

# First Grade Adjectives Lesson Plan

## Grade Level & Subject Area:

1<sup>st</sup> Grade – Language Arts

## Standards/Framework:

Common Core State Standards for English Language Arts

Conventions of Standard English

CCSS.ELA-Literacy.L.1.1f Use frequently occurring adjectives

## Theme/Series of Lessons:

N/A

**Time:** 1 day 35 minute lesson

## What do the students already know?

CCSS.ELA-Literacy.L.K.1 - Students should already demonstrate usage of frequently occurring nouns and verbs, understand and use question words (interrogatives), and use most frequently occurring prepositions.

CCSS.ELA-Literacy.L.1.1b - Use common, proper, and possessive nouns.

CCSS.ELA-Literacy.L.1.1d - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

## Objective:

Students will be able to define what an adjective is and how it is used in sentences.

Students will be able to construct and complete sentences using appropriate adjectives that precede nouns and pronouns.

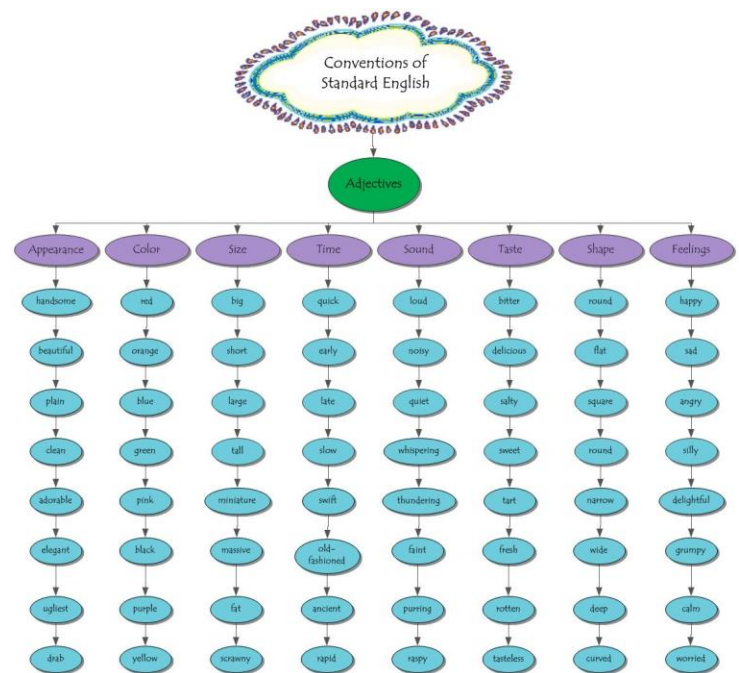
## Materials:

Smart Board

Inspiration Adjectives Web

Adjective Activity Sheets

Pencil



**Procedure:**

This 35-minute lesson will begin with an explanation of adjectives using the Inspiration Web, shown on the Smart Board, and also hard copies for the students. Once we have had discussion, I will pull up activity sheets on the SmartBoard for the students to interact with. They can circle and/or write their own adjectives into the blanks. For individual practice I will pass out activity sheets that they will do in class and for homework.

**Assessment:**

The activity sheets will be taken up for a completion grade at first, and then at the end of the week I will pass out another activity sheet that will be filled out for a grade. Students will also practice using adjectives in their weekly journals so that I can assess their knowledge of using adjectives.

**A Brief Description Of The Entire Lesson - Plus Any Additional Information to be Included:**

During Language Arts time I will discuss with students the definition and use of adjectives, then I will bring up the Inspiration Web for a visual and organized list of different types of adjectives. Then, I will bring up activity sheets onto the SmartBoard and I will call upon students to interact with the SmartBoard by writing, circling, or pointing to correct and appropriate adjectives as they are used within sentences. Lastly, I will pass out review sheets for students to fill out individually.

## Choose the Adjective

Name: \_\_\_\_\_

Adjectives describe nouns. They give information about something or someone that we can discover with our senses. They tell how he/she/it looks, feels, sounds, smells, or tastes.



**For each sentence, choose the adjective that makes the most sense to complete the sentence. Write it on the line.**

1. The elephant's ears are \_\_\_\_\_. (tasty/floppy) \_\_\_\_\_
2. My mom's lasagna is \_\_\_\_\_. (delicious/sharp) \_\_\_\_\_
3. The party is \_\_\_\_\_. (ugly/fun) \_\_\_\_\_
4. The \_\_\_\_\_ man has no place to sleep. (poor/fluffy) \_\_\_\_\_
5. My slippers are \_\_\_\_\_. (soft/angry) \_\_\_\_\_
6. Grandma's perfume is \_\_\_\_\_. (frilly/smelly) \_\_\_\_\_
7. Janet's music is \_\_\_\_\_. (generous/energizing) \_\_\_\_\_
8. The movie is \_\_\_\_\_. (dramatic/furry) \_\_\_\_\_
9. Our home is \_\_\_\_\_. (challenging/comfortable) \_\_\_\_\_
10. The school is \_\_\_\_\_. (salty/large) \_\_\_\_\_
11. The party was \_\_\_\_\_. (old/noisy) \_\_\_\_\_
12. Harrison's car is \_\_\_\_\_ (crunchy/fast) \_\_\_\_\_
13. Our friends have a \_\_\_\_\_ dog. (friendly/bumpy) \_\_\_\_\_
14. The weather is \_\_\_\_\_. (chilly/smooth) \_\_\_\_\_
15. My new shoes are \_\_\_\_\_. (long/fashionable) \_\_\_\_\_
16. The genius is \_\_\_\_\_. (intelligent/rectangular) \_\_\_\_\_
17. The city library is \_\_\_\_\_. (useful/chewy) \_\_\_\_\_
18. We have a \_\_\_\_\_ horse. (brown/scaly) \_\_\_\_\_

**Describe It With  
Adjectives 2**

**Name:** \_\_\_\_\_

**Study the picture below. On the lines under the picture, use descriptive words to explain what you see in the picture. Give as much detail as you can. When you are finished, read your description to a friend and see if he/she can draw what you have described.**



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**Check it!** How closely does your friend's drawing match the picture you were describing?

What could you revise in your description to make it easier for someone to match the picture with his/her drawing?

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