



LESSON PLAN by Lauren McCoy

Lesson: Adjectives

Length 50-55 minutes

Age or Grade Intended 6th grade special education (direct instruction)

Academic Standard(s): 6.6.2 Grammar

Identify and properly use indefinite pronouns (*all, another, both, each, either, few, many, none, one, other, several, some*), present perfect (*have been, has been*), past perfect (*had been*), and future perfect verb tenses (*shall have been*); ensure that verbs agree with compound subjects.

- Indefinite pronouns: Each should do his or her work.

- Indefinite pronouns: Many were absent today.

(Core Standard)

Performance Objectives: Given a worksheet on adjectives, students will miss no more than 80% of the questions on the worksheet.

Assessment: Students will be given a worksheet to complete based on what they learned about adjectives and graded out of 20 points. Later summative assessment will be given by Mrs. Smiley after the unit on grammar is taught.

Advanced Preparation by Teacher: Go over the textbook, make worksheets for the students, make typed notes for the students, and create/think of activities to do in class. Find and bring in an object for the students to describe and search for a YouTube video to show on adjectives.

<http://www.youtube.com/watch?v=-T4xw5C74Ps&feature=related>

Introduction/Motivation: Split the class up into 2 groups and give each group an object. Ask them to describe the object with as many words as they can come up with and have them write their ideas on the board. Tell them that the words they all wrote down are ADJECTIVES, because they describe things. (Write this on the board and tell them as well) Have them share their answers on the board when they are finished. (MI: Kinesthetic, Interpersonal)

Step-by-Step Plan:

1. After the students describe the object, ask them to go back to their seats.
2. Tell them they will be learning about **adjectives**, which is another part of speech.
3. Briefly review the parts of speech they have been taught so far and write them on the board. This should be in class discussion format.
4. Have students get dry erase boards and markers. (MI: Auditory, Visual).
5. Teacher will pass out the typed notes and go over the information with the students, writing examples and models on the board for the students to see.
6. After each sentence on the worksheet they go over, teacher will discuss and give an example. (MI: Visual, Verbal, Linguistic). Then the teacher will ask the students to write their own sentence on their boards and have them hold it up for the teacher to see.
7. Show YouTube video (<http://www.youtube.com/watch?v=-T4xw5C74Ps&feature=related>) (Wrap up will be done here).
8. Pass out homework worksheet. They may work in pairs if they want, ONLY if they are quiet. Do the first question of each section of the worksheet together as a class as a model so they are clear on what to do. If they do not finish their lesson by the time the end of class

is up, the worksheet will be homework due the next day. (MI: Interpersonal).

Closure: Why do you think it is important to know what adjectives are? How boring would reading and speaking be if we did not have adjectives? Adjectives are what help writers make books and stories interesting, or help us be clearer when talking to others about something. For example, if we use the wrong adjective or none at all, this message could be very different. “The rollercoaster is broken.” “The rollercoaster is fun.” These are two very different ideas. It is important to include adjectives both in speech AND writing. It makes everything more interesting and easy to understand.

Adaptations/Enrichment: Since this lesson is for students in a direct special education class, with most of the class having Learning Disabilities, I will give verbal directions as well as written and model direction written on the board. I will also type out their notes for them, so the words are larger and clearer for them to see and read. This will also make it easy for them since they will not have to labor over taking their own handwritten notes. The homework will be typed and in big letters as well and the assignment will be relatively short so they should not have much hw to take home. The lesson has a variety of interactive activities will keep them interested and engaged and hopefully address their learning styles. Also, working in partners on the homework and learning from their peers may be helpful to the students.

Self-Reflection: *If you have a chance to teach this lesson*, use these guiding questions to evaluate the effectiveness of your teaching and planning. How did you measure the impact your teaching of this lesson had on your students’ learning? What were the results of those measures? What does that tell you needs to be taught next? Will you need to reteach or can you move to the next concept? What would you do differently next time to improve the lesson delivery and/or planning? Include any comments that you received by an observing adult or the students you taught.

Notes on Adjectives

Definition: An **adjective** is a word that describes a noun OR pronoun.
Adjectives limit or change the meaning of a noun or pronoun.

-Most adjectives come before the noun or pronoun.

Example: The **sleepy** child was crying.

-PREDICATE ADJECTIVES come **after** the noun or pronoun they are describing.

Example: He is **tired** and **hungry**.

-Sometimes adjectives come after the noun for emphasis, and are set off by commas.

Examples: The tree, **wet** and **shimmering** swayed in the breeze.

-Adjectives can limit a noun by giving a number or quantity.

Example: There are **three** boys in the room.

-Demonstrative pronouns are used as adjectives to point out something or something.

Examples: Did you hear **that** sound?

Those apples are mine.

-Possessive adjectives are used to demonstrate ownership.

Examples: **Mike's** dog is in the back yard.

Steve and Sarah went to **their** lake house.

Heather is listening to **her** ipod.

Name _____

Adjective Worksheet

A. Read the following sentences and circle the adjective, then circle the noun which it describes.

1. The field was full of yellow sunflowers.
2. Grandpa drove his rusty old tractor.
3. We stared at the clouds in the blue sky for hours.
4. That horse is fast and strong.
5. We all enjoyed a delicious picnic.
6. The girl played with her doll.
7. Are those donuts yours?

B. Read the following sentences then fill in the blank with an adjective of your choosing.

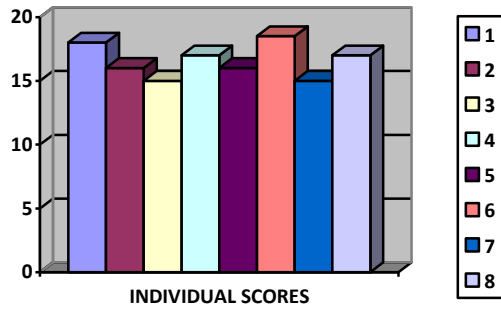
1. The _____ apples were delicious.
2. _____ people went to the fair.
3. We played with _____ goats at the petting zoo.
4. John had a _____ time.
5. Class was _____ today.
6. Her _____, _____ bicycle looked cool.
7. Kylie's friend was _____.

Say whether the adjectives describe a noun or pronoun.

- | | | |
|---|------|---------|
| 1. He planned a trip with his friends. | Noun | Pronoun |
| 2. Vince used his trusty old rod and reel. | Noun | Pronoun |
| 3. They were tired but happy with themselves. | Noun | Pronoun |

C. On the back of this paper, write a paragraph (At least 3-5 sentences) describing yourself using as many adjectives as

possible. Underline or circle the adjectives you used.



Class Ave. 16.5 B- 82%