

Lesson Plan

J. Gearhart

Date: 11/14/2007

Class: 7th Grade Basic English

Grade Level: 7

Unit: Parts of Speech

Lesson: Adjectives
and Adverbs

PA Academic Standards:

- 1.5.8.F.4** Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly.
- 1.5.8.E** Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, **level of detail**, style, tone, and **word choice**.
- 1.6.8.D.5** Clarify, illustrate, or expand on a response when asked.
- 1.6.8.B.4** Identify and define new words and concepts.

Goal of the Lesson: Students will, through their own definitions, learn how to recognize and appropriately use adjectives and adverbs, vital tools for their growing writing skills. With mastery of these techniques, the clarity, preciseness, and sophistication of the students' work will be greatly enhanced. Students will also be motivated to show creativity as they write, as well as go back through a completed paragraph or paper to revise, making concepts or ideas more precise with adjectives and adverbs.

Materials:

- overhead projector
- printed/permanent transparencies
(one per student in the class with a specific sentence skeleton)
- temporary/water soluble markers
- extra paper and pencils for students to copy down their transparency

Clerical/Administrative Tasks:

- prepare transparencies and print student handouts
- check to make sure overhead projector is working
(if not, read slides orally/use blackboard)
- Take attendance

Instructional Objectives:

1. TSWBAT define, in their own words, an adjective and an adverb, giving at least one example of each.
(Cognitive: Comprehension)
2. TSWBAT suggest creative, relevant examples of adjectives and adverbs for each other's sentences.
(Affective: Valuing)
3. TSWBAT communicate definitions and examples with the teacher and other classmates.
(Psychomotor: Communication)
4. TSWBAT revise his or her sentence based on examples generated in class.
(Affective: Organizing)

Anticipatory Set/: (3-5 min)

Have "example" overhead on the screen. Keep bottom half with "Adjectives and Adverbs" covered.

**Key Questions: How many of you like to do Mad Libs?
Who's heard of them before?
What do you do with them?**

(expect an answer like "you put words into them" and ask what types of words? If no one answers, suggest nouns and verbs)

Introduce lesson by telling students that we've been practicing with parts of speech, and since they really perfected nouns and verbs, we're going to learn how to punch them up and make them more descriptive.

Key Question: "Does anybody know what parts of speech would do this?"

Transition: Uncover "Adjectives and Adverbs" on sheet.

Purpose: (1-3 min)

Key Question: What's the advantage of using adjectives and adverbs?

(expect answer such as "they describe things")

Give positive feedback if the answer was feasible, and also offer other reasons why the students should know and use these parts of speech, such as: they make your writing sound more sophisticated, make writing more interesting, and give you length to those pesky papers every student has to write during his or her school career!

Transition: Uncover all of "example" transparency.

Modeling: (3-5 min)

Tell students that when they finish with today's lesson, they'll have defined what an adverb and adjective is through testing examples that they give, and be able to "punch up" sentences. Explain that in the example, upside down is the adverb, telling *how* I knit, and that purple is the adjective, telling *what kind* of pickle. (*italicized* words should be stressed to hint at the purpose of adverbs and adjectives, which will help students formulate their own definitions later in the Q&A process.)

Transition: Tell students that they are going to teach this lesson today, but to help them along, I made each of them their very own transparency that is just like a Mad Lib. Put first transparency up and hand out sheet with sentence skeletons, telling student to fill in the blanks during the class.

Guided Practice: (15-20 min)

After each slide is shown, give a minute for students to complete their sentences by filling in a noun or a verb. Encourage creativity, even silliness! Once students are done filling in their "sentence skeletons" or "Mad Libs", put the students' slides, in order, back up one by one, asking students what word they chose. Write this word in the blank.

Key Question: Can anyone think of an adverb (or adjective, depending on the slide) that would work for (Student's) word?

Key Question: How do you know that's an adverb (adjective)?

Key Question: What about...(Give examples that would support or contradict their definition, for example "butterfly" for the answer "adverbs end in -ly." See teaching notes for more responses to possible answers.)

Write student's suggestion under the heading Adverbs (Adjectives) below the now completed sentence.

Key Question: Can anyone else think of more? I'd like to hear at least one from everyone!

List words as students suggest them. Once everyone gives an answer, pick a unique example, circle it, and re-write the sentence, pausing before writing the adverb (adjective) and ask whether it should come now (before the verb/noun) or after the verb (noun).

Repeat this with all slides.

Instructional Input: (3-5 min)

Re-iterate the purpose and uses of adjectives and adverbs based on examples. Saying, “So based on your teaching today, we know that adverbs _____, _____, and _____.” Make sure that if any purpose/use is missed it is mentioned (see below).

Adverb: how, where, when, how often, purpose
Adjective: what kind, how many, which one

Checking for Understanding: (5-7 min)

Key Question: So now that we know the difference between adverbs and adjectives, would _____ be an adjective or an adverb? (examples to be “off the cuff”, but can refer to Teaching Notes if necessary.)

Key Question: And how do you know? What’s it doing for the verb/noun?

Independent Practice:

Tell the students that their homework will be to re-write each sentence on their handout with their OWN VERBS, NOUNS, ADVERBS, AND ADJECTIVES. (formal assessment). (Turn off overhead!) Also, tell them that as a bonus opportunity, they should join the sentences together into one or two sentences using TRANSITIONAL WORDS, which we’ll use as examples in tomorrow’s lesson after a short quiz on what we learned today (see attachment).

Closure: (3- 5 min)

Key Question: What other places could you use adverbs and adjectives besides school?

Key Question: Do you think these are good to use? Are they worth the extra second to write?

Time Permits:

If time permits, students will begin to re-write and fill-in the sentences on the handout, and will be allowed to ask EACH OTHER for suggestions, as well as give them.

Accommodations/Adaptations for Students with Special Needs:

For the student with a learning disability/difficulty focusing audial activities, support will be offered through visual aides via the transparencies, and also the duplicate student handout/homework sheet (attached). Because the activity relies on both verbal student interaction and visual examples, it will be easier for this student pay attention.

Reflective Notes

Did students enjoy the lesson?

Did I enjoy the lesson?

Were my timing estimates accurate?

Did the student with a learning disability get as much out of the lesson as the other students?

Are there any other/better accommodations I can make for this student?

Did having a student handout keep the students focused, or distracted?

Is there a better way I can get students to volunteer words?

Is there a better way I can present this lesson, rather than with overheads?

Did students feel enthused about the homework assignment and opportunity for bonus?

Were there any instructions that need to be added to the Teaching Notes?

Where there any areas of confusion that I didn't anticipate?

Are there any materials that need to be replaced or replenished?

TEACHING NOTES

FOR PARTS OF SPEECH: ADJ & ADV*

** this lesson works best with a small class (no more than ten)*

Transparencies:

example:

On Saturdays, I like to knit and buy lots of pickles.

Adverbs:

quickly
lazily
at home
upside down
constantly
to keep busy

Adjectives:

sour
purple
spotted
hairy
prickly
tiny

new sentence:

On Saturdays, I like to knit **upside down** and buy lots of **purple** pickles.

student's copy:

Allen:

The student VERB during class.

Alyssa:

Everyone realized that the NOUN was missing!

Bill:

Rodger VERB when the teacher wasn't looking.

Julia:

Sally threw a(n) NOUN at him.

Kristin:

Sally and Rodger started to VERB.

Mike:

The teacher told them they were behaving like NOUNs.

Stacey:

Everyone in the class started to VERB.

- When printing transparencies, leave open space at the bottom to re-write sentences based on student completion and suggestion.

Overhead Projector Activity:

- Show overhead with each student's sentence, and ask them to copy it down on their paper and fill in the blanks.
- Once everyone has time to complete their sentence, put the sentences back up one by one and ask the student what words they used to complete the sentence.
- If a verb was missing, ask all students for adverbs to supplement the verb the assigned student gave you.
- Ask them how do they know that's an adverb? Ask what does an adverb do? Suggest words that would fit their definition, (or not!) and ask them why it will and will not work.

Some probable answers and suggestions to test their definitions:

adverbs tell how

slowly, quickly, nicely, smartly

adverbs end in -ly

butterfly, holy

adverbs that do NOT end in -ly:

almost, around, down, here, just,
now, often, quite, soon, still, then,
there, too, twice, very, when, yet

- Re-write the sentence below, putting in a good, suggested adverb as well as the assigned students' verb.
- Re-iterate that adverbs do not have to end in -ly and that they can show **manner (how), place (where), time (when) , frequency (how often), purpose (to do what)**
- Re-iterate that adjectives **what kind, how many, and which one**
- **examples to use when checking for understanding:**

Adverbs:

gently
rudely
a while ago
everyday
on Sundays

Adjectives:

polka-dotted
bored
mint green
several
a few
that
best

Homework: Students will copy down everyone's completed and edited sentences and link them together with transitions to make two or three sentences out of the eight. Students will write a separate list of the words that they used to link the sentences together, which will be used as examples of transitions in the next lesson, a way for the students to learn from each other.

- fill in the blanks as we complete the sentences in class

The student _____ during class.

Everyone realized that the _____ was missing!

Rodger _____ when the teacher wasn't looking.

Sally threw a(n) _____ at him.

Sally and Rodger started to _____.

The teacher told them they were behaving like _____s.

Everyone in the class started to _____.

Homework:

- In the space below, re-write the sentences using YOUR OWN verbs and nouns, adding in adverbs and adjectives for EACH ONE.
- Bonus Opportunity: Join the sentences together with transitional words, NOT with “and” or a comma, though!

ADVERBS & ADJECTIVES QUIZ

Name _____

1. Draw lines to show each purpose of an Adjective and an Adverb:

Adverb

what kind

how

where

Adjective

when

how often

how many

purpose

which one

2. Insert an adjective and an adverb into this sentence:

Suzie _____ picked up her _____ pencil and aced the adverb and adjective quiz!

3. Circle the adjectives and/or adverbs:

butter

lazily

brown

xbox

spotted

right away

several

Guitar Hero

ninety-two

cranberries

to stay warm

ipod

extremely

limping

4. Why do you feel using adjectives and adverbs is important? What are some examples where you would use them? (other than schoolwork, please!)

5. List five adjectives to describe whatever you are writing with (pen/pencil), and three adverbs to describe how you are writing.

Adjectives:

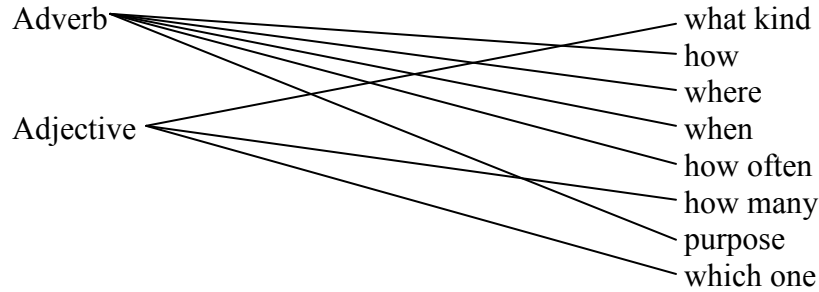
Adverbs:

ADVERBS & ADJECTIVES QUIZ

Name ANSWER KEY/*SCORING RUBRIC

** in italics*

1. Draw lines to show each purpose of an Adjective and an Adverb:



2. Insert an adjective and an adverb into this sentence:

Suzie *any word showing how* picked up her *any word showing which one or what kind* pencil and aced the adverb and adjective quiz!

3. Circle the adjectives and/or adverbs:

butter
lazily
brown
xbox
spotted
right away
several

Guitar Hero
ninety-two
cranberries
to stay warm
ipod
extremely
limping

4. Why do you feel using adjectives and adverbs is important? What are some examples where you would use them? (other than schoolwork, please!)

Anything suggesting that they help improve writing. Examples: any example of writing, or speech, where you would need to be descriptive.

5. List five adjectives to describe whatever you are writing with (pen/pencil), and three adverbs to describe how you are writing.

Adjectives: *show what kind, which one*
bitten
yellow
smooth
old
borrowed

Adverbs: *shows how, where, when*
quickly
before class ends
on the paper