

Major Content: Language Arts
Unit Title: The Arms and Legs of Speaking
Subject: Adjectives
Grade Level: 4th
Number of Students: 27

Lesson Plan Three

Lesson Goal:

Students will walk away with a better understanding of what an adjective does.

Objectives:

1. Students will be able to identify the parts of speech used in a sentence.
2. Students will be able to choose adjectives to describe selected nouns with little or no prompting in a hands-on activity at the board.
3. Students will be able to suggest adjectives on their own which describe a picture during a guessing game with little or no prompting.

Supporting Standards

- A. Common Core Standards for Language Arts
4.1.d Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- B. Language Arts Standards:
GLE 0401.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.
Checks for Understanding 0401.1.1 Know and use appropriately the meaning, forms, and functions of nouns (including singular and plural, common and proper, singular and plural possessives), verbs (including action and linking, regular and irregular forms, correct tenses, agreement in person and number with both simple and compound subjects), **adjectives** (including proper comparison forms, articles), pronouns (including subject, object, and possessive; singular and plural; agreement with antecedents), and adverbs (i.e., proper comparison forms, negatives).
SPI 0401.1.3 Identify the correct use of adjectives (i.e., comparison forms and articles) and adverbs (i.e., comparison forms and negatives) within context.

Required Prior Knowledge/Skills:

This lesson is intended for fourth graders who possess knowledge of the concept of what a sentence is and the different parts of speech used in a sentence, such as a noun and verb.

Connection to Real Life:

When we write, we need words that can allow our readers to make word pictures in their minds. Without these words, adjectives, our writing would be very boring. Adjectives are all around us. They make a joke funny, a story interesting, and a poem beautiful. Without adjectives, it would be a very boring world.

Bloom's Taxonomy –

Understanding: Students will be able to explain what an adjective is and what its job is.

Applying: Students will be able to use adjectives to make their writing more interesting.

Analyzing: Students can tell the difference between adjectives, nouns, and verbs.

Creating: Students can create new sentences using different sets of adjectives and nouns.

Multiple Intelligences –

Visual: Pictures are used and students use adjectives to describe them.

Kinesthetic: Students get to come up to the front of the classroom to arrange words to form a sentence and to hold a picture and guess what it is.

Interpersonal: Students will work together to guess their noun.

Intrapersonal: Students will complete worksheet on their own.

Linguistic: Students will be formulating sentences with adjectives.

Materials:

- A simple sentence containing at least one adjective on a bright sentence strip.
- Tape or magnets
- Adjective cards
- Noun cards
- Pictures of nouns (i.e. animals, food, or toy)
- Alien Adjectives worksheet

Time: 30 minutes

PROCEDURES:**Set:**

Have the poem “My Summer Day” written on the board and have the class read it to themselves. After they have had a chance to read it, call on four people to read the first, second, third, and fourth stanzas. Then ask students to pick out the words that are describing the nouns.

First Step of the Tennessee Instructional Model

- Provide students with an overview of the lesson and ground rules (i.e. students should raise their hands to speak)
- Share a sentence with the words Big, Red, and Fluffy. Explain that these words are describing the noun and that they are called adjectives.

- Place a noun card onto the board and one by one ask each student to come and choose an appropriate adjective to describe the noun.
- Ask student to tell the class which word is the adjective and which word is the noun. Stress to the students the order of the adjective coming BEFORE the noun.
- Create a sentence with the two words and place both in the correct order on the board.
- Hold a card on your forehead and choose a student to provide a descriptive sentence using adjectives so you can guess the picture.

Second Step of the Tennessee Instructional Model

- Students will come and choose an appropriate adjective to describe the noun on the board.
- Students will create a sentence using the noun and adjective and place them in the correct order on the board.
- One at a time, each individual will hold a card on their forehead (without looking at the card) and classmates will describe the picture to the student holding the card, using descriptive sentences with adjectives. Teacher will provide a clue to start (i.e. either it is a food, animal, toy or writing tool, etc.)
- The student holding the card will attempt to guess what the picture is by closely listening to his/her classmates' guesses. Teacher will prompt if needed (i.e. What is the color of the toy? What kind of sounds does the animal make?)
- An example would be if I am holding the PIG card, students may create sentences such as:
 - It is a pink animal.
 - It has a curly tail.
 - It is standing on green grass.
 - It is a big animal.

Third Step of the Tennessee Instructional Model

- Students will individually work on Alien Adjectives worksheet.

CLOSURE

- Ask students what parts of speech make up a sentence.
- Revisit sounds sentences from earlier in the lesson ask students to identify the adjectives and the nouns they describe.
- Show students some new pictures from the internet and ask students to provide appropriate adjectives.

ASSESSMENT

Assessment: Each objective must have a matching assessment.

Objective 1: Students will be able to identify the parts of speech used in a sentence

Assessment: Show students the sentence on the sentence strip. Read aloud or ask a student to read. Ask students to identify the noun and verb in the sentence.

Objective 2: Students will be able to choose adjectives to describe selected nouns with little or no prompting in a hands-on activity at the board.

Assessment: Students are able to choose an adjective and correctly place it in front of the noun.

Objective 3: Students will be able to suggest adjectives on their own which describe a picture during a guessing game with little or no prompting.

Assessment: Students are able to formulate sentences using adjectives correctly so the student with the card can guess the word.

Supplemental Activities:

If this lesson were to be extended, I would ask students to write a paragraph about themselves using as many adjectives as they can. If needed, I would provide the students with a word bank of adjectives to choose. To assess whether students can identify the adjectives in context, I may ask each student to trade papers with a friend and use the teacher's special highlighters to highlight the adjectives used in their friend's paragraph-if all students are comfortable with sharing their work. The written work can be placed in a Language Arts Portfolio in order to examine progress over time as adverbs and other parts of speech are examined.

My Summer Day

Blue green like a crayon is the glistening,
warm water.

The brownish sand is warm between my
welcoming toes.

The excited shouts of the little kids
As they send loud bursts of water at
each other.

Assortment of tan bodies stretch along
their beach,

A chain of diversity thriving in the sun..

The red, yellow, and blue kites
Gracefully dot the sky.

This is the life on the beach!

Name: _____

Alien Adjectives

Circle the adjective in each sentence. Then, tell what noun the adjective is describing.

Example: The green alien walked out of the spaceship.

The adjective green describes the alien.

1. The shiny spaceship landed in my yard.

The adjective _____ describes _____.

2. An alien with big eyes walked out of the ship.

The adjective _____ describes _____.

3. It waved its tiny hand in the air.

The adjective _____ describes _____.

4. The alien said, "Earth is such a beautiful planet."

The adjective _____ describes _____.

5. A brown rabbit hopped into the yard and scared the alien.

The adjective _____ describes _____.

6. The frightened alien ran back into its spaceship and blasted off.

The adjective _____ describes _____.

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Name: _____

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Example: The green alien walked out of the spaceship.

The adjective green describes the alien.

1. The shiny spaceship landed in my yard.

The adjective **shiny** describes **the spaceship**.

2. An alien with big eyes walked out of the ship.

The adjective **big** describes **the alien's eyes**.

3. It waved its tiny hand in the air.

The adjective **tiny** describes **the hand**.

4. The alien said, "Earth is such a beautiful planet."

The adjective **beautiful** describes **the planet (also accept Earth)**.

5. A brown rabbit hopped into the yard and scared the alien.

The adjective **brown** describes **the rabbit**.

6. The frightened alien ran back into its spaceship and blasted off.

The adjective **frightened** describes **the alien**.

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