

IDENTIFICATION AND USE OF ADJECTIVES

5.28.2019

Subject

English

Prepared By

[Instructor Name]

Grade Level

4

Overview

This lesson plan covers teaching content for;

1. Learn the definition of adjectives
2. Learning to identify and use given adjectives in a sentence

Objectives

Students should be able to;

- identify adjectives and their role in the sentence
- learn some descriptive adjectives that describe people, places and things.
Ex: short, bad, wide, beautiful, fat,
- form sentences using descriptive adjective

Assessment Activity

- The assessment will require that students create their own short narrative to use adjectives to describe a real or fictional person.

Summary

- ## 1. Review what adjectives are

Activity Starter/Instruction

1. Teacher should explain the purpose of the day's lesson.
2. Afterward, the teacher can discuss/review that adjectives are used to describe nouns- people, places, and things.
3. Ask students to give three words to describe someone they love (whole class)
4. write the words on the board
5. she can describe one of the students "Noha is tall" to elicit that adjectives are words that describe people.
6. Then she can describe the "chair, board, school, " to elicit that they describe things or places as well.

Guide Practice

Day 2/ Lesson 2: 20 Mins

1. The teacher will cut up sentence strips using the sentences in the attached handout.
2. Have students get into pairs and provide a few sentences for each pair of students to work with.

Teacher Guide

Day 1/ Lesson 1: 20 Mins

1. The teacher will write a simple sentence on the board.
2. For example: The cat found a mouse in the house.
3. The teacher will circle the nouns cat, mouse, and house
4. Teacher will point out to students that the nouns alone do not give us any information about how they look, feel, taste, etc.
5. The teacher will have students close their eyes and visualize that simple sentence.
6. Lead the discussion and focus on the fact that we do not know what the cat looks like, what the mouse feels like, or what the house looks like.
7. The teacher will then add adjectives to enhance the sentence and show more information about the three nouns.
8. For example: The sneaky cat found a scared little mouse in the old house.

Materials Required

- Interactive White board or some way to show opening.
- sentence strips
- poem with some blanks
- Interactive student's whiteboard with pens (

Additional Resources

- <https://www.cpalms.org/Public/PreviewResource/Details/122222>
- <https://www.flocabulary.com/lesson-plan-adjectives>
- <https://www.brighthubeducation.com/lesson-plans/teaching-adjectives-activities-and-lesson-plans/>
- <https://www.tesol.org/connect/tesol-resources/details/lesson-plans/2017/01/03/lesson-on-adjectives>
- <https://busyteacher.org/17367-practicing-adjectives-activities.html>

Additional Notes

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2. Write a list of adjectives on the board
 3. Ask a volunteer to form a sentence using the adjectives
 4. When doing the review make sure you erase the lesson on the board.

3. It is okay if multiple pairs have the same sentences as how they revise the sentences will likely be different.
4. Students will rewrite each sentence they are given by adding adjectives to describe one or two nouns in the sentence.
5. For example, "The baby cried for his mother" becomes "The tired baby cried for his loving mother."
6. The students will share their revised sentences with the class and the teacher will provide feedback as needed.
7. After all students have shared, take a few of the sentences where students chose adjectives that were not very precise
8. have the students work with you to select more precise adjectives to replace them.
9. Or, you could select adjectives that were of a lesser degree
10. have students select an adjective with a stronger degree and work with students to understand how it changes the meaning of the sentence.

Guided Practice

Day 4/ Lesson 4: 15mins

1. Ask each student to give 1 sentence each using one of the adjectives written on the board (individually).
 2. Divide students in pairs.
 3. Each pair will choose an object existing in the room and try to describe it to the class while the other students have to guess it.
 4. gives them a paper
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9. The teacher will ask students to visualize the new sentence
 10. Teacher will discuss how the adjectives gave them a more visual picture of the sentence.
 11. The teacher will then model for students how selecting different adjectives, based on degrees changes the meaning of the adjectives in the sentence by making them even more precise.
 12. For example: The strong, upset cat raced through the house searching for the small mouse that had stolen the cat's dinner.
 13. By selecting adjectives with differing degrees, the sentence could become:
 14. The burly, furious cat raced through the house searching for the tiny mouse that had stolen the cat's dinner.

Teacher Guide

Day 3/ Lesson 3: 20mins

1. The teacher will display a life-size outline of herself/himself and have students discuss describing words.
 2. Students will use that could be used to describe the teacher
 3. To prompt students, the teacher can ask questions that ask students to think about color, shape, size, or personality.
 4. For example: What color are the shoes am I wearing? What shape is my hair style? What is my personality like?
 5. Each student will be given a sticky note to write down an adjective and the noun it describes about the teacher
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5. tells them they will write a poem about themselves (paper will include the poem with some blanks they have to fill out)

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6. For example: red shoes.
 7. Then, students will come up to the life-size outline one at a time and attach the sticky note to the appropriate place on the outline.
 8. Student responses will be discussed after every student has had a chance to place their sticky note on the outline.
 9. During the discussion, use this opportunity to work as a class to help students replace any adjectives that are not very specific with another adjective that is more precise.
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