Negatives

Objectives
In this mini-lesson, students will:
• Identify negatives used in sentences.
• Brainstorm negatives.
• Use negatives in sentences.

Preparation
Materials Needed
• Chart paper and markers
• Index cards
• Using Negatives (BLM 6)
• Interactive whiteboard resources

Advanced Preparation
If you will not be using the interactive whiteboard resources, copy the modeling text and the Negatives anchor chart onto chart paper prior to the mini-lesson. If necessary, copy the sentence frames from “Strategies to Support ELs” onto chart paper.

1. Focus

Explain Negatives

Say: We use negative words when we talk or write about something we don’t have, something that doesn’t happen, or something that doesn’t exist. For example, I say, “I do not have a book, and I use the word not when I want to talk about something I don’t have. Most negative words are adjectives or adverbs. Some negative words include never, not, nowhere, and hardly.

Write these examples of negative words on chart paper. Students will add to the chart later in the lesson.

Model Using Negatives

Display the modeling text on chart paper or using the interactive whiteboard resources. Read the text aloud to students.

Modeling Text

Say: In the first sentence, I read that Bell could not understand her new owner. The word not tells me that Bell was unable to understand her new owner. The word not is a negative. I also see the word never in the second sentence. The word never is also a negative. It tells me that Bell always kept her Dutch accent and that she didn’t ever lose it. The word never is an example of a negative word.
2. Rehearse

Practice Using Negatives

**Say:** Let’s think of a few more negatives that we can use when we write our biographies.

Ask students to work in small groups to think of additional negative words that they might be able to use when they write their biographies. Have students write down their ideas so that they can remember them when the groups share with one another.

**Share Negatives**

Invite groups to share their negatives with the class while you record them on the Negatives anchor chart that you started at the beginning of the lesson. Ask volunteers to provide oral sentences that use the negatives. Make note of student pairs who struggle with this activity. Use this information to plan further instruction.

**Sample Negatives Anchor Chart**

<table>
<thead>
<tr>
<th>Negatives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>never</td>
<td>barely</td>
</tr>
<tr>
<td>not</td>
<td>neither</td>
</tr>
<tr>
<td>nowhere</td>
<td>no</td>
</tr>
<tr>
<td>hardly</td>
<td>nobody</td>
</tr>
</tbody>
</table>

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

3. Independent Writing and Conferring

**Say:** We learned that negatives are words that are used to talk about something we don’t have, something that doesn’t happen, or something that doesn’t exist. Remember to use negatives in your biographies when you want to express these things.

If you would like to give students additional practice using negatives in sentences, have them complete BLM 6.

4. Share

Bring students together. Invite volunteers to read aloud their answers to BLM 6. Use students’ answers to provide corrective feedback.

Strategies to Support ELs

**Beginning**

While the rest of the class completes the partner practice activity, work one on one with beginning ELs to demonstrate how to use the negative word **not** in oral sentences. Write the sentences frames **I have** ______ and **I do not have** ______ on chart paper. Pick up a pen. **Say:** I have a pen. Now put the pen down and point to your empty hands. **Say:** I do not have a pen. Repeat the sentence frames by demonstrating with other classroom objects and have students use the sentences with you.

**Intermediate and Advanced**

Pair students with fluent English speakers to brainstorm examples of negative words and to complete the BLM.

**All Levels**

If you have ELs whose first language is Spanish, share this English/Spanish cognate: **negative/negativo(a).**