

Lesson Number: 2 **Title:** Introducing the Concept of Adjective through pictures

Goal(s): S’s learn (or review) the concept of ADJECTIVE, using pictures while naming the features and characteristics of objects or abstractions, identifying these features and characteristics by meaning categories, and recognizing and expressing the part of speech, e.g. Adjective, and synonyms of these adjectives. Synonyms are found using dictionaries and thesauruses.

1.

Time	Teacher Instructions and Student Activities for Each Step	Anticipated Misconceptions • Errors • Ss Questions	Special Points To Remember to Support Student Learning	Materials
20-30 min.	<p>Using dictionaries (hard copy or electronically) to make a list, by categories, of adjectives.</p> <p>T. reviews the MURAL of NOUNS created the previous instructional day, and using the same pictures or different pictures T. shows students how to name some of the features or characteristics of the objects depicted in the pictures.</p> <p>T. labels the features as Adjectives. T. lists these words that describe features or characteristics by categories.</p> <p>T. –Describe each object. What words or labels describe the characteristics of each object? Label or name these characteristics.</p> <p>S’s may describe the objects or teacher assists them in learning new words for describing each object. T. may list these characteristics on the board (or using an LCD projector) by CATEGORIES, for example: Size Color</p>	<p>S’s may label the objects (Nouns) instead of naming the qualities (Adjectives) that describe the objects.</p> <p>S’s may not know how to label many features and qualities of objects.</p> <p>S’s may not know the alphabet and how to find words in the dictionary.</p> <p>S’s may not understand the concept of synonym (or antonym).</p> <p>S’s may not understand fully the difference between the label for the feature or the quality (a word), and the part of speech: an Adjective.</p>	<p>S’s may not know the labels (words) for the qualities or features of objects or parts of objects. By building meaning categories –as listed in the previous column—to organize the words they know and the new words they are learning for qualities and features, S’s may remember better the new words.</p> <p>S’s may need to have the pictures of the objects and the labels for qualities and features displayed for the duration of the lesson, rather than erasing or eliminating the words arranged into categories at the end of this lesson.</p> <p>T. may need to carefully choose the key words: Label Naming / to name</p>	<p>Lots and lots of pictures provided by the T. or by the S’s.</p> <p>(Optional) At the end of this lesson, time permitting, or at the beginning of the next lesson, T. and S’s may find definitions and categories of adjectives in Grammar or Literature Textbooks or in the Internet. Can S’s now recognize Adjectives printed in sentences (NO pictures)?</p>

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	<p>Texture Thickness Beauty Emotional state Reaction to stimuli Shape Made out of (material) Age Movement Height Temperature Taste Physical feeling or sensation Attractiveness S's find at least three of the displayed labels in a dictionary and study the dictionary entry for the 3 selected Adjectives. S's find additional "adj." words in the dictionary and add them to the lists already displayed or to new categories in new lists.</p>		<p>Category Organize Noun Adjective Part of speech Quality Feature so that S's understand that NOUNS and ADJECTIVES refer to the LABELS (words) used to name REALITY (the objects, or the qualities or the features). T. and S's may label a single object or sets of objects (singular NOUN/ plural NOUN) and describe its/their quality / feature, and use the labels for the REALITY categorized as collective nouns (which many S's do not know, i.e., dangerous swarm).</p>	
20-30 min.	<p>Using a thesaurus (hard copy or electronically) to build a list of Synonyms of certain adjectives. T. points to the end of the dictionary definition for an Adjective and shows Synonyms and Antonyms for the selected adjective at the end of the selected Entry</p>			

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	<p>Word/Adjective in the dictionary. S's find synonyms of additional adjectives displayed on the board. T. may write these student contributions on the board or display them through LCD.</p> <p>T. now shows additional synonyms for the selected adjective in a thesaurus. S's equally find additional synonyms for the other displayed adjectives. Adjectives and synonyms found in thesaurus are displayed on the board or through LCD.</p>			
20-30 min.	<p>Writing Adjective + Noun sentences (Using Noun + Linking Verb + Adjective) T. writes a few sample sentences using the structures Adjective + Noun or Noun + Linking Verb (=) + Adjective. S's write similar sentences with identical sentence structures BASED on the pictures previously selected and described. These are shared out-loud by S's or T. selects a few to write on 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?

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