

Lesson 15

Part A

T: Today, you're going to learn about another part of speech. Find Part A on the Lesson 15 worksheet. Read #1. *(Call on an individual.)*

S: a green bumpy frog

T: What is the noun? Everybody. *(Signal.)*

S: frog

T: Yes, *frog* is a noun. The other words are called adjectives. Adjectives tell more about nouns. Usually, adjectives answer certain questions about nouns. Read the questions in the box. *(Call on an individual.)*

S: What kind? Which one? How many? Whose?

T: Look at the first example again: *a green bumpy frog*. The word *a* tells how many frogs: it answers the question *how many*; The words *green* and *bumpy* tell what kind of frog: they answer the question *what kind*. The words *a*, *green*, and *bumpy* are adjectives that tell more about the noun. Read #2. *(Call on an individual.)*

S: six geese

T: What is the noun? Everybody. *(Signal.)*

S: geese

T: The word *six* tells how many geese: it answers the question *how many*. The word *six* is an adjective that tells more about the noun. How do you know that *six* is an adjective? Everybody. *(Signal.)*

S: It tells more about the noun.

T: Read #3. *(Call on an individual.)*

S: Those girls watered their plants.

T: What is the first noun? Everybody. *(Signal.)*

S: girls

T: The word *those* answers the question *which one*. The word *those* is an adjective that tells more about the noun. How do you know that *those* is an adjective? Everybody. *(Signal.)*

S: It tells more about the noun.

T: Look at #3 again. What is the next noun? Everybody. *(Signal.)*

S: plants

T: The word *their* answers the question *whose*. The word *their* is an adjective that tells more about the noun. How do you know that *their* is an adjective? Everybody. (*Signal.*)

S: It tells more about the noun.

T: Read #4. (*Call on an individual.*)

S: fluffy kitten

T: What is the noun? Everybody. (*Signal.*)

S: kitten

T: What is the adjective that tells more about the noun? Everybody. (*Signal.*)

S: fluffy

T: What question does *fluffy* answer? Everybody. (*Signal.*)

S: What kind.

T: Read #5. (*Call on an individual.*)

S: soft, blue slippers

T: What is the noun? Everybody. (*Signal.*)

S: slippers

T: What are the adjectives that tell more about the noun? Everybody. (*Signal.*)

S: *soft* and *blue*

T: What question does *soft* answer? Everybody. (*Signal.*)

S: What kind.

T: What question does *blue* answer? Everybody. (*Signal.*)

S: What kind.

T: Read #6. (*Call on an individual.*)

S: her three children

T: What is the noun? Everybody. (*Signal.*)

S: children

T: What are the adjectives that tell more about the noun? Everybody. (*Signal.*)

S: *her* and *three*

T: What question does *her* answer? Everybody. (*Signal.*)

S: Whose.

T: What question does *three* answer? Everybody. (Signal.)

S: How many.

T: Read #7. (Call on an individual.)

S: those history books

T: What is the noun? Everybody. (Signal.)

S: books

T: What are the adjectives that tell more about the noun? Everybody. (Signal.)

S: *those* and *history*

T: What question does *those* answer? Everybody. (Signal.)

S: Which one.

T: What question does *history* answer? Everybody. (Signal.)

S: What kind.

T: Read #8. (Call on an individual.)

S: his four silver motorcycles

T: What is the noun? Everybody. (Signal.)

S: motorcycles

T: What are the adjectives that tell more about the noun? Everybody. (Signal.)

S: *his*, *four*, and *silver*

T: What question does *his* answer? Everybody. (Signal.)

S: Whose.

T: What question does *four* answer? Everybody. (Signal.)

S: How many.

T: What question does *silver* answer? Everybody. (Signal.)

S: What kind.

(Repeat any that students miss.)

Part B

T: Find Part B. You'll write the answers later. You're going to read these sentences and find all the adjectives. Read the first sentence. (Call on an individual.)

S: The old man was working in his tiny garden.

T: What is the first noun? Everybody. *(Signal.)*

S: man

T: What are the adjectives that tell more about the noun? Everybody. *(Signal.)*

S: *the* and *old*

T: What is the next noun? Everybody. *(Signal.)*

S: garden

T: What are the adjectives that tell more about the noun? Everybody. *(Signal.)*

S: *his* and *tiny*

T: Read #2. *(Call on an individual.)*

S: Sharon pulled the warm, fuzzy hat over her cold ears.

T: What is the first noun? Everybody. *(Signal.)*

S: Sharon

T: What is the next noun? Everybody. *(Signal.)*

S: hat

T: What are the adjectives? Everybody. *(Signal.)*

S: *the*, *warm*, and *fuzzy*

T: What is the next noun? Everybody. *(Signal.)*

S: ears

T: What are the adjectives? Everybody. *(Signal.)*

S: *her* and *cold*

T: Read #3. *(Call on an individual.)*

S: Thirsty children like to drink cold soda on a sunny afternoon.

T: To find the adjectives, first look for all the nouns. Get ready to tell me all the adjectives. *(Wait.)* What are the adjectives? Everybody. *(Signal.)*

S: *thirsty*, *cold*, *a*, and *sunny*

T: Read #4. *(Call on an individual.)*

S: The old green chair was stored in the garage.

T: Get ready to tell me all the adjectives. (*Wait.*) What are the adjectives?
Everybody. (*Signal.*)

S: *the, old, green, and the*

(*Continue procedure with the remaining sentences. Repeat any that students miss.*)

T: Now, go back and circle the adjectives in each sentence. (*Check.*)

Part C

T: Find Part C. You'll write the answers later. You're going to read each sentence, find all the adjectives, and replace them with different adjectives. The sentence will change, but it will make sense. Read the example. (*Call on an individual.*)

S: Ten cans were stacked on the metal shelf.

T: Get ready to tell me the adjectives. (*Wait.*) Everybody. (*Signal.*)

S: *ten, the, and metal*

T: The adjectives are replaced with two different adjectives: *many* and *kitchen*. We don't replace *the*. Read the sentence with the new adjectives. (*Call on an individual.*)

S: Many cans were stacked on the kitchen shelf.

T: The sentence still makes sense. Read #1. (*Call on an individual.*)

S: The big, fat, striped cat ate a rat.

T: Get ready to tell me the adjectives. (*Wait.*) Everybody. (*Signal.*)

S: *the, big, fat, striped, and a*

T: Replace *the* with *that*. (*Wait.*) Replace *big* with *large*. (*Wait.*) Replace *fat* with *fluffy*. (*Wait.*) Replace *striped* with *black*. (*Wait.*) We don't replace *a*. Read the sentence with the new adjectives. (*Call on an individual.*)

S: That large, fluffy, black cat ate a rat.

T: Does the sentence still make sense? Everybody. (*Signal.*)

S: Yes.

T: Read #2. (*Call on an individual.*)

S: The hot fire melted the plastic toy.

T: What are the adjectives? (*Wait.*) Everybody. (*Signal.*)

S: *the, hot, the, and plastic*

T: What adjective can we use to replace *hot*? (*Call on an individual. Accept an appropriate adjective.*) Cross out *hot*. Write the new adjective. (*Wait.*) What adjective can we use to replace *plastic*? (*Call on an individual. Accept an appropriate adjective.*) Cross out *plastic*. Write the new adjective. (*Wait.*) Read the sentence with the new adjectives. (*Call on an individual.*)

S: (Reads the new sentence.)

T: Does the sentence still make sense? Everybody. (*Signal.*)

S: Yes.

T: Now, read each sentence. Find the adjectives and replace them with new adjectives. The sentences must still make sense.
(*Monitor students, providing help when needed. Check upon completion.*)