

Adjectives Lesson

Date: 3/27/19

Grade: 1	Subject: ELA
Materials: Adjective worksheet, object cards, whiteboard, marker, magnet, document camera, active board, pencils, violin (or other musical instrument)	Technology Needed: document camera, active board
Instructional Strategies: € <u>Direct instruction</u> € Peer teaching/collaboration/ € <u>Guided practice</u> perative learning € Socratic Seminar € Visuals/Graphic organizers € Learning Centers € PBL € Lecture € Discussion/Debate € Technology integration € Modeling € Other (list)	Guided Practices and Concrete Application: € <u>Large group activity</u> € Hands-on € <u>Independent activity</u> € Technology integration € Pairing/collaboration € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list) Explain:
Standard(s) 1.L.1 Within the context of authentic English writing and speaking use adjectives depending on what is to be modified.	Differentiation
Objective(s) By the end of the lesson, students will be able to describe pictures of objects using four single adjectives by choosing object cards to describe. Bloom's Taxonomy Cognitive Level: Application	Low Proficiency: Students will not be able to come up with four adjectives for each object and may use more than one word to describe the objects instead of a single adjective Low-Mid Proficiency: Students will only use single adjectives and will come up with 4 for each of the four object cards Approaching/Emerging Proficiency: Students will describe the objects on their object cards. They may, however, use more than one word instead of a single adjective in one or two instances. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Students will be describing pictures • Auditory: The lesson will begin with some violin music and will get students thinking about how to describe how things sound • Kinesthetic: Students will be moving from their spots to the table to get a different card when they have have described the one they have • Tactile : Students will get to feel the violin at the beginning of the lesson which will get them thinking about how to describe what something feels like
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • When allowing the students to touch the violin, go around to each student, saying their name when it is their turn to feel it. • Students will get their picture cards one at a time, describe it at their table spots on their worksheet, put it back, and get a new one. • Use a count down to get or regain students' attention. 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students will listen when the teacher or a classmate is speaking. • Students will be in a place where they can listen and learn. They will move if the spot they chose is not working. • Students will only touch the violin when it is their turn. • Students will raise their hand when they want to answer a question. • Students will work quietly and independently while the teacher is working with small groups during the explore portion of the lesson. • Students will get one card at a time and put it back when they are done.
Minutes	Procedures
	Set-up/Prep:

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<p style="text-align: center;">5</p>	<p>Create adjective sheet, print object cards, bring violin to school</p> <p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> ● Introduce the instrument of the violin. “Can someone tell me in one word what this looks like?” ● Call on students. ● Play a short song on the violin. ● “What does the violin sound like? Can you tell me in one word?” ● Call on a student. ● “Does anyone have any other words?” ● Call on more students. ● “When I come by you, you can touch the back of the violin one at a time” ● Go around to the different students and let them feel the back of the violin. ● Count down to regain attention. ● “Can someone tell me in one word what it feels like?” ● Call on students. ● “Today we will learn about and practice the words we use to describe things.”
<p style="text-align: center;">15</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> ● “Most of the words you used to describe the violin were adjectives. Adjectives are words that describe nouns. You have learned about nouns before. A noun is a person, place, thing, or animal. What person, place, thing, or animal did we describe just now?” ● Call on a student. ● “Right a violin! We used adjectives to describe my violin. Adjectives are one word only. They say in one word what a noun looks like, feels like, smells like, tastes like. But only in one word!” ● “Let’s try using adjectives to describe some other things besides my violin.” ● Using a magnet, stick one of the object card with a cake on it on the board. ● “Here is a cake. We will use adjectives to talk about what kind of cake it is. What does this cake taste like... in one word?” ● Call on students and write responses on the board. If students answer with more than one word, remind them that an adjective is only one word. If they cannot think of one, prompt them by writing a word like sweet on the board. ● “Good! What are some adjectives that tell us what it looks like?” ● Call on students and write responses on the board. If students answer with more than one word, remind them that an adjective is only one word. ● Repeat asking about what the cake feels like and smells like. ● Repeat process with the object card with a dog on it. ● “This is what you will be doing for your seatwork today. I will put a pile of these cards on the research table along with this adjective worksheet.” ● Show adjective worksheet using document camera. ● “You will take one card and a worksheet and take them to your spot. On this top line you will write the word that tells what object you have on your card. In the boxes you will write four words that describe the picture on your card. When you are done, you will put your card back and get a new one. Make sure you put it back so that the other 1st graders can look at it too. You will use four different cards for the four different spots on the worksheet. I’ll do the dog card on the worksheet to show you what I mean. ● Demonstrate writing the word dog on the worksheet along with four of the adjectives the students already brainstormed. ● “What questions do you have about your seatwork for today?” ● Answer any questions. ● “I will be working with students at the back table, so try to work by yourself. If you can’t think of an adjective, ask yourself what it looks like, smells like, feels like, sounds like, tastes like. Remember, an adjective is only one word! You can hand it in when you are done.”
<p style="text-align: center;">15</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ● Have students take a worksheet and one card at a time and come up with four adjectives to describe the objects on the cards.
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● When they are finished with four cards with four adjectives each, they will hand it in at the reading basket.
<p>Formative Assessment: (linked to objectives, during learning)</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> ● Check worksheet. Did the student put the name of the object at the top? Do they have four different single words

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- Progress monitoring throughout lesson (how can you document your student's learning?)

- Listen for the answers that students give when asked to describe an object. Do they use one word? Does it apply to the picture?
- What questions do students have when asked if they have questions about the seatwork? Do they seem to understand the assignment?

to describe the object? Do they show connection to the object?

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This lesson was a really good way for me to connect with my students and bring some of my own personality into an effective ELA lesson. I really enjoyed teaching this lesson because I felt confident and was sharing something that I love with my students. It was a real joy to be able to play my violin for them, and they even sang along. Even the more shy and quiet students were engaged and sang along. It started my lesson on adjectives really well. Because I had them thinking about describing the violin, it was easier to transition into talking about describing other things. I already had their attention and engagement.

The explain section ended up a little different than I planned it to be. It was a little less structured. I talked to Mrs. Erling afterward, and we decided it would have been a good idea to focus on one sense at a time when describing the objects. I ended up jumping around a little bit based on what the students said to me instead of having them focus on one sense at a time. Mrs. Erling also suggested that I do more adjectives for each object to really get the students thinking about all the words they can use to describe something. My transition from the explain section to the explore section was aided by the fact that I used the actual cards that they would be using with their worksheet in my examples.

It was interesting seeing how the students completed the worksheet. Some finished really early and I did not have anything planned for them to do. Mrs. Erling challenged them to do more adjectives on the back of their worksheet. This is something that I could include in my lesson plan if I did this lesson again. Some students used whole sentences to describe the nouns. I mentioned a few times in my lesson that adjectives were just one word, but I should have perhaps mentioned this again. Some students wrote down related nouns instead of adjectives. Mrs. Erling said this is something that she would not address in the kind of introductory lesson that I did but would in another lesson later on.

I think a fun follow up activity for this lesson would be to do a guessing game where students just write the adjectives and try to get their classmates to guess what noun they are describing. This could be done at a separate time or could be done for those students who want to go a little deeper when they finish.