

WEEKDAY WORKOUTS

71 DAY ONE

An adjective describes a noun.

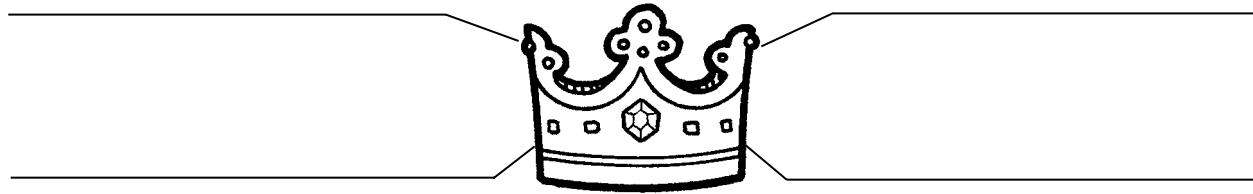
Circle the adjectives. Then follow the directions to draw five pictures.

1. Draw a straight line.
2. Draw a curved line.
3. Draw a zigzag line.
4. Draw a creature that's scaly.
5. Draw a heroic housekeeper.

72 DAY TWO

An adjective describes a noun.

Choose adjectives that describe a king or queen and add them to the web: **noble, royal, homelike, mighty, wealthy, common.**



73 DAY THREE

An adjective describes a noun.

In each sentence, cross out the adjective that doesn't belong. Write each adjective beside the sentence in which it belongs.

That rattlesnake robot really scared me! It's so comfortable.

I don't want to embarrass you by asking affordable questions.

This car has a sturdy frame and a very personal price.

Come sit on this velvet couch. It's really lifelike.

WEEK 15

DAY ONE ANSWERS

Students should circle *straight*, *curved*, *zigzag*, *scaly*, and *heroic*. Each student should make five drawings by following the directions in order.



If students want to incorporate their five drawings into one larger picture, have them number each line they draw to show that they understand *straight*, *curved*, and *zigzag*. If students struggle, help them list scaly creatures (for example, snakes, lizards, and dragons) and think of situations that might call upon a housekeeper to behave heroically—perhaps a scary, scaly creature has invaded her home.

DAY TWO ANSWERS

noble, royal, mighty, wealthy



Discuss the adjectives' meanings. Point out that *noble* can mean "upper-class" or "possessing excellent qualities" and that nobility in the second sense can be achieved through one's conduct. You may want to have students add to their word webs and use them to write a story about a king and/or a queen.

DAY THREE ANSWERS

comfortable → lifelike, affordable → personal, personal → affordable, lifelike → comfortable



Discuss the adjectives' meanings. Ask students to think of an antonym or a synonym for each adjective.

WEEK 15

DAY FOUR ANSWERS

negative: boastful, self-important, untruthful

positive: gentle, honest, neighborly, original, observant, dependable, trustworthy

Discuss the words' meanings. Point out that self-importance is the negative aspect of pride. You may want to tell students that positive qualities are often called virtues. Help students turn each positive adjective into a noun that names a virtue: *gentleness, honesty, neighborliness, originality, awareness, dependability, and trustworthiness*. Have students add positive adjectives to their lists, describing themselves, or have students choose virtues toward which they will work. Describe situations in which it may be difficult for students to practice their positive qualities (a close friend shares a dangerous secret or tells the teacher a lie, for example) and ask students to tell what they could do in each situation.



DAY FIVE ANSWERS

adjectives: active, solid, sturdy, popular, sensible, healthy, protective

The left-hand tree has more adjectives.



Discuss *protect* and *protective*, *height* and *high*. Ask why *lose* and *sweat* might be tricky: they look like the adjectives *loose* and *sweet*. Have students use the words in sentences or in a story about playing outdoors.

Challenge WEEKLY Weekly Challenge 15, page 86, offers an extension of this week's activities.

WEEKDAY WORKOUTS

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DAY FOUR

An adjective describes a noun.

Positive can mean **helpful**. **Negative** can mean **harmful**.

Decide whether each adjective in the box describes a negative or a positive quality. Write each adjective in the right list.

gentle	boastful	original	observant	untruthful
honest	neighborly	self-important	dependable	trustworthy

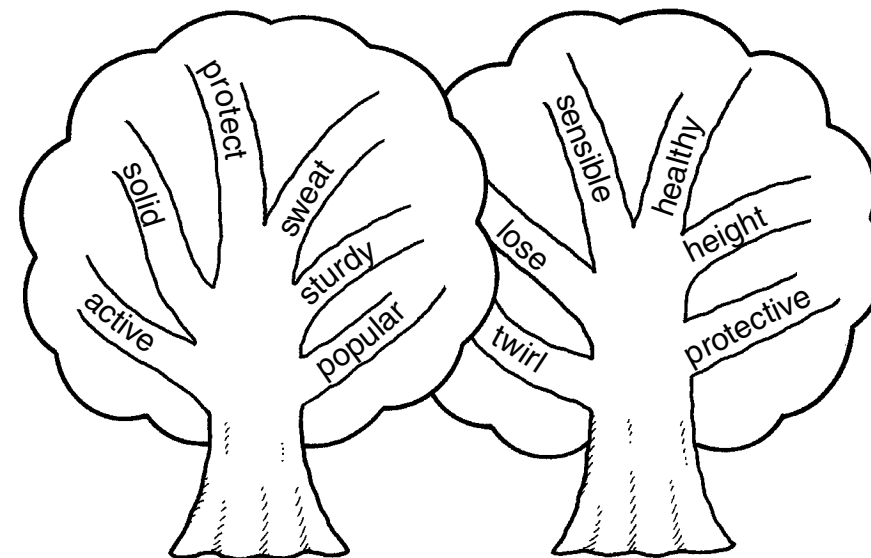
Negative

Positive

75

DAY FIVE

An adjective describes a noun.



Which tree is better to climb? Circle the adjectives. Then mark the tree that has more adjectives.

ANSWERS

Students' lists of adjectives will vary.



You may want to have students complete this activity with a partner; each student can check that his or her partner's words are adjectives. As students read their stories with their adjectives inserted, check that the words listed are indeed adjectives. Have students find a passage in a book and create a similar activity.

WEEKLY
Challenge

Name _____ Date _____



WEEK FIFTEEN An adjective describes a noun.

Fold the paper on the dotted line to hide the story. List ten adjectives. Then unfold the page and fill in the blanks in order with the words you listed.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

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Once upon a(n) _____₁ time, there was a(n) _____₂ creature who lived in the _____₃ mountains. On the first day of autumn, he awoke to watch the _____₄ farmers as they harvested their _____₅ crops. After sleeping all summer in his _____₆ den, he was hungry. The local merchants liked this _____₇ creature and invited him for a feast. And so a tradition was born! The village called it the _____₈ Festival of Feasting. Parents and teenagers alike had a(n) _____₉ time with the creature from the _____₁₀ mountains!