

## 21<sup>st</sup> Century Lesson

Grade: Elementary EAL

Unit: Adjectives

**Driving Question: What words do we use to describe something?**

### EAL Goals:

- Adjectives
- Sentence writing

**Expected Time: One EAL class.**

### Resources:

BrainPop for ESL Adjective activities:

<https://esl.brainpop.com/level1/unit1/lesson4/> (Teacher will need to register)

A good assortment of adjective worksheets:

<http://www.k12reader.com/subject/grammar/parts-of-speech/adjective-worksheets/>

Top 25 most frequent adjectives:

<https://www.englishclub.com/vocabulary/common-adjectives-25.htm>

<http://screencast-o-matic.com>

### Lesson Procedure

Teacher does (I Do): 30 minutes  
Teacher shows picture cards to students and asks them to describe the pictures. As students are describing, the teacher will write down the adjectives that are given.  
When the teacher has shown a number of pictures, she will focus student attention on the words she has written down.  
"These are adjectives. These words describe nouns."  
Grammar mini-lesson:  
subject + *be* + adjective: Math is difficult.  
Adjective + noun: difficult subject  
Rule 1: Descriptive adjectives describe people or a thing  
Rule 2: A descriptive adjective tells how a person or a thing:  

- looks, sounds, tastes, smells and feels.

  
Rule 3: Descriptive adjectives can appear after *be* or before a noun.  
Rule 4: Adjectives don't change for singular or plural.

### 21<sup>st</sup> century skills

- ☐ find, validate
- ☐ remember, understand
- ☐ collaborate, communicate
- ☐ analyze, synthesize
- ☐ critical thinking
- ☐ evaluate, leverage
- ☐ create, publish
- ☐ citizenship

<p>Rule 5: It is use one, two or three adjectives before a noun. Look at list of top 25 most frequent adjectives. Do the students know these words? Ask them to put in sentences that teacher will write down.</p> <p>Do the Level 1.4 ("Under the Big Desk!" ) together as a class in BrainPop to model to students how to use the site. <a href="https://esl.brainpop.com/level1/unit1/lesson4/">https://esl.brainpop.com/level1/unit1/lesson4/</a></p>	
<p>Individual student work (You Do): 20 minutes Students will do all of the activities in Level 3.2 "Friends Are Fair". <a href="https://esl.brainpop.com/level1/unit3/lesson2/zoom.weml">https://esl.brainpop.com/level1/unit3/lesson2/zoom.weml</a> Students watch the movie clip listening for adjectives and do the vocabulary and grammar work. Students will click the pictures at the top to listen to sentences from the adjective movie. Then they will follow the directions to record their voice. Students will also play the practice game in which they decide if the prompt they hear matches the image.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> find, validate</li> <li><input type="checkbox"/> remember, understand</li> <li><input type="checkbox"/> collaborate, communicate</li> <li><input type="checkbox"/> analyze, synthesize</li> <li><input type="checkbox"/> critical thinking</li> <li><input type="checkbox"/> evaluate, leverage</li> <li><input type="checkbox"/> create, publish</li> <li><input type="checkbox"/> citizenship</li> </ul>
<p>Group work (We Do): 30 minutes Work together to collect 15 images of nouns that they feel are good for describing. Put images in a Powerpoint, write a descriptive sentence underneath and screencast them all as a slideshow using Screencast-o-matic. Students can also use Explain Everything, or Educreations.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> find, validate</li> <li><input type="checkbox"/> remember, understand</li> <li><input type="checkbox"/> collaborate, communicate</li> <li><input type="checkbox"/> analyze, synthesize</li> <li><input type="checkbox"/> critical thinking</li> <li><input type="checkbox"/> evaluate, leverage</li> <li><input type="checkbox"/> create, publish</li> <li><input type="checkbox"/> citizenship</li> </ul>
<p>Class share (We Share):</p> <p>Class shares their slideshows to each other.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> find, validate</li> <li><input type="checkbox"/> remember, understand</li> <li><input type="checkbox"/> collaborate, communicate</li> <li><input type="checkbox"/> analyze, synthesize</li> <li><input type="checkbox"/> critical thinking</li> <li><input type="checkbox"/> evaluate, leverage</li> <li><input type="checkbox"/> create, publish</li> <li><input type="checkbox"/> citizenship</li> </ul>
<p><b>Lesson Wrap Up:</b> <b>Remind students of the 25 most frequent adjectives and ask them to start looking for them in their readers.</b></p>	

**Differentiation/Modification/Enrichment:**

Worksheets can be used as a supplement to the activity:

<http://www.k12reader.com/subject/grammar/parts-of-speech/adjective-worksheets/>

Students can play the game “Guess Who” to practice asking question words about descriptions.

**Assessment:**

Students are writing sentences in which the adjective comes before the noun or after a form of the verb ‘*to be*’.

**Teacher Reflection:**

Communicate with classroom teacher to see if students are using adjectives more in their writing.