

Lesson Number: 3 **Title:** Elaborating sentences using 2 Adjectives + Noun

Goal(s): S’s review the concept of ADJECTIVE, using other pictures while naming the features and characteristics of objects or abstractions, identifying the features and characteristics by meaning categories, and recognizing and expressing the part of speech, e.g. Adjective, and synonyms of these adjectives. Students elaborate simple sentences by using at least 3 adjectives per sentence, varying the sentence structure. Students recognize, name and differentiate “real” Adjectives from adjectives based on Verbs, including Present Participle and Past Participle.

1.

Time	Teacher Instructions and Student Activities for Each Step	Anticipated Misconceptions • Errors • Ss Questions	Special Points To Remember to Support Student Learning	Materials
15-20 min.	Using dictionary to make lists, by categories, of adjectives and their synonyms. Using additional pictures provided by T. or contributed by the S’s, and using dictionaries to find adjectives, T. and S’s continue to develop lists of labels for Adjectives grouped by meaning categories. T. introduces TWO additional categories of Adjectives: Resulting state AFTER performance of an action: i.e., ACTION – break; Resulting STATE – broken (Past Participle). Action that describes a purpose: i.e., ACTION – cook; Purpose – cooking (Present Participle), as in “a cooking manual.”	S’s may still have the same misconceptions, errors or questions listed for Lessons 1 and 2. S’s need lots of practice recognizing the connection between ACTION words = Verbs and Adjectives that are Past or Present Participles (write / writing / written). T. and S’s may develop these categories of Adjectives separately from “real” adjectives such as “ugly.”	S’s may still have the same learning needs that are addressed and supported previously, as shown in Lessons 1 and 2. T. needs to carefully choose the words T. uses in describing REALITY: Label, Naming, to name, Category, Organize, Quality, Feature, Word CONCEPT: Part of Speech, Noun, Adjective, Verb, (Optional: Present Participle, Past Participle)	Lots of pictures Lots of pictures and words displayed in categories.
15-20 min.	Using a thesaurus to continue to build a list of synonyms of certain adjectives. T. and S’s continue to find synonyms of			

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	adjectives encountered in the previous activity. Synonyms are added to the lists displayed thus far, grouping the key adjective and its synonyms following the key adjective.			
40-50 min.	<p>Writing Adjective + Adjective + Noun sentences (Using Noun + Linking Verb + Adjective + Adjective or Adjective + Noun + Linking Verb + Adjective + Adjective)</p> <p>T. writes a few sample sentences using the structure Adjective + Adjective + Noun or Adjective + Noun + Linking Verb + Adjective + Adjective.</p> <p>S's write similar sentences with identical sentence structures BASED on the new pictures displayed in this lesson. These sentences are shared out-loud by S's or T. selects a few (some or many) to write on the board or LCD.</p>			

Questions about Effectiveness of the Lesson in Achieving Learning Goals (Did the students:?)	How Did Student Respond?	What Needs Changing? Why?