

## Adjectives Introduction Lesson Plan- 1<sup>st</sup> Grade

<b>Grade:</b> 1 <sup>st</sup>	<b>Subject:</b> Reading/ELA
<b>Materials:</b> two colors of sticky notes, pencils, partner sticks, handwriting paper, prizes	<b>Technology Needed:</b> computer, Activeboard, audio
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input checked="" type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</li> <li><input checked="" type="checkbox"/> Visuals/Graphic organizers</li> <li><input type="checkbox"/> PBL</li> <li><input type="checkbox"/> Discussion/Debate</li> <li><input type="checkbox"/> Modeling</li> </ul>	<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large group activity</li> <li><input checked="" type="checkbox"/> Independent activity</li> <li><input checked="" type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list)</li> </ul> <p>Explain:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hands-on</li> <li><input checked="" type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Imitation/Repeat/Mimic</li> </ul>
<b>Standard(s)</b> <p><b>1.SL.1-</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>a. Follow agreed upon rules for discussions (listening to others with care, speaking one at a time about the topics and texts under discussion)</li> <li>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> <p><b>1.L.1-</b> Within the context of authentic English writing and speaking... Introduce:</p> <ul style="list-style-type: none"> <li>a. Use adjectives depending on what is to be modified.</li> </ul>	<b>Differentiation</b> <p><b>Below Proficiency:</b> Teacher assists where necessary to help students format sentences, decode words, sound out spellings of words, and further understanding of what adjectives are. Students write less detailed sentences while still including the adjective and noun. Students are given alternative nouns and adjectives (simpler).</p> <p><b>Above Proficiency:</b> Students incorporate more adjectives into their sentences. Students add nouns, verbs, and pronouns (and identify them), to increase the level and description in their sentences. Students write more sentences.</p> <p><b>Approaching/Emerging Proficiency:</b> Students include additional adjectives in their sentences. Students work with above proficiency students when they need help problem-shooting their sentences. Teacher assists where needed.</p> <p><b>Modalities/Learning Preferences:</b></p> <p><b>Visual:</b> anchor chart, jeopardy game, pictures for full-class activity</p> <p><b>Auditory:</b> teacher speaks sentences aloud, Jack Hartman music video</p> <p><b>Kinesthetic:</b> students move from their tables, to the rug, and around the room to find their partners at the end of the activity</p>
<b>Objective(s)</b> <p>By the end of the lesson, the student will be able to construct a proper sentence using at least one adjective by doing an activity where half the classroom writes a noun on a sticky note and the other half writes an adjective on a different colored sticky note, then students are randomly paired up (noun and adjective) to individually create their own sentences using the noun and adjective that they had written on their sticky notes.</p> <p><b>Bloom’s Taxonomy Cognitive Level:</b> Creating</p>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>- Students play jeopardy game at their team tables to keep students separately and manageable. Teacher can walk around the room easier.</li> <li>- Students turn-and-talk with a person they can work well with, ear them.</li> <li>- Teacher has many students asking and answering questions during the lesson.</li> <li>- Students sit close to the teacher.</li> <li>- Students get some movement when transitioning to different parts of the activity.</li> <li>- Teacher engages students with visuals.</li> <li>- Team tables are already grouped for students who work well together.</li> </ul>	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>- Students sit quietly, level zero, on the imaginary carpet unless told otherwise.</li> <li>- Students actively participate while turn-and-talking with a partner and asking and answering questions in the discussion.</li> <li>- During discussions, students use appropriate language and volume, raise their hand instead of blurt and give others a chance to speak.</li> <li>- During the game, students include all members of their team.</li> <li>- Students move about the room safely.</li> <li>- When I say “class class” the class says “yes yes” and then are silent after.</li> </ul>

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Minutes	Procedures
10	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>- Create jeopardy game</li> <li>- Hook up Macbook and audio</li> <li>- Create adjective anchor chart</li> <li>- Create sentence activity with pictures on PowerPoint</li> <li>- Two colors of sticky notes</li> <li>- Notecards (or handwriting paper?)</li> <li>- Create addition (missing part) question and answer cards for partner work</li> </ul>
10	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>- <b>Students are seated at their teams (table spots)</b></li> <li>- <b>Teacher briefly reviews the concepts of nouns, verbs, pronouns from the week prior</b> <ul style="list-style-type: none"> <li>o “1<sup>st</sup> graders, who can tell me what a noun is? What is an example of a noun?”</li> <li>o “Yes, a noun is a person, place of thing.”</li> <li>o “Who can tell me what a verb is? Can someone give me an example?”</li> <li>o “Yes, a verb is a word that describes an action.”</li> <li>o “Finally, what is a pronoun? What are a few examples?”</li> <li>o “Yes, pronouns are other words used for people nouns.”</li> </ul> </li> <li>- <b>Students review nouns, verbs, pronouns in a fun, online Jeopardy game</b> <ul style="list-style-type: none"> <li>o “As a team, you will choose a dollar amount and category that would like to answer. For example, I would say, Nouns for 500. Then, as a team, you would decide what word in the sentence is a noun. If you get it right, you get \$500 for answering correctly. Each team will take turns answering questions. The “ALL” category, means that you could get either a noun, verb, or pronoun question.”</li> <li>o “If your team gets the question wrong, another team can steal the point, if there is time left. So all teams should be quietly and respectfully trying to find the answer to the question, even if it isn’t your team’s turn to answer. Maybe you will be able to steal the points.”</li> </ul> </li> <li>- <b>Teacher keeps enforcing being respectful and quietly during deliberation. No blurting is allowed in the game. The first team to raise their hand to steal the point gets to answer first.</b></li> <li>- <b>After the game, teacher gives a small prize to all students for participating, and then the students join her at the carpet.</b></li> </ul>
10	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>- <b>Teacher points to different objects around the room and asks students to describe them</b></li> <li>- <b>All the words you just used to describe these objects are called “adjectives”</b></li> <li>- <b>Students are introduced to the concept of Adjectives</b> <ul style="list-style-type: none"> <li>o “Let’s read this sentence together.” <ul style="list-style-type: none"> <li>▪ “I have a dog.”</li> </ul> </li> <li>o “What did you notice about this sentence when we read it together?”</li> <li>o “Yes, it is a very boring sentence.”</li> <li>o “When I look at this sentence, I don’t have any details about the dog. Is it black? Brown? Big? Small? Furry? Lazy?”</li> <li>o When we write sentences, we want to make it interesting for the reader, and when we read stories, we want to be interested in what we are reading!”</li> <li>o “To do that, we add words called ‘adjectives’.”</li> </ul> </li> <li>- <b>Teacher brings out anchor chart that explains adjectives, flower visual. Explains visual. The interesting parts of the writing and reading are the petals, that describe shape, color, size, number, feels like, sounds like, looks like.</b></li> <li>- <b>Adjectives are words that describe nouns.</b></li> <li>- <b>Let’s say it all together, “Adjectives describe nouns.”</b> <ul style="list-style-type: none"> <li>o “What is a noun again?”</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ “What is the noun in the sentence ‘I have a dog.’?”</li> <li>○ “If dog is the noun in the sentence, and we want to describe it and make it more interesting, I wonder what kind of adjectives we could add to this sentence?”</li> </ul> <ul style="list-style-type: none"> <li>- <b>I might say, I have a tiny dog. (I DO)</b></li> <li>- <b>Students turn-and-talk about what words could be added to describe the word ‘dog’. Students can refer to the anchor chart if they need help.</b></li> <li>- <b>Teacher counts down from 10 to alert the students when to finish up.</b></li> <li>- <b>Students share out what they talked about.</b></li> <li>- <b>Teacher makes a point to show students where to put their adjectives in the sentence.</b></li> <li>- <b>Teacher inserts the words students say in the sentence to see if it works, sounds right, has meaning, and is more interesting. If you have more than one adjective and you are listing, you separate the adjectives with a comma.</b></li> <li>- <b>Here is a picture of a dog. I will show you how I would write a sentence about this dog. (teacher models and demonstrates using the powerpoint)</b></li> <li>- <b>“Does anybody have any questions about adjectives at this time?” (Check for understanding)</b></li> <li>- <b>Later this week in science you will be observing the apples you brought using adjectives. What sentence could we write about this apple that includes an adjective. Use the picture to help you describe the apple.</b></li> <li>- <b>This shows you the importance of adjectives in science. Scientists use adjectives to describe the objects and observations they have made in their experiments.</b></li> <li>- <b>Teacher calls on students who think they know how to write a sentence using adjectives about the apple. Class works together. (WE DO)</b></li> <li>- <b>Do this again with the picture of the stormy sky. (WE DO)</b></li> <li>- <b>“Does anybody have any questions? Fist-to-five, 5 being very confident, how do you feel about adjectives?” (Check for understanding)</b></li> <li>- <b>Reteach where needed.</b></li> </ul>
15	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>- <b>Some of you will receive a yellow sticky note and some of you will receive a blue sticky note. If you have a blue sticky note, you will write down one creative adjective. You can refer to the anchor chart if you have forgotten what types of adjectives there are: color, size, number, shape, looks like, sounds like, feels like. If you have a yellow sticky note, you will write down a noun: a person, place or thing.</b></li> <li>- <b>“What do you write down if you have a blue sticky note?”</b> <ul style="list-style-type: none"> <li>○ Students respond: “Adjective”</li> </ul> </li> <li>- <b>“What do you write down if you have a yellow sticky note?”</b> <ul style="list-style-type: none"> <li>○ Students respond: “Noun”</li> </ul> </li> <li>- <b>Teacher passes out pencils.</b></li> <li>- <b>Give students one minute to write down their adjective or noun.</b> <ul style="list-style-type: none"> <li>○ “I will be walking around to help you with spelling or anything else if you need. You will have one minute to write down your adjective or noun.”</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"><li>- <b>After this is done, students hold on to their sticky notes. (or stick them on their shirts)</b></li><li>- “Now, make sure you do not lose your sticky note. You will randomly be put with a partner. You will be drawing sticks from a cup with a sticker on it. When I say go, you will go around the room at a voice level zero and find the partner who has the same sticker as you. When you find them, you will come up to me, return your sticks, get the materials for the next activity, and find a seat around the room with your partner. You will need to have a surface to write on to do the next activity. Make sure you have your sticky note with you. All of this will be done with a voice level zero. Hint: your partner will NOT have the same color sticky note as you.”</li><li>- <b>GO.</b></li><li>- <b>Students find their partners.</b></li><li>- <b>“Now that you have found your partners, you will notice that one of you has written down a noun and the other has an adjective.”</b></li><li>- <b>“With the handwriting paper I gave you and the pencil, you will each write your OWN sentence using the noun and adjective that you both wrote. You will probably not have the same sentence and should not copy one another. Make sure to write your name on the paper, please underline the noun and circle the adjective. If others are still working when you finish your sentence, you can draw a picture to illustrate the sentence you wrote.”</b></li></ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"><li>- At the end of the lesson, students rejoin the teacher on the carpet.</li><li>- Teacher asks students what adjectives do.<ul style="list-style-type: none"><li>o Adjectives describe nouns.</li></ul></li><li>- Students then share their sentences (most likely silly sentences) and point out the adjective and noun they used in the sentence.</li><li>- If there were any mistakes, we will re-work the writing as a class and work to make sure the adjective is describing the noun.</li><li>- In addition, teacher can take it in a different direction, saying, “How else could we use that adjective and noun to write a different section?”</li></ul>
<p><b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <ul style="list-style-type: none"><li>- Teacher pays particular attention as to who is participating in the class activities.</li><li>- Teacher watches to see who is answering the questions in jeopardy, which teams are sure, which are unsure.</li><li>- Teacher observes what students write on their sticky notes to see if they understand the difference between noun and adjective.</li><li>- Students write a sentence that includes the sticky note noun and adjective. Teacher sees if the student makes a coherent sentence with a proper noun-adjective connection (adjective describes the noun)</li><li>- Students participate in turn-and-talks and the teacher calls on a variety of students, regardless if they have raised their hands or not.</li><li>- Teacher sees if students have circled the adjective and underlined the noun.</li></ul>	<p><b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b></p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>

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### Consideration for Back-up Plan:

- If technology fails, jeopardy game can be written up on board or just stated to the students.
- If below proficiency students need help, the teacher will provide them with an easier noun and/or pronoun.
- Students will describe objects around the room if the powerpoint doesn't work.

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

This was a very fun lesson to teach, and the students really enjoyed it as well as stayed engaged the whole time. The elements that went really well were the jeopardy game, movement, small group work, whole group work, partner work, and writing activity. The whole lesson flowed really well, and I feel like this was mostly due to the detail in the lesson plan. I was mostly impressed by how quickly the students grasped the concept of adjectives and how they describe nouns. When correcting their writings after the lesson, I noted how well almost every single student did on the assigned task. Not only did they do what they were supposed to but also did it well, with appropriate adjectives and nouns, and with fairly good handwriting skills.

The students did a review of the concepts of nouns, pronouns, and verbs, and this was noted through a jeopardy game. The game was a great chance for me to observe the students and see who was able to answer the questions correctly. Most of the students were able to. I also liked seeing them work together as a team and learning from each other. I heard some of them giving incorrect answers to their group, but then the group would work to help them understand what the correct answer is. If I did this element again, I would definitely allow for more time. The game could have gone on for much longer than I let it, however, I knew the time was already getting out of hand. I would also incorporate the element of "wagers" (jeopardy money) as a tie-in to math. I would touch on this at a base level for first graders.

The students also learned about different adjectives and how they can be incorporated into sentences. I knew that they were capable of doing this through participation in the group discussion, turn-and-talk work, and also through the written sentences they turned in. As I had the students write their adjective-noun sentences, I had them circling the adjective and underlining the noun to re-enforce the idea that adjectives describe nouns. I was very happy to see that most of them understood this concept, and I was very pleased with the writing they turned in. I also know that the students were learning how to work as a team and in partner situations by watching the way they interacted with their partners and teams during jeopardy. I would be very happy to jump on another discussion-led lesson knowing how well they all worked together.

The lesson went according to my plans, however, I could have just been lucky this morning that the students were so focused. I definitely planned a long, detailed lesson, and if I did this again, there is a chance they would not sit and be as engaged as they were today. I would either cut this lesson into two parts or just cut down on the time I spend on different elements. The main reason I did the jeopardy game for as long as I did, was because I wanted the students to review what they learned last week after a weekend. I knew they would need a refresher of the topics, and I do think this game did the trick. I might also think of making an anchor chart of strictly first-grade-friendly adjectives that students could use in their writing when they get in a pickle.

Overall, I think this lesson went very well, and I was happy to hear the positive feedback from Mr. Conlon and Mrs. Fischer.