction in Part 3 of your worksheet and write why. Then vote.
Background	Ask: "Would you rather be called thrifty or cheap? Curious or nosy?" Discuss: they mean nearly the same thing, so why does one feel better?

Do	Tap +1 for each vote. Do not give the answer. Say: "By the end of the lesson, you will be able to check your prediction."

SLIDE 4: LEARN 1: DENOTATION AND CONNOTATION — 3 min

Say	Denotation is the dictionary meaning. Connotation is the feeling a word carries. "Slender" and "scrawny" both mean thin, but feel different.
Worksheet	Say: "Part 5: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: DENOTATION is the dictionary meaning. CONNOTATION is the feeling a word gives. (tap "Show the missing words" after students try.)
Explore	Flip each card only after students guess: Confident = Positive; Arrogant = Negative; Curious = Positive; Nosy = Negative. Students do: Rank thin, slender, scrawny, skinny from most negative to most positive.
Turn and talk	Say: "Would you rather be called "thrifty" or "stingy"? What is the difference?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (C) Determined. Determined sounds admirable.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 5: LEARN 2: WORD CHOICE BUILDS TONE — 3 min

Say	Tone is the author's attitude. "The puppy scampered" sounds playful; "The creature skulked" sounds sinister.
Worksheet	Say: "Part 6: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Word choice builds TONE, the author's ATTITUDE toward the subject. (tap "Show the missing words" after students try.)
Explore	Students do: Rewrite "The kitten walked across the room" to sound sneaky, then playful.
Turn and talk	Say: "How can two authors describe the same place and make readers feel opposite things?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (C) Creepy. "Crouched" and "staring" feel threatening.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 6: LEARN 3: FIGURATIVE LANGUAGE — 3 min

Say	Simile, metaphor, personification, hyperbole (extreme exaggeration), idiom, and allusion (a reference to a famous story). Ask yourself: What is compared, and what does it suggest?

Worksheet	Say: "Part 7: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: HYPERBOLE is extreme exaggeration. An ALLUSION refers to a famous story or person. (tap "Show the missing words" after students try.)
Explore	Students do: Name the figurative language in "He has the Midas touch."
Turn and talk	Say: "Why might a writer use an allusion instead of explaining directly?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (B) Allusion. It refers to the myth of King Midas.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 7: LEARN 4: CONTEXT PLUS WORD PARTS — 3 min

Say	Use context and word parts together. The sentence gives the clue, and the roots confirm it: "The benevolent (bene = good) queen fed the hungry."
Worksheet	Say: "Part 8: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Use CONTEXT and WORD PARTS together to figure out meaning. (tap "Show the missing words" after students try.)
Explore	Students do: Use the root "male" (bad) to define "malevolent."
Turn and talk	Say: "Which is more reliable, the context or the root, when they seem to disagree?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (A) Kind. The context and the root both point to kindness.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 8: WORKED EXAMPLE (I DO) — 2 min

Say	Watch how I solve this. Write the final answer in Part 9 of your worksheet.
Think aloud	Write "The old house stood on the hill." Rewrite it twice on the board: "The ancient mansion loomed over the hill" and "The cozy cottage perched on the hill." Think aloud about how two word changes flip the tone.
Reveal	Sentence: "The old house stood on the hill." | Version 1: "The ancient mansion loomed over the hill." (creepy tone) | Version 2: "The cozy cottage perched on the hill." (warm tone) | Only a few words changed, but the connotation changed the whole tone.

SLIDE 9: WE DO — 2 min

Say	Now we solve one together in Part 10. Read the problem with me.
Do	Before revealing each step, ask: "What should we do next?" Take one answer, then tap "Show next step."
Steps	Tone depends on word choice. | Sneaky: "The kitten crept across the room." | Playful: "The kitten bounced across the room." | Only the verb changed, but the connotation changed the whole feeling.
Answer	"crept" (sneaky) vs. "bounced" (playful)

SLIDE 10: YOU DO — 2 min

Say	Now on your own: Part 11. Solve it with no talking. You have 2 minutes.
Answer	(D) Critical. "Rammed" and "greedy" have negative connotations.
Then	Students who got it: launch the room. Students who missed it: 3-minute reteach at your table, then start the room at the Explorer level.

SLIDE 11: WORK TIME: THE SHADES OF MEANING GALLERY — 0:20–0:48

Say	Open The Shades of Meaning Gallery on your device. Type your name, choose the level I assigned, and begin. Whisper voice with your partner only.
Do	Start the 28:00 timer and leave this slide up. Circulate with the answer key.
Checkpoints	At 10 minutes: exhibit 2 done. At 20 minutes: stage 4 done; give a 5-minute warning for the final lock and turn-in.
Turn-in	Students tap "Copy my work" and paste it into the Canvas assignment (Text Entry).

SLIDE 12: DEBRIEF — 0:48–0:52

Ask	Pick a word from the activity. How would the sentence change with a synonym? | How can you tell an author's tone? | Why would a writer use hyperbole?
Say	Back to warm-up question 3 and our hook vote: were our predictions right? What evidence changed your mind?
Answer	Life.

SLIDE 13: EXIT TICKET — 0:52–1:00

Say	Clear your desk except a pencil. Work silently and on your own. For every answer, write "I know because..." and use evidence.
Do	Hand out the exit ticket. Start the 8:00 timer. Collect and sort with page 3 (Mastered / Approaching / Beginning).

MISCONCEPTIONS TO WATCH FOR

- "Synonyms can always be swapped." Connotation changes the meaning and tone.
- "Tone and mood are the same." Tone is the author's attitude; mood is how the reader feels.
- "Figurative language is only in poems." It appears in all kinds of writing, even news.