Adjectives

Objectives

In this mini-lesson, students will:

• Understand that adjectives are used to describe nouns.
• Identify adjectives in sentences.
• Identify the nouns that adjectives modify.
• Write using adjectives.

Preparation

Materials Needed

• Chart paper and markers
• Adjectives (BLM 5)
• Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the modeling text and the Adjectives anchor chart onto chart paper prior to the mini-lesson.

1. Focus

Explain Adjectives

Say: We use adjectives in our writing to help us describe the nouns in the text. Nouns name a person, place, animal, or thing. Adjectives tell us more about what a person, place, animal, or thing is like. The sentence “I have a book” doesn’t tell us much about the book. I can add some adjectives to that sentence to better describe the book: “I have a new coloring book.” Now I know that the book is new and that it’s a coloring book. Adjectives are important in a procedural text because they make the steps easier to follow. They describe exactly what the reader needs to do.

Model Using Adjectives

Display the modeling text on chart paper or using the interactive whiteboard resources, and read it aloud to students.

Try this fun project and make a flip book. You will need a small, unlined notebook; a pencil; crayons or markers; and your imagination!

Step 1: Draw a cover for your flip book on the first page of the notebook.

Step 2: Draw a simple picture on the second page.

Modeling Text

Say: As I’m reading about how to make flip books, I notice that there are several adjectives that describe the nouns in the text. I’ll underline each adjective as I find it. In the first sentence I see the noun project. The adjective fun describes the project. Knowing that the project is fun, I’m more likely to try it. The second sentence has the noun notebook. I will need this item to make the flip book. I wonder what kind of notebook I will need? The adjectives small and unlined tell me exactly what kind of notebook. In the first step, I see the noun page. The word first is the adjective that describes which page to draw the cover on. In the second step, the word picture is the noun. The adjective simple is used to describe the kind of picture I’m supposed to draw. Also in this sentence is an adjective that describes the noun page--second. The adjective second tells me which page to use.
2. Rehearse

Practice Using Adjectives

Say: *Let's think of a few more adjectives and use them in sentences.* Have students form small groups. Invite groups to think of five adjectives. Have groups share their results with the class. Record their adjectives on an Adjectives anchor chart. Make sure that different categories of adjectives (number, size, age, shape, color, etc.) are represented.

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<table>
<thead>
<tr>
<th>round</th>
<th>funny</th>
<th>green</th>
<th>loud</th>
<th>smooth</th>
</tr>
</thead>
<tbody>
<tr>
<td>two</td>
<td>pretty</td>
<td>few</td>
<td>little</td>
<td>young</td>
</tr>
</tbody>
</table>
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Sample Adjectives Anchor Chart

Invite students to form pairs and use two adjectives from the chart in sentences.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Practice Sentences

Invite pairs to share their sentences with the class.

3. Independent Writing and Conferring

Say: *Remember to use adjectives to give your readers specific details when you write your procedural text. This will help your readers complete the procedure successfully.*

If you would like to give students additional practice recognizing and using adjectives have them complete BLM 5.

4. Share

Bring students together. Review and provide corrective feedback based on students’ answers to BLM 5. Ask students to share what they learned about using adjectives.

Strategies to Support ELs

Beginning

Help beginning ELs to recognize adjectives and understand how they are used to describe nouns or to tell how many there are of something. Point out items in the classroom and describe each with an adjective. In some cases, gestures will help communicate the meaning of the adjective. For example, point at a table. Say: *big table* (spreading your hands apart to indicate the meaning of big). Ask students to point to another object in the room that is also big.

Intermediate and Advanced

Pair students with fluent English speakers during the practice activity.