Adjectives

Objectives

In this mini-lesson, students will:

- Identify adjectives used in sentences.
- Brainstorm adjectives.
- Use adjectives in sentences.

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 Adjectives chart and the modeling text onto chart paper prior to the mini-lesson. Have several objects of different colors and sizes, such as colored pencils, to use to support ELs. If necessary, copy the sentence frame from “Strategies to Support ELs” on chart paper.

1. Focus

Explain Adjectives

Say: Adjectives are words that are used to modify a noun or a pronoun. To modify a word means to describe the word or to make its meaning more definite. An adjective modifies a noun or pronoun by telling what kind, which one, how many, or how much. Adjectives usually come before the words they modify or describe.

Display the following chart on chart paper or using the interactive whiteboard resources.

<table>
<thead>
<tr>
<th>What Kind/Which One?</th>
<th>How Many/How Much?</th>
</tr>
</thead>
<tbody>
<tr>
<td>blue pencil</td>
<td>two arches</td>
</tr>
<tr>
<td>thin stick</td>
<td>several pencils</td>
</tr>
<tr>
<td>rounded arch</td>
<td>many lines</td>
</tr>
<tr>
<td>each upper corner</td>
<td></td>
</tr>
</tbody>
</table>

Example Adjectives Chart

Say: Writers use adjectives to make their directions clear for their readers. The word rounded tells me what kind of arch to draw. The words each and upper tell me in which corners to draw the arches, and the word two tells me the number of arches to draw.

Model Using Adjectives

Display the modeling text from “How to Draw a Piece of Happy Toast” on chart paper or using the interactive whiteboard resources. Read the text aloud to students.

Draw a horizontal rectangle. Use a delicate touch and draw light lines.

Modeling Text

Say: When I follow these directions, I look for adjectives that will give me clear instructions on what I’m supposed to do. I see the word horizontal, which tells me what kind of rectangle to draw. The words delicate and light let me know that I should not press hard on the paper with my pencil. I need to draw lines that barely show.
2. Rehearse

Practice Using Adjectives

Say: Let’s think of a few more adjectives that tell us what kind, which one, and how many.

Ask students to work in small groups to think of three adjectives for each category. They should think of oral sentences that use the adjectives to tell how to do something.

<table>
<thead>
<tr>
<th>What Kind/Which One?</th>
<th>How Many/How Much?</th>
</tr>
</thead>
<tbody>
<tr>
<td>round</td>
<td>several</td>
</tr>
<tr>
<td>small</td>
<td>few</td>
</tr>
<tr>
<td>curvy</td>
<td>many</td>
</tr>
</tbody>
</table>

Sample Adjectives Anchor Chart

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

Share Practice Sentences

Invite groups to share their adjectives with the class, while you record them on the anchor chart. Ask volunteers to provide oral sentences that use the adjectives to tell how to do something. Make note of student pairs who struggle with this activity. Use this information to plan further instruction.

3. Independent Writing and Conferring

Say: We learned that we use adjectives to describe things. We use adjectives when we write procedural text to make the directions clear. Remember to use adjectives when you write directions for how to do something.

If you would like to give students additional practice using adjectives in sentences, have them complete BLM 5.

4. Share

Bring students together. Invite volunteers to read aloud their answers and sentences from BLM 5. Use students’ answers to provide corrective feedback. Ask students to share what they learned about adjectives.

Strategies to Support ELs

**Beginning**

Provide colored pencils in various lengths. Model using adjectives as you give directions, for example, say: Please give me the long pencil. Please give me the red pencil. Write the adjectives on self-stick notes and ask students to place them next to the appropriate pencil. Then have students practice giving directions using the pencils and different adjectives. Provide the following sentence frame:

Please give me the ______.

**Intermediate and Advanced**

In Spanish, most adjectives are placed after the nouns they modify. The words the beautiful woman, for example, are expressed as la mujer bella. Reinforce the correct positioning of adjectives in English, and remind students. In languages such as Chinese, Hmong, Korean, and Vietnamese, nouns do not have a plural form because the adjective indicates the quantity. Provide extra practice with nouns and adjectives of quantity if students say things such as “a few day” or “many book.”

Pair students with fluent English speakers to identify the adjectives in the sentences and to complete the BLM.