

Module 6 Lesson Plan (Adjectives)

Lesson by Cameo Lakey (created 10/25/17 with the CalStateTEACH Lesson Plan Assistant)

ATTACHED FILES AND VIDEOS

[Module 6 Adjectives Images.docx](#)
[Module6 Adjectives IndependentPractice.jpg](#)

GENERAL COMMENTS

I. ESTABLISHING GOALS AND STANDARDS

Subject Area(s)

Language Arts

Central Focus

Describe familiar places and things by participating in collaborative conversations with peers and adults in small and larger groups and by adding drawings to descriptions as desired to provide additional detail.

Standards

Common Core Standards

English-Language Arts, Grade K

Speaking and Listening Standards | Comprehension and Collaboration

- Standard 1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b) Continue a conversation through multiple exchanges.

Speaking and Listening Standards | Presentation of Knowledge and Ideas

- Standard 4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Speaking and Listening Standards | Presentation of Knowledge and Ideas

- Standard 5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

California Academic Content Standards

English-Language Arts, Grade K

Written & Oral English Language Conventions | 1.0 Written and Oral English Language Conventions | Sentence Structure

- Standard 1.1: Recognize and use complete, coherent sentences when speaking.

Listening and Speaking | 1.0 Listening and Speaking Strategies | Comprehension

- Standard 1.2: Share information and ideas, speaking audibly in complete, coherent sentences.

Listening and Speaking | 2.0 Speaking Applications (Genres and Their Characteristics)

- Standard 2.1: Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students describe people, places, things (e.g., size, color, shape), locations, and actions.

California English Language Development Standards

Listening and Speaking, Grades K-2

Strategies and Applications | Beginning ELD level | Comprehension

- Standard : Answer simple questions with one- to two-word responses.

Strategies and Applications | Beginning ELD level | Comprehension

- Standard : Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

Technology Standards

NETS (National Educational Technology Standards), Grades K-12

NETS for Students | 6. Technology Operations and Concepts

- Standard a: Students understand and use technology systems.

Grade/Level

Pre-K, Kindergarten

Content Objective

At the conclusion of this language arts lesson, Kindergarten students will be able to verbally describe something about their favorite place using one of the five senses in a complete sentence while using a self created visual aid drawn on paper with a pencil and crayons. 70% of students will meet the objective.

Academic Language Demands

Students will understand the English vocabulary being used (adjective, describing, sight, sound, smell, taste, touch) through teaching methods that include saying the vocabulary words together as a group, pointing to some of the terms on our body, watching a video that provides examples of adjectives, practicing how to describe different animals and places where animals live using the five senses through the use of visuals, modeling an example for them using the SMART Board while using the vocabulary, students drawing their own image of their favorite place, students using their drawing to describe it to a partner, and students describing one thing about their drawing to the whole class.

II. LEARNING ABOUT STUDENTS

Class Information

- Total number of students: 26 (9 TK, 17 K)
 - Number of boys: 11 (3 TK, 8 K)
 - Number of girls: 15 (6 TK, 9 K)
 - African American: 3 (1 boy, 2 girls)
 - Asian American: 1 (1 boy, 0 girls)
 - Caucasian: 16 (5 boys, 11 girls)
 - Hispanic/Latino Americans: 6 (4 boys, 2 girls)
 - English Language Learners: none identified
 - Special Needs: Speech - 3 (1 boy, 2 girls)
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III. MAKING ADAPTATIONS

Adaptations

Wait Time, Grouping, Preferred Seating, Technology

Adaptation Details

Providing visuals for English Learners (ELs) including images of the different parts of our body we use for the different senses and images of different animals and places where animals live so I can point to the specific spots while describing them. Additionally, having students point to the parts on their body for each of the five senses and allowing ELs to answer using one word sentences and/or pointing to a visual, providing them with one-on-one assistance when needed, and partnering them with an English fluent student for scaffolding. For speech students, I will stand in close proximity to them while they are speaking and will partner them with a student without a speech impediment for scaffolding. Checking the work first of students who lose focus easily or become frustrated quickly when meeting a performance obstacle and repeating directions to these students directly to ensure they understand what they need to do.

IV. ANALYSIS OF STUDENT LEARNING

Assessment

Formative

Description of Assessment

Verbal assessment: At the end of the lesson, students will be called on, one at a time, to describe one thing in the image they drew (see attached worksheet: Module6_Adjectives_IndependentPractice). They will then be asked to share which of the five senses they used for their description by pointing to the correct body part image provided on their worksheet and saying the name of the sense.

V. PROCEDURE

Prerequisite Background Knowledge/Skills

Students must be able to know of a place they like to go to and be able to draw with pencils and crayons.

Materials

Technological Materials:

- Computer
- ELMO Projector
- SMART Board
- Video
- Sound
- Microphone

Other Materials:

- Five senses visual images
- Independent Practice worksheet
- Name Cards (if needed)
- Pencils
- Crayons

INSTRUCTIONAL STRATEGIES

Open

~starting on ABC rug~

LINKS TO PAST LEARNING:

1. I ask: "What are some places where different animals live?" I then call on students to share.

STATE THE OBJECTIVE:

2. I point to the learning objective written on a sheet of paper on the board and I read it to the students first, then we read it together as a class:

"Students will verbally describe something about their favorite place using one of the five senses in a complete sentence with a self created visual aid."

WHAT THEY WILL BE LEARNING:

3. I say (while pointing to the word on the learning objective paper): "Verbally means to say something out loud or to talk. Today you are going to learn how to talk about different places where animals live and a favorite place of yours by also learning about the five senses. A visual aid is something you can see, like a picture or a drawing. Today you are also going to draw and color your favorite place and will describe something about your favorite place to the class by using one of your five senses."

Body

1. I say: "When we use words to describe something, the words we use are called adjectives. Let me hear everyone say adjective." *students say adjective* "Everyone say, 'An adjective describes something.'" *students repeat*
2. I say: "I am going to show you a video that shows some examples of adjectives." I show them the video: "Big, Big, Big | Adjectives Song for Kids" by Maple Leaf Learning (<https://www.youtube.com/watch?v=3JZi2oDvPs4>)
3. I say: "When we use adjectives to describe something, we are also using one or more of our five senses."

I say: "Our first sense is sight, let me hear everyone say sight." *students say sight* I place an image of an eye onto the board. "To describe something with our sense of sight, we use our eyes to look at it. Everyone, point to your eyes for me." *students point to their eyes and then I do the same*

MODELING:

I then project an image of a farm onto the SMART Board (see attached document: Module6_Adjectives_Images) and circle the specific parts as I describe the image using our sense of sight (The donkey is grey, The barn is tall, etc.) and tell them which word is the adjective (grey, tall, etc.).

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4. I do the same for the other four senses (sound, smell, taste, and touch).

GUIDED PRACTICE:

5. I show them three more images of places where animals live (the desert, the forest, and the beach) and I call on students using equity sticks to describe something in the image using their sense of sight, sound, smell, taste, or touch (I will specify).

MODELING:

6. I show them the worksheet they are to complete independently using the ELMO Projector and direct them to draw their favorite place (I show them an example by drawing my favorite place on my worksheet). I then tell them to color their drawing once they have finished drawing it (I color my image). I tell them when they are finished with their drawing, they are to look at it and come up with as many adjectives as they can to describe their image using each of the five senses.

INDEPENDENT PRACTICE:

7. I call on students ("If you are wearing... [a color]), they go to their seats and complete the worksheet while I walk the room to praise students who are doing a good job, assess student learning, give directions to the students who need it, and model how to draw something for students who are struggling.

8. When students are finished, I direct them to come back to the ABC rug with their drawings.

~students return to the ABC rug~

9. I will direct students to sit with their partner and take turns describing their drawing to their partner (they will first describe something using their sense of sight, then sound, then smell, then taste, then touch). *students partner share while I listen*

Close

ASSESSMENT:

1. I then give students directions that I will call on them, one at a time, and they will come to the front of the class and, using the microphone, will describe one thing about their drawing to the class in a complete sentence. I will tell them that I also want them to point to which of the images of the five senses they used for their description and to say the name of the sense. (Example: "The cactus feels sharp" *points at the image of the hand* "Touch")

MODELING:

2. I will show them an example of this process using my own worksheet I modeled for them earlier.

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3. I call up students, one at a time, and they share to the class.

WHAT THEY HAVE LEARNED:

4. I tell them I will ask them some questions and I want them to answer them whole group. (What do we use adjectives for? For which sense do we use our eyes? Our ears? Our nose? Our mouth? Our hands? Point to the part on your body that you use as I say each sense... sight, sound, smell, taste, touch.)

~END OF LESSON~

VI. ANALYSIS AND REFLECTION

Analysis and Reflection

While looking through the teacher's edition of the Language Arts book, I decided to focus on the Unit the students are currently covering, which is Unit 3 - Visit the Farm (Animal Habitats). One of the suggested activities from the text consisted of showing images of different places where animals live and teaching students how to describe something in the images by using the five senses. With this activity in mind I added additional elements to it (including a video, visuals of the five senses, having students point to their body parts) as well as allowing students to partner share during the lesson.

The parts of the lesson that I found effective included having the students draw an image of their favorite place and sharing it with partners as well as with the class. The students were excited to be able to draw an image on their own and many were eager to talk about their favorite place with myself and with other students. Also, the students enjoyed watching the video and were also excited to be called on in order to describe something about the images during the guided practice. The addition of incorporating the stating of the learning objective to the students and using it to explain to them what they will be able to know/perform by the end of the lesson assisted students in understanding what is expected of them and helped their performance overall.

The changes I would make to this instruction would be to initially focus on teaching the five senses to the students before introducing the concept of adjectives. Having interactive "sense stations" where students could learn about the senses through additional opportunities for exploration and hands-on activities would be beneficial. Teaching the five senses and adjectives in this single lesson caused students to mix up these two terms (for example, I would ask them what our describing word, or adjective, was in a sentence, and some students would respond with a sense (i.e. "taste") instead of the adjective (i.e. "spicy")).

My objective goal was that 70%, or 12 out of 17 students would be able to complete the assessment portion correctly. 71%, or 10 out of 14 (3 students were absent) were able to describe something in their drawing in a complete sentence using one of the five senses. 100%, or 14 out of 14 students were able to correctly point to the image of the sense that they used in their description; however, 57%, or 8 out of 14, students were able to remember the name of the sense that they used (though most students were in the ballpark, such as saying "look" instead of "sight" and "feel" instead of "touch"). See application/next steps below for what I would do with this information.

Application/Next Steps

From the assessment results, I do not need to focus as much with providing extra practice with students being able to correctly match the sense with the image it represents, since 100% of the class successfully met this objective. However, the students need more practice with the specific terminology to use for each of the five senses (i.e. saying "sight" instead of "look"). A vocabulary lesson that focuses on teaching these terms would be beneficial. It also would be valuable to teach an additional lesson that solely focuses on adjectives with little focus on the five senses, in order to dissolve the confusion between these two terms. It would also be great to provide the students with additional practice on what constitutes a complete sentence versus an incomplete sentence.
