

<b>Lesson Pack:</b> Adjectives	<b>Lesson 1</b>
<b>Lesson Topic:</b> Single Adjectives	

<p><b>Objective</b></p> <p>Students will be able to identify adjectives and add them to simple sentences.</p>	<p><b>Lesson Outline</b></p> <ol style="list-style-type: none"> <li>1. Discuss lesson objective</li> <li>2. Introduction: Identifying adjectives (example 1)</li> <li>3. Introduction: Identifying adjectives (example 2)</li> <li>4. Paired Practice: Identify adjectives</li> <li>5. Individual Practice: Identify adjectives</li> <li>6. Teacher Model: Add an adjective to a sentence</li> <li>7. Paired Practice: Add an adjective to a sentence</li> <li>8. Wrap up lesson</li> </ol>
<p><b>Standards</b></p> <p>CCSS.ELA-LITERACY.L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>CCSS.ELA-LITERACY.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>	
<p><b>Prerequisites</b></p> <p>There are no prerequisites for this lesson.</p>	

### Slide 1/8

By the end of class today, you will be able to:

- Pick out describing words in a sentence
- Add new describing words to a sentence

### Objectives

**Introduce the objective for the lesson.**

**Say:** Read today's objective out loud to your partner.

### Slide 2/8

The red curtain opened to reveal the audience.

### Introduction

**Ask students to pick out the describing word in the example sentence.**

**Say:** Today, you're going to learn how to use words to describe things. You can describe how things look, taste, and feel. You can also describe people's emotions and personalities.

**Say:** Let's take a look at an example.

**Say:** The red curtain opened to reveal the audience.

**Say:** Which word in this sentence describes how something looks?

**Anticipated Student Response:** red

**Discuss the placement of the describing word.**

**Say:** Good! *Red* is a describing word. What does it describe?

**Anticipated Student Response:** curtain

**Say:** Yes! Notice that the describing word *red* comes right before *curtain*. Usually, describing words come right before what they are describing.

**Discuss the reason for using describing words.**

**Say:** How does having a describing word make the sentence better?

**Anticipated Student Response:** we know what color the curtain is; we can picture it

**Say:** Exactly! When you use describing words, people can picture what you're saying. Adding the word *red* before *curtain* helps you

picture what the curtain looks like. Otherwise, some of you might picture the curtain as blue or yellow! It also makes your writing more interesting to read.

**Slide 3/8**

The nervous magician stepped onto the stage.

*Introduction*

**Ask students to pick out the describing word in the example sentence.**

**Say:** Let's look at another example.

**Say:** The nervous magician stepped onto the stage.

**Say:** Which word in this sentence describes something?

**Anticipated Student Response:** nervous

**Discuss the placement of the describing word.**

**Say:** Good! *Nervous* is a describing word. What does it describe?

**Anticipated Student Response:** the magician

**Say:** Yes! Notice that the describing word *nervous* comes right before the word it describes. It tells how the magician feels.

### Slide 4/8: Interactive Slide

What is the describing word in this sentence? Type the word in the box.

The magician pulled a tiny rabbit from a hat.



*Students Input Sentences*

### Paired Practice

**Ask pairs to pick out the describing word.**

**Say:** Let's practice picking out the describing word in a sentence.

**Say:** The magician pulled a tiny rabbit from a hat.

**Say:** With your partner, find the describing word in this sentence and type it in the box. After you have come up with an answer together, each of you needs to submit a response from your own computer.

### Discussion

**Select and display 1 correct response and 1-2 incorrect responses.**

**Discuss any words that are not adjectives.**

*Discuss any words that are not adjectives by explaining that describing words must tell how something or someone looks, tastes, and feels.*

**Say:** Which of these words describes something?

**Anticipated Student Response:** tiny

**Say:** What does the word *tiny* describe?

**Anticipated Student Response:** the rabbit

**Say:** Yes! Notice that that the describing word *tiny* comes right before the word it describes.

### Slide 5/8: Interactive Slide

What is the describing word in this sentence? Type the word in the box.

The magician used his gold wand to make the rabbit disappear.



*Students Input Sentences*

### *Individual Practice*

**Ask students to pick out the describing word on their own.**

**Say:** Now try one by yourself. Pick out the describing word in this sentence.

**Say:** The magician used his gold wand to make the rabbit disappear.

### *Discussion*

**Select and display 1 correct response and 1-2 incorrect responses.**

*Discuss any words that are not adjectives by explaining that describing words must tell how something or someone looks, tastes, and feels.*

**Say:** Which of these words describes something?

**Anticipated Student Response:** gold

**Say:** What does the word *gold* describe?

**Anticipated Student Response:** wand

**Say:** Yes! Notice that the describing word *gold* comes right before the word it describes.

### Slide 6/8: Interactive Slide

The magician made a \_\_\_\_\_ dragon appear on stage.



*Teacher Models Response*

### *Teacher Model*

**Model adding a describing word to the example sentence.**

**Say:** Let's try adding our own describing word to a sentence. Watch as I add a describing word to this sentence.

**Say:** The magician made a dragon appear on stage.

**Say:** I'm going to add a describing word in the blank. The word I add needs to describe the word right after it. In this sentence, that word is *dragon*. Does anyone have any suggestions of how I could describe the dragon?

*Write the students' suggestions in the Model Your Answer box.*

**Say:** Any of these words will work! Let's choose one to complete our sentence.

*Choose one describing word or have the students vote on the one they like the best.*

*In the Model Your Answer box, write the prompt, adding the chosen describing word to the sentence.*

### Slide 7/8: Interactive Slide

The \_\_\_\_ audience cheered for the magician.



*Students Input Sentences*

### Paired Practice

**Ask pairs to add a describing word to complete the sentence.**

**Say:** Are you ready to try? With your partner, add a describing word to this next sentence.

*In the Model Your Answer box, write the prompt, adding the chosen describing word to the sentence.*

### Discussion

**Select 3 correct responses and 1-2 incorrect responses to display and discuss.**

*Lead a discussion about the errors students made in the incorrect responses, and then discuss the correct response.*

Ask the following questions:

- Do all the describing words describe *the audience*?
- Do all the describing words make sense with the idea that the audience is *cheering*?

### Slide 8/8

#### Today, I learned:

- Describing words can be used to tell about how things and people look, taste, and feel.
- They can also describe someone's emotions or personality.
- Most of the time, the describing word comes right before the person or thing being described.

### Wrap-up

**Review what the students learned today.**

**Say:** Great work everyone! Let's review what you learned today.

*Ask students to read each bullet point out loud.*

*On the next page you can assign an independent practice activity that students can either complete now or later.*

*You can also pull aside the flagged students for small group instruction.*

**Say:** Follow the instructions on your screen. If your screen says to begin the next activity, go ahead and begin it now. If your screen says to wait for instructions, please wait at your desk quietly for your next steps.