Class:\_\_\_ELL 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_Bethany Vaughn\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson\_\_Adjectives\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_11/6/14\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Skill Objective #1 (Students will be able to…)  Use adjectives to describe family and friends |
| Frameworks:  R2.1h Vocabulary for family members |
| Content Objective #1 (Students will know that…)  Correct placement of adjectives in a sentence |
| Frameworks:  W2.2d Use basic grammatical structures (e.g. simple present and present continuous verb tenses; common singular and plural nouns; common adjectives) |
| Activities  1a. Students will look at a family photograph displayed on the board by a computer projector.  b. As a class, describe and classify words that describe members of the family  c. Students will be given individual photographs and be asked to create a list of adjectives for each of the people displayed in their photograph  d. As a class, review on the board the location of adjectives within a sentence.  e. Students will write sentences following the examples given. |
| Materials  Computer projector, photographs |
| Assessment #1  Student’s sentences will display correct grammatical forms. |
| Wrap Up Reflection  Students will describe a family member to a partner. |
| Skill Objective #2 (Students will be able to…)  Write sentences about family or friends. |
| Frameworks:  S2.1c Construct and respond to basic subject-predicate statements and questions using learned phrases and easy verbs. |
| Content Objective #2 (Students will know that…)  Adjectives have an order of placement. |
| Frameworks:  W.2.1e Write simple phrases and some simple sentences using simple present tense. |
| Activities  1a. On the board, demonstrate a few examples of adjectives grouped together in a sentence. Ask students to classify each type of adjective. Create a list of types of adjectives on the board  b. In pairs, students look at the list of sentences given (pre-printed to give as a handout). Give the students two categories (size and color) and ask them to determine which comes first. Partners should come up with a similar sentence (the big, green car…. The little, yellow flower). Repeat several times until a few of the orders can be determined.  c. Give students a handout with adjective order. Play tic tac toe on the board. Two words given, students must put them in the correct order.  d. Students create a list of adjectives that describe friends and family, in the category handout sheet given. Students then write sentences describing their family members. |
| Materials  List of sentences, handout with adjective order, category matrix. |
| Assessment #2  Sentences should demonstrate correct adjective placement. |
| Wrap Up Reflection  Students point to objects around the classroom and describe them using two adjectives. |