

Adjectives Can Make Things Bigger, Brighter, More Beautiful!

Adjectives

Patricia Turner, Karen Parker
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Grade Level	1st Grade	**Time Frame**	100 minutes
Subject	English/Language Arts	**Duration**	3 class periods

Essential Question

What are adjectives and how can they make stories and writing more interesting?

Summary

Using adjectives can make a story bigger, brighter, and more beautiful. The book "If You Were an Adjective" by Michael Dahl will be used as a catalyst to help students examine how exciting a story can be when adjectives are used to describe people, places, and things. Students will learn what adjectives are and be able to identify and use them in a sentence.

Snapshot

Engage

Students review nouns by creating a noun Anchor Chart using word cards. Then, students listen to two sentences. The first sentence has only nouns, and the second includes adjectives that make the sentence more interesting.

Explore

Students listen to the book *If You Were an Adjective* by Michael Dahl.

Explain

The class uses the adjectives from the story to build an Anchor Chart. Students collectively create a definition of an adjective and add it to their chart.

Extend

Using animal picture cards, students write adjectives to describe the animal. Then, working in pairs, students extend their lists of adjectives and complete the task by writing sentences using adjectives.

Evaluate

Students work independently to make a Vocabulary Acrostic using their name with adjectives.

Standards

Oklahoma Academic Standards for English Language Arts (Grade 1)

1.5.R.3: Students will recognize color and number adjectives.
1.8.W: Students will write independently for extended and shorter periods of time through a combination of emergent and conventional writing with guidance and support.

Attachments

- Add to the Story—Adjectives Can Make Things Bigger, Brighter, More Beautiful - Spanish.docx
- Add to the Story—Adjectives Can Make Things Bigger, Brighter, More Beautiful - Spanish.pdf
- Add to the Story—Adjectives Can Make Things Bigger, Brighter, More Beautiful.docx
- Add to the Story—Adjectives Can Make Things Bigger, Brighter, More Beautiful.pdf
- Animal Cards—Adjectives Can Make Things Bigger, Brighter, More Beautiful - Spanish.docx
- Animal Cards—Adjectives Can Make Things Bigger, Brighter, More Beautiful - Spanish.pdf
- Animal Cards—Adjectives Can Make Things Bigger, Brighter, More Beautiful.docx
- Animal Cards—Adjectives Can Make Things Bigger, Brighter, More Beautiful.pdf
- Four Seasons—Adjectives Can Make Things Bigger, Brighter, More Beautiful - Spanish.docx
- Four Seasons—Adjectives Can Make Things Bigger, Brighter, More Beautiful - Spanish.pdf
- Four Seasons—Adjectives Can Make Things Bigger, Brighter, More Beautiful.docx
- Four Seasons—Adjectives Can Make Things Bigger, Brighter, More Beautiful.pdf
- Lesson Slides—Adjectives Make Things Bigger, Brighter, More Beautiful.pptx
- Noun Picture Cards—Adjectives Can Make Things Bigger, Brighter, More Beautiful - Spanish.docx
- Noun Picture Cards—Adjectives Can Make Things Bigger, Brighter, More Beautiful - Spanish.pdf
- Noun Picture Cards—Adjectives Can Make Things Bigger, Brighter, More Beautiful.docx
- Noun Picture Cards—Adjectives Can Make Things Bigger, Brighter, More Beautiful.pdf
- Noun Word Cards—Adjectives Can Make Things Bigger, Brighter, More Beautiful - Spanish.docx
- Noun Word Cards—Adjectives Can Make Things Bigger, Brighter, More Beautiful - Spanish.pdf
- Noun Word Cards—Adjectives Can Make Things Bigger, Brighter, More Beautiful.docx
- Noun Word Cards—Adjectives Can Make Things Bigger, Brighter, More Beautiful.pdf
- Sample Anchor Chart—Adjectives Can Make Things Bigger, Brighter, More Beautiful.docx
- Sample Anchor Chart—Adjectives Can Make Things Bigger, Brighter, More Beautiful.pdf

Materials

- Noun Word Cards (attached; one card per student)
- Noun Picture Cards (attached' one card per student)
- Animal Cards (attached)
- Add to the Story handout (attached)
- Four Seasons handout (attached)
- *If You Were an Adjective* by Michael Dahl
- Sample Anchor Chart (attached)
- chart paper
- Lesson Slides (attached; optional)
- paper (one sheet per students)
- writing utensils

20 minutes

Engage

Teacher's Note: Lesson Preparation

Prior to the lesson, prepare chart paper for both Anchor Charts you will make with the class. On the first chart, write "Nouns" across the top of the paper. Underneath, create boxes for each category: person, place, or thing.

Use the attached **Sample Anchor Chart** to help you with the chart for the Explain section.

You should also print out the set of word cards that is most appropriate for students and cut them out.

Choose one of the attached card sets (**Noun Word Cards**, **Noun Picture Cards**, or **Animal Cards**) Pass out one card to each student. Have them read their word to their Elbow Partner. Ask them to decide if the words are people, places, or things.

Go around the room and have the pairs read their words aloud and say whether they think the word is a person, place, or thing. Then, have students tape the card in the appropriate column on the Noun Anchor Chart. If there is disagreement about whether a word is a person, place, or thing, let the class help decide. For instance, there may be a disagreement on the placement of the word school. *Is it a place or a thing? Could it go in both?*

When the chart is complete, remind students that people, places, and things are a part of speech called "nouns." Add the title "Nouns Are" to the chart.

Now show and read to students this simple sentence. Students should identify the nouns in the sentence.

My dog sleeps in a bed.

Repeat the process using the expanded sentence.

My fluffy white dog sleeps in an old dirty bed.

Then ask students which sentence they think is more exciting and why. Next, circle the words added to the second sentence and tell students that these words are called "adjectives" and that they are going to have some fun learning more about adjectives!

20 minutes

Explore

Read the book *If You Were An Adjective* by Michael Dahl to the class or play the read-along video so they can listen. Encourage students to interact with the book as their understanding of adjectives evolves.

Embedded video
https://youtube.com/watch?v=hu3g5od22NU

20 minutes

Explain

Using pages 7-8 of the book or **slides 10–11** of the attached **Lesson Slides,** have students identify any adjectives. Then, ask students to explain what the adjectives are describing, such as "gray" describes the color, "gigantic" describes the size, "wet and hot" describes how the elephant feels, or "sparkling" describes what it looks like.

Have students help you write these adjectives in the correct boxes on the Adjectives Anchor Chart that you prepared prior to the lesson. Then repeat the process with additional pages from the book and add those to the chart.

Help students decide on a definition for "adjective" and add it to the chart.

Completed Anchor Chart

When the chart is complete, it should include this information:

- Adjectives describe nouns.
- Adjectives can make a story more interesting.
- Adjectives can tell us the color, size, number, and the feel or look of a person, place or thing (a noun).

20 minutes

Extend

Give each student an animal or noun picture card and have them glue the picture to a piece of paper. Then, have them write adjectives to describe the picture or word.

After a few minutes, have students work in pairs to help each other extend their lists of adjectives. You may want to intentionally pair students for a strong partnership where both partners can participate and feel valued. You can use **slide 13** to model this activity using a cow for the noun.

After students have a list of adjectives have them write a sentence(s) using one or more of their adjectives and their noun.

This activity can become a center activity by printing additional sets of the picture cards and placing them with writing paper at a station.

20 minutes

Evaluate

Display **slide 13** if you are using the Lesson Slides. Explain to students how to create an acrostic. Provide each student with a sheet of paper and writing utensil. Have students work independently to make a Vocabulary Acrostic using their name with adjectives about themselves.

Opportunities for Advanced Learners

Option #1: Have students use sticky notes to mark adjectives they find in texts of their choosing.

Option #2: Have students create a product describing the four seasons using the attached **Four Seasons** handout. The product can be a slide deck, poster, brochure, or book. Students should include pictures with descriptive captions of each season, a list of adjectives describing the season, and sentences to tell about things they enjoy about each season.

Option #3: Using the attached **Add to the Story** handout, have students rewrite a simple paragraph using adjectives to make the sentences more interesting.

Resources

- Dahl, Michael. (2006). If You Were an Adjective. Picture Window Books.
- Gray, Sara Jean. (20026) Illustrator. Cover illustration. *If You Were an Adjective*. Michael Dahl. Picture Window Books, 2006. Front cover.
- Mrs. Grelling's Classroom. (2020, April 13). If You Were an Adjective - Read Aloud. [Video]. YouTube. https://www.youtube.com/watch?v=RmDnez0eduw
- K20 Center. (n.d.). Anchor charts. https://learn.k20center.ou.edu/strategy/58
- K20 Center. (n.d.). Elbow Partners. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Vocabulary Acrostic https://learn.k20center.ou.edu/strategy/2322