

Language Arts Lesson Plan

Grade 3 Topic: Creative writing using adjectives and adverbs.

Language Arts Strategy: **ORGANIZING IDEAS**

Date submitted:

Subject/Class: Adjectives/Adverbs

Contextual Information:

Prerequisites

Rationale: According to the North Carolina Standard Course of Study (NCSCOS) Competency Goal 4.02 and 4.03, students should be able to use oral and written language to share information and ideas and to share written and oral products in a variety of ways. Students should also be able to conduct research for assigned or self-selected projects as stated in Competency Goal 3.06.

Objective: After explaining and discussing the use of adjectives and adverbs, students will brainstorm examples of each and use these examples to write a descriptive sentence for an animal of their choice using at least three adjectives and one adverb. Students will create a class flipbook of animals using descriptive sentences.

Content and Teaching Strategies

Focus: Show the students an example of an animal flipbook created by a former class. Share some of the descriptive sentences used by other students. Point out the adjectives and adverbs used by the other students.

Objective: Today we will learn about adverbs and adjectives and make a flip book about animals. You will draw a picture of your animal being careful to put the body parts on the correct section of the paper. Below the drawing, you will write a descriptive sentence using at least three adjectives and one adverb to describe the animal they drew.

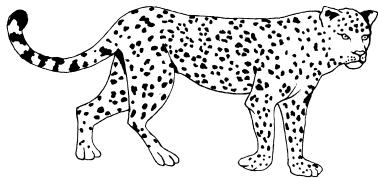
Teacher Input: Before sharing the flipbook example, explain to the class that adjectives are words that describe nouns. Give many examples. Write them on the board. Read, together, a sample of writing that does not include any adjectives. Note to the students that this sample is not very interesting. Encourage students to paint a picture with adjectives to describe what they are talking about. Re read the same writing to the class, this time giving the students an opportunity to supply descriptive words for the nouns. Read the revised writing to the class noting how much easier it was to form a picture of the ideas by including descriptive words called adjectives. Using page 318 in the textbook, call on various students to identify the adjectives in the sentences provided at the top of the page.

Explain to the class there are also words that describe actions, or verbs. These words are called adverbs. Give them many examples and write them on the board. As with the example for adjectives, read the same writing that does not contain adverbs. Explain to the students there are many ways to describe an action that will help to make their writing much more interesting. Give the students some examples of adding an adverb to the sentence to make it more interesting. Explain to the students that adverbs answer the questions how, when and where. Encourage them to ask themselves these questions when they are writing sentences. Allow the students opportunities to fill in some adverbs in the original writing sample. Read the sample with the adverbs added. Note to the students how much more interesting this writing became with the addition of descriptive words for the actions.

Re-read the writing sample in its original form (without the adjectives or adverbs). Then read the sample completed by class that includes adjectives and adverbs. Explain to the class that their writing will "come alive" to the reader when they use adjectives and adverbs to describe their ideas.

Ask students to give examples of adjectives. Allow for many examples and write them on the board. Encourage students to use their dictionary or thesaurus, if necessary. Ask students to give examples of adverbs. Allow for many examples and write them on the board. Use the headings How, Where and When to help the students differentiate among the adverbs. Encourage students to use their dictionary or thesaurus, if necessary.

Tell the class that they will be creating a flipbook of descriptive phrases for animals by using the adjectives and adverbs they have discussed. Show the class the flipbook example and read some of the entries. Point out the adjectives and adverbs. Pass out the drawing/writing paper and instruct the students to draw the head of their animal in section #1 on the paper, draw the body of their animal in section #2 on the paper and the tail of their animal on section #3 of their paper. Explain to the students that when they are writing their descriptive sentence, the set of lines in section #1 will only include at least three adjectives and a noun (Ex.: The spotted, skinny, black and orange leopard). The set of lines in section #2 will include one verb and at least one or two adverbs (Ex.: jumped swiftly and playfully). The set of lines in section #3 will tell where and when (Ex.: in the magic jungle in India far, far away). See sample below.



1) The spotted, skinny, black and orange leopard

2) jumped swiftly and playfully

3) in the magic jungle in India far, far away.

Guided Practice: Tell the students that an example will now be constructed as a class before they get started on their individual pictures and phrases. Show the students a picture of an animal drawn on the whiteboard, which is divided into three sections using dotted lines. Ask them to give ideas for three adjectives and a noun for section #1 of my descriptive sentence. Write the suggestion on the board in red under section #1 of the animal. Ask students to give an example of one or two adverbs to describe an action, or verb, for my animal. Write suggestion in blue under section #2 of my animal picture. Finally, ask the students to give an example of a phrase that tells where and when for section #3 of my picture. Write this in green under section three of the picture. Leave the picture and the phrases on the board for a visual reference. Explain that they will cut their picture on the lines provided and be careful to leave 1-2 inches intact at the top of the paper. Show them the sample booklet.

Independent Activity: Students will create an animal with correlating descriptive phrases using sectioned paper, crayons, markers or colored pencil for the drawing. Students will use cursive handwriting for their descriptive phrases, which will be written in pencil. They will autograph their work with their signature in the bottom right hand corner of their drawing. When writing and drawing are completed, the student will use scissors to cut the paper into three sections following the lines provided and leaving about 1-2 inches intact at the top of the page.

Closure: Three students will share their work with the class. Tell the class that there are many ways that adjectives and adverbs will be used in their speech and writing. This exercise helped them to think about and apply these parts of speech to help paint a picture with words for the reader.

Evaluation/Assessment of Student Learning: Students will be assessed in the following ways:

1. Informal checking for understanding during the lesson and attention from the teacher to student responses to questions and brainstorming activities.
2. Students will use at least three adjectives and at least one adverb in the written portion of their flipbook.

Materials/Technology: Pre-printed writing/drawing paper; crayons, markers or colored pencils; pencil; sample of finished work; whiteboard; whiteboard markers – red, blue and green; 6 pieces of construction paper for backing flip books for class (6 books with five projects in each book); scissors.

Differentiation: 1) *Ability levels:* Allow students to work in partners to use thesaurus or dictionary for help thinking of descriptive words, 2) *Visual learners:* Have drawing on the whiteboard as well as brainstorming words on the whiteboard for reference. Have sample flip book available, 3) *Kinesthetic learners:* These needs are met by having the students write descriptive sentences, 4) These students could also write the brainstorming samples from the board on a separate sheet of paper for reference, 5) *Early finishers:* Write a second descriptive phrase for their animal on another sheet of paper or draw animal pictures with someone else that is finished and write a descriptive phrase of their own for that animal, 6) *ESL:* Use dictionaries or thesaurus for reference if needed. Work with these students in a small group to provide guidance.

