**Date of Lesson**:

**Grade Level:** 3

**Subject:** Types of Adjectives

**Number of Students:** 19

**Major Content:** Language Arts

**Unit Title:** Fun with Adjectives and Friends

**Lesson Plan Three**

**Lesson Goal:** Students enjoy learning key characteristics of adjectives.

**Objectives:**

* Students will identify adjectives, indefinite adjectives, and predicate adjectives.
* Students will analyze how colors, numbers, and emotions serve as adjectives.
* Students will explore the use of adjectives in writing.
* Students will discover the power of adjectives and how they can make writing more interesting.

**COMMON CORE STANDARDS FOR LANGUAGE ARTS:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

1. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
2. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

**LANGUAGE ARTS STANDARDS:**

**Standard 1 – Language**

**Learning Expectations:** **GLE 0301.1.1** Demonstrate knowledge of Standard English usage, mechanics, and spelling.

* **0301.1.1** Know and use appropriately the meaning, forms, and functions of **nouns** (including nouns as subjects and objects, singular, plural, and possessives), **pronouns** (including subject and object pronouns, substitution for nouns, agreement with antecedents), **verbs** (including past, present, and future tenses; irregular verb; agreement with simple and compound subjects), **adjectives** (including vivid descriptive words, comparative/superlative, articles), and **adverbs** (including common formation and placement in a sentence).
* **0301.1.19** Define and recognize word synonyms and antonyms.
* **SPI 0301.1.3** Identify the correct use of adjectives (i.e., comparative and superlative) within context.

**Standard 2 – Communication**

**Learning Expectations:** **GLE 0301.2.1** Continue to develop basic listening skills necessary for communication. **GLE 0301.2.2** Continue to develop basic speaking skills necessary for communication.

* **0301.2.1** Use established rules for polite conversation (e.g., take turns, ask questions) and attentive listening (e.g., do not interrupt, raise hands, face speaker).
* **0301.2.3** Respond to questions from teachers and other group members and pose follow-
* up questions for clarity.
* **0301.2.4** Listen and respond to a variety of media (e.g., books, audio, videos).
* **0301.2.8** Use rules for conversation and verbal participation.
* **0301.2.10** Participate in group discussions.
* **SPI 0301.2.2** Given a list of interactive behaviors (i.e., taking turns, behaving courteously, not interrupting, listening, remaining on task), identify those that are appropriate (or inappropriate) for group activities.

**Content Standard 3 – Writing**

**Learning Expectations: GLE 0301.3.1** Write for a variety of purposes to different audiences.

* **0301.3.4** Write journal entries.
* **0301.3.11** Using complete sentences, develop a logical, coherent paragraph with a topic sentence, supporting details, and a concluding sentence.
* **0301.3.12** Use correct page format (e.g., paragraphs, margins, indentations, and titles).
* **0301.3.13** Revise writing to improve detail (e.g., rearrange words, sentences, and paragraphs; add descriptive words; remove unnecessary information; vary sentence structure).
* **SPI 0301.3.1** Identify the purpose for writing (i.e., to entertain, to inform, to respond to a picture, story, or art).
* **SPI 0301.3.2** Identify the audience for which a text is written.

**Required Prior Knowledge/Skills:** Studentsshould be very familiar with nouns and familiar with adjectives.

**Bloom’s Taxonomy –**

* **Remembering:** Students will describe how adjectives can make writing more interesting.
* **Understanding:** Students will restate what adjectives, indefinite adjectives, and predicate adjectives are in their own words.
* **Applying:** Students will apply concepts of adjectives through in-class group activities.
* **Analyzing:** Students will analyze how colors, numbers, and emotions serve as adjectives.
* **Evaluating:** Students will rewrite other groups’ stories by filling in blanks with new adjectives.
* **Creating:** Students will create a story with at least three paragraphs that includes at least 12 adjectives; of these, at least three must be indefinite adjectives and three must be predicate adjectives.

**Multiple Intelligences:**

* Linguistic –
  + Students will record definitions of an adjective, indefinite adjectives, and predicate adjectives in their learning logs.
  + Students will participate in grand conversation about how adjectives make verbal and written conversation more interesting.
  + Students will write and then read their story aloud to the class.
  + Students will underline all the adjectives and double underline the indefinite adjectives.
  + Students will write a story with at least three paragraphs that includes at least 12 adjectives; of these, at least three must be indefinite adjectives and three must be predicate adjectives.
* Interpersonal –
  + Students will work with a partner to construct a story.
  + Students will work with a partner to fill in the blanks, with adjectives, of other groups’ stories.
* Intrapersonal –
  + Students will use personal feelings as adjectives.
* Logical-mathematical –
  + Students will use logic and patterns to fill in blanks of a story with sensible adjectives.
  + Students will use colored markers or pencils to circle adjectives in yellow, indefinite adjectives in blue, and predicate adjectives in green.
* Spatial –
  + Students will use their surroundings (physical and mental) to construct adjectives.

**Materials:**

* Personal dry-erase boards per student
* *The Great China Chase: Adjectives* video
* Compute with Projector
* Paper and pencils
* Blue, yellow, and green colored pencils or markers
* Print resources about adjectives

**Time:**

The lesson will begin at 8:30 a.m.

I anticipate that setting the stage for the lesson will take 10 minutes.

Viewing the video will take another 5 minutes.

Reviewing the video and providing instructions will take another 5 minutes.

I am allotting 15 minutes for students to write and share their stories and another 10 minutes to rewrite and share in group discussion.

I estimate 10 minutes will be needed to review the objectives of the lesson as well as conclude the lesson. (This estimate includes time for students to move from one part of the room to another part.)

I estimate that the lesson will span approximately 55 minutes.

**Set:**

*Attention Getter***:** The teacher will announce to the class that Dark Marker is on his way to China with the adjectives. The class will be going on a vitual fieldtrip to follow Penny the pencil, Buzz the PDA, Florentina the fountain pen, and Arturo the gel pen to solve clues about grammar rules.

**Procedures:**

*REMEMBER*

* Write down questions to plan to ask your students before the lesson.
* How will the teacher check for understanding? – You may want to do some quick assessments. For example, put your hand on your head when you hear me read the ending of the story.
* Always have a student or two repeat your directions. This is a good way to check for understanding.

1. She will share with her students that the purpose of the lesson is to continue to explore and discover the power of adjectives and how they can make writing more interesting. They will also identify adjectives, indefinite adjectives, and predicate adjectives and analyze how colors, numbers, and emotions serve as adjectives. (*At this point, the teacher will refer to the unit!)*
2. She will check for understanding by asking her students to state the definition of an adjective, indefinite adjectives, and predicate adjectives.
3. She will also allow students to participate in grand conversation after asking students how adjectives make verbal and written conversation more interesting.
4. The teacher will instruct students to get out their learning logs and a pencil.
5. She will announce the virtual fieldtrip will now begin and show the video, [**Pendemonium - The Great China Chase – Adjectives**](http://grammar.tcawiki.com/Level+B+-+Adjectives)**.**  (If time permits, allow students to view the introduction video and the first video of the lesson, for review. Otherwise, skip them and go directly to the third video segment.)

**First Step of the Tennessee Instructional Model**

1. The teacher will pause the video to allow students to write the definition of the term "predicate adjective" along with 2-3 examples in their learning log.
2. She will continue the video. Then, later, pause the video again to write the definition of the term "indefinite adjective" along with 2-3 examples.
3. After the video segment is finished, the teacher will briefly review, with her students’, the purpose of the lesson.

The teacher will explain that usually an adjective comes immediately before the noun it describes. For example: A small house stood in the forest. (The word "small" is an adjective that describes [we also say, modifies] the noun "house.") Sometimes an adjective comes after the noun. For example: The house is small. (The adjective "small" still describes the house, but now it comes after the noun.) A simple definition of **predicate adjective** is as follows: A predicate adjective describes (modifies) the subject of the sentence. In the sentence “The house is small,” the subject is “the house.” In this example, “small” is what modifies the subject, “the house,” and is connected to the subject by what is known as a linking verb. An indefinite adjective gives indefinite, or general, information. Often, it answers the question "How much?" Some common indefinite adjectives are ***all, any, each, every, few, many,* and *some.***

**Second Step of the Tennessee Instructional Model**

1. The teacher will ask a volunteer to begin a class-wide naming of adjectives. She will have each student look around the room and name one adjective out loud. (If the students run out of obvious adjectives, she will tell them to close their eyes and think of places they've been and people they've met.)
2. She will discuss how emotions, numbers, and colors can be used as adjectives. Provide several examples of each, such as happy, sad, angry.
3. The teacher will write the following sentence on the board: *Sam was small and couldn't reach any of the tall, brown stuffed bears.*
4. The teacher will ask a volunteer to come up to the board and underline all the adjectives *(small, any, tall, brown, stuffed)*, circle the predicate adjectives *(small)*, and double underline the indefinite adjectives *(any)*.

**Third Step of the Tennessee Instructional Model**

1. The teacher will divide the class into teams of three or four students each.
2. She will ask them to write a story with at least three paragraphs that includes at least 12 adjectives; of these, at least three must be indefinite adjectives and three must be predicate adjectives.
3. Then, she will have the groups read their stories to the class. After they have read it once, she will ask them to read it again.
4. The teacher will instruct all students that, on the second read, whenever the reader mentions an adjective, indefinite adjective, or predicate adjective, he or she should say "stop."

* Then the student should tell the class if the word is simply an adjective, an indefinite adjective, or a predicate adjective.
* Ask the rest of the class if they agree.
* When all concur, have the reader use colored markers or pencils to circle the words using the following guide:
  + Adjectives circled in yellow
  + Indefinite adjectives circled in blue
  + Predicate adjectives circled in green

**Fourth Step of the Tennessee Instructional Model**

1. After all groups have presented and color-coded their stories, the teacher will ask the groups to rewrite their stories. The teacher will instruct students to:

* Delete all the adjectives.
* Simply insert a blank line in place of the deleted adjective.

1. Partners will exchange their stories with another group and fill in the blanks, keeping in mind that they are still trying to tell a story:

* They shouldn't just fill in the adjectives with anything that comes to mind; they should give considerable thought to whether an adjective fits and helps the story.

1. **Closure (review)**: At this time, the teacher will review with her students the purpose/objectives of the lesson. She will ask a pair of students to read their original and revised story to the class. She will engage her students in a grand conversation to discuss the similarities and differences of the two stories. She will be sure to point out how using adjectives makes stories much more interesting, clear, and understandable. She will also emphasize how using different adjectives can drastically change a story. The teacher will encourage her students to practice by displaying the students' work on a bulletin board.

**ASSESSMENT:**

*Objective 1:* Students will identify adjectives, indefinite adjectives, and predicate adjectives.

**Assessment:** Students will use colored markers or pencils to circle adjectives in yellow, indefinite adjectives in blue, and predicate adjectives in green.

*Objective 2:* Students will analyze how colors, numbers, and emotions serve as adjectives.

**Assessment:** The teacher will informally assess students though grand discussion and volunteer participation.

*Objective 3*: Students will explore the use of adjectives in writing.

**Assessment:** Students will write a story with at least three paragraphs that includes at least 12 adjectives; of these, at least three must be indefinite adjectives and three must be predicate adjectives.

*Objective 4*: Students will discover the power of adjectives and how they can make writing more interesting.

**Assessment:** Students will use their original and revised story to discuss the similarities and differences of the two stories. Whole class discussion will be used to assess students’ understanding of how adjectives make stories much more interesting, clear, and understandable. Students will be evaluated on the different adjectives they use when filling in the blanks of other groups’ stories.

**Include Assessments and/or assessment tools:** Use the following three-point rubric to evaluate students' work during this lesson.

* **3 points:**Students consistently worked effectively in small groups, were consistently able to identify adjectives, indefinite adjectives, and predicate adjectives, were consistently able to create stories using adjectives (colors, numbers, and emotions), and always understood how adjectives were effective in improving their writing.
* **2 points:**Students usually worked effectively in small groups, were usually able to identify adjectives, indefinite adjectives, and predicate adjectives, were usually able to create stories using adjectives (colors, numbers, and emotions), and usually understood how adjectives were effective in improving their writing.
* **1 point:**Students rarely worked effectively in small groups, were rarely able to identify adjectives, indefinite adjectives, and predicate adjectives, were rarely able to create stories using adjectives (colors, numbers, and emotions), and rarely understood how adjectives were effective in improving their writing.

**Supplemental Activities:** Have students find 10 adjectives in any reading they did this week in literature, history, science, and/or free reading. Students can record the adjectives, along with the nouns they describe, in their leaning log. Instruct students to underline the adjective once, and the noun twice.

Teachers can use the [BrainPop](http://www.brainpop.com/english/grammar/adjectives/preview.weml) video, instead of the BrainPop Jr. vide, for more advanced classes/students.

**Reflection: Make certain that you fully answer each question. A “no” or “yes” does not adequately demonstrate a reflective nature.**

Comment on whether or not students met the lesson objectives.

What went as planned? What went well? Why?

What did not go as planned? What did not go well? Why?

Were there any unexpected occurrences? If so, describe them.

What will you do differently the next time?

By implementing this lesson, what new insights about your own teaching did you learn?