

Lesson Plan: Verbs and Adjectives		
Objective	Standards	Materials
<ul style="list-style-type: none"> ○ Given a short story, students will successfully identify verbs and adjectives by highlighting at least seven of each. ○ Using the highlighted verbs and adjectives from the story, and the list of “favorite examples” from the G.O., students will create their own story by correctly including verbs and adjectives. 	<ul style="list-style-type: none"> ○ Explain the function of verbs and adjectives in general and their functions in particular sentences. ○ Form and use regular verbs. 	<ul style="list-style-type: none"> ○ Verb and adjective handout ○ Verb and adjective graphic organizer ○ Verbs and adjectives homework ○ Blue and green colored pencils ○ Index cards
Procedures		
<p>Activator:</p> <ul style="list-style-type: none"> ○ <u>For adjectives:</u> Tell the class that we will need some volunteers. Before picking any students, explain that whoever volunteers will come to the front of the classroom and have their classmates use only nice words to describe them. Choose a volunteer to come up. Example positive describing words by saying something like “Lisa has a pretty smile” or “Bobby has blonde hair”. Pick volunteer student to come up. Now choose a couple students who are raising their hands to give descriptor. Write the words on the board. Repeat with a few more volunteers. After you have a list of about 10 words, explain to the class that these words are adjectives. Explain to them that adjectives are words that describes a noun (student have already learned what a noun is). ○ <u>For verbs:</u> Tell the class that we will need some volunteers. Before picking any students, explain that whoever volunteers will come to the front of the classroom and act out an action. Example what volunteer will do if chosen by jogging in place and then asking the class “what am I doing?” Students should respond with “running”, or “jogging”. Pick a volunteer student to come up and pick from a stack of five index cards an action to display. I.e.-jump, throw, crawl, dance, smile. Have class guess what student is doing and write responses on the board. Repeat with a few more volunteers. After you have a list of about 10 words, explain to the class that these words are verbs. Explain to them that verbs are words that describe an action. <p>Activities:</p> <ul style="list-style-type: none"> ○ <u>For adjectives:</u> As you are passing out the organizers, explain that the class will work through the organizer coming up with a definition and example together and then each student will come up with their own definition, some examples of their favorite adjectives and a picture of what an adjective might look like to them. On the board will be the organizer where you will fill out the definition as: a word that describes a noun (at this point students will know what a noun is). Pick some students raising their hand to give some examples. Give the students 10 minutes (or less if it looks like they’re finished), to complete the adjective organizer. As they are completing the organizer, pass out the handout and blue colored pencils to each student. Once 10 minutes is up, tell the students that they were just given a short story to read. “I would like you to read the story about Ellie with your table groups and highlight in blue all of the adjectives you find. As you find adjectives, write them in the blue adjectives box below. We will work 		

through the first couple sentences together.” Go through the first four sentences with the class having them identify the adjectives, and recording them in the adjectives box. “Alright, now work through the rest of the story in your groups.” Give them 10 minutes to complete this task.

- For verbs: repeat the same process for verbs that you did for adjectives, instructing students to highlight verbs in the story in green, and record them in the green verbs box underneath the story.
- After both of these are done for verbs and adjectives, the students will independently work on a story of their own using the words they highlighted in the story, the words from the “favorite examples” circle on their graphic organizer, and any other verbs and adjectives they choose to use. Give the students 10 minutes (or less if it looks like they’re finished), to complete their story.

Summarizer:

- Once the student’s stories are complete, ask the class is anyone wants to share their story. “While Michael is reading his story, be listening for some verbs and adjectives he used.” After the reading ask students to share what verbs and adjectives they heard the student use.

Assessment	Homework
<ul style="list-style-type: none"> ○ Using the verbs and adjectives they learned, student will write their own story to display knowledge of material 	<ul style="list-style-type: none"> ○ Rational: applies knowledge students learned in the classroom and integrates it with noun identification (previously learned). ○ Identifying verbs and adjectives homework page
Sources	
<ul style="list-style-type: none"> ○ http://www.scholastic.com/content/collateral_resources/pdf/e/Expo/expo_grammargo.pdf ○ http://www.k12reader.com/adjectives/Identifying_Adjectives.pdf 	