Adjectives

Objectives

In this mini-lesson, students will:

- Understand that adjectives are used to modify nouns.
- Identify adjectives and the nouns they modify in sentences.
- Write using adjectives.

Preparation

Materials Needed

- Chart paper and markers
- Adjectives (BLM 7)
- Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the modeling text and the practice text onto chart paper prior to the mini-lesson. Have objects such as a crayon, cup, ruler, and pencil available to support ELs.

1. Focus

Explain Adjectives

Say: Adjectives are words that we use in our writing to describe how a person, place, animal, or thing looks, acts, feels, sounds, or smells. The sentence, “Get a sandwich,” doesn’t tell us what kind of sandwich to get. If I say, “Get a delicious ham sandwich,” we know what kind of sandwich I’m talking about. The adjectives *ham* and *delicious* tell us more about the sandwich.

Model Using Adjectives

Display the modeling text on chart paper or using the interactive whiteboard resources.

Read aloud example 1. Say: Hmmm. My procedure is kind of boring. It also doesn’t create very strong images in my mind. And, it doesn’t use adjectives to tell my readers exactly what to do. It doesn’t tell them how much bread to use. It doesn’t tell them how much ham, cheese, lettuce, and tomato to use either. Someone following my directions might make a mistake because I haven’t written my directions clearly.

Read aloud example 2. Say: Now my readers will know exactly what to do. I tell them to use two slices of bread. I tell them to spread the mayonnaise on both pieces. I use the adjectives one and large to tell how much ham to use. I use the adjectives thick and cheddar to describe the cheese. I also use adjectives to tell how much lettuce and tomato to use. And I use the adjective delicious to describe what the sandwich will taste like. Using adjectives makes a big difference when we write procedural text.

1. First get some bread.
   Then put on the mayonnaise.
   Next put some ham on the bread.
   Now put cheese on the bread.
   Put lettuce and tomato on the bread.
   Put the bread together and eat your sandwich.

2. First get two slices of bread.
   Using a butter knife, spread mayonnaise on both pieces of bread.
   Next put one large slice of ham on one slice of bread.
   Now add one thick slice of cheddar cheese on top of the ham.
   Put one lettuce leaf and three slices of tomato on top of the cheese.
   Put the two slices of bread together. Eat your delicious sandwich!

Modeling Text
2. Rehearse

Practice Using Adjectives

Display the practice text on chart paper or using the interactive whiteboard resources.

Ask students to form pairs. Invite pairs to add adjectives to the sentences to make them clearer. (Students do not need to copy sentences.)

**How to Make Ants on a Log**

1. Wash and dry a ______ celery stalk.
2. Use a ______ knife to spread peanut butter on the celery.
3. Sprinkle ______ raisins on the peanut butter.
4. Put the celery on a ______ plate.
5. Enjoy the ______ snack!

**Practice Text**

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

**Share Sentences with Adjectives**

Invite pairs to share how they used adjectives. Discuss their responses. Ask the following questions:

- What adjective did you choose?
- Why did you choose that adjective?
- Could you have chosen a different adjective? What other adjective would fit the sentence?

3. Independent Writing and Conferring

**Say:** Remember to use adjectives in your writing to help the reader picture what you are writing about. Reading your work aloud can help you find places where adjectives could make the writing clearer or more interesting.

If you would like to give students additional practice recognizing and using adjectives, have them complete BLM 7.

4. Share

Bring students together. Review and provide corrective feedback based on students’ answers to BLM 7.

**Strategies to Support ELs**

**Beginning**

Using objects such as a crayon, cup, ruler, and pencil, guide beginning ELs to describe each one using words or gestures. Write the descriptions on self-stick notes and place them on the objects, for example, red crayon, large cup, etc.

**Intermediate and Advanced**

Pair ELs with fluent English speakers to complete the practice sentences.