

UNIT

5

ADJECTIVES

Teacher Tips

Tell the students that an adjective used in the right place can make writing more interesting and descriptive. On the other hand, writing with too many descriptive words often lacks energy and slows the writing down.

Game: Play Adjective Round Robin

This game helps students identify and use adjectives to describe nouns in sentences. It encourages students to use creativity and figurative language in descriptions.

Pre-Game Activity

(Like some of the other lessons, this may span several days.)

- 1a. Tell students that *a*, *an*, and *the* are three adjectives they use every day. *A* and *an* must be used with certain types of nouns (*a* baseball, *an* orange). The first letter sound of the noun gives a good clue about which adjective to use.
- 1b. Review vowel and consonant sounds. Ask students to listen to examples of words beginning with these different sounds.

Examples of Words Beginning with Vowel Sounds: ape, egg, elephant, igloo

Examples of Words Beginning with Consonant Sounds: tadpole, turtle, foot, storm

- 1c. Ask students to give their own examples of words beginning with consonant and vowel sounds. Have other class members repeat the initial sounds of the nouns given. Ask them which adjective (*a* or *an*) they would use with each noun. Ask them when they would use *the* with the nouns (use *the* with nouns beginning with a vowel or consonant).
- 1d. Tell students to use *an* before words beginning with a vowel sound and *a* before words beginning with a consonant sound. Use *the* with words beginning with vowel or consonant sounds.
- 1e. Students will work with partners. Ask them to divide their paper into three columns and to head the first with *a*, the second with *an*, and the third with *the*. Ask them to pair each adjective with a noun that begins with the correct vowel or consonant sound. For *the*, they can use words beginning with vowel or consonant sounds. Ask volunteers to read their adjective/noun combinations to the class. Have the class tell why the adjective preceding the noun is correct or incorrect.
- 2a. Discuss how descriptive adjectives describe nouns or pronouns. Read students a story and point out how adjectives describe nouns. Have students give more examples from the story.
- 2b. Write a list of adjectives on the board to describe today's weather (*bright, overcast, sunny, cloudy, rainy, misty, foggy, snowy*). Ask students to think of their own adjectives and to tell why they think their word best describes the day.
- 3a. Have students get into groups. Ask them to divide a paper into three parts with these headings: *person, place, and thing*. Ask them to write a noun (common or proper) under each heading. They will brainstorm at least six adjectives to describe the noun they chose for each heading. Then they will put a star next to the one adjective under each heading that they think best describes the noun.

Example:

| | | |
|-----------------|-----------------------|----------------|
| Person: teacher | Place: amusement park | Thing: costume |
| smart | gigantic | funny |
| strict | exciting | scary |
| caring | relaxing | colorful* |
| warm* | thrilling* | unusual |
| cheerful | happy | ugly |
| interesting | noisy | fancy |

- 3b. Ask a person from each group to name the best adjective that describes each noun. Have the class discuss which one of the three top choices they like best and to explain why.

Lesson Plan

1. Have students sit in a circle. Draw three columns on the board, heading them with the words *person*, *place*, and *thing*. Ask the class to think of a noun to fill in each of the categories, or assign one.
2. Going around the circle, ask each student to name a descriptive adjective for the first category. Record all the adjectives on the board. If a student can't think of one, go to the next student. Do the same thing with the next two categories. Keep track of the student who scores the most points by giving the most answers. That student is the winner.
3. Ask the students to vote on the three best adjectives listed for each category.
4. Have the students write sentences using the three best adjectives in each category. Tell them to underline the adjective and circle the noun the adjective modifies.

Follow-Up

1. Have students work in pairs. Provide them with storybooks or readers. Ask them to copy five sentences that they think use good descriptive adjectives. They will underline the adjectives and circle the nouns they describe.
2. Ask students to rewrite the sentences using their own adjectives. Have volunteers read the originals and their revised sentences to the entire class.

HOMework

Have your family sit around the table. Ask the student to think of a noun. Everyone (including the student) takes a turn thinking of an adjective to describe the noun and keeps going around the table until the last person remains. The student records everyone's adjective. If a person can't think of one, he or she is eliminated from the game and must leave the table. The last person left sitting is the winner. The student chooses the adjective he or she thinks best describes the noun and explains why.

PRACTICE 9: ADJECTIVES

Write a descriptive adjective for the nouns in dark print. If you see *a/an*, it means you can use a descriptive adjective that goes with *a* or *an*. Score ten points for each correct answer.

1. The _____ **soda** spilled on the table.
2. Chase ate a _____ **sandwich**.
3. Aisha played in the _____ **pool**.
4. The _____ **cat** tried to jump in the goldfish bowl.
5. Juan watched a/an _____ **cartoon**.
6. Would you like to eat a _____ **bowl** of turtle soup?
7. I love to watch a/an _____ **game**.
8. We planted _____ **flowers** in the garden.
9. Our teacher gave us a/an _____ **book** to read.
10. I took a picture of the _____ **rainbow**.