

Unit 1: Building Strong Communities

WEEK 2 Day 4

Vocabulary & Language
Adjectives

Weekly Question	How do we benefit from being part of communities?								
Language Objective	I can identify and use adjectives. (L.1.1.e)								
Vocabulary	adjective: a word that describes a person, place, thing or idea								
Materials and Preparation	<ul style="list-style-type: none">whiteboard and marker On the whiteboard, make the following chart. <table border="1" style="margin-left: auto; margin-right: auto;"><thead><tr><th>Adjectives</th><th>Noun</th></tr></thead><tbody><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></tbody></table>	Adjectives	Noun						
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Opening	<i>Yesterday we learned about adjectives. We looked at sentences from Chik Chak Shabbat and made our own. Today we'll play an Adjectives guessing game. You might know it as "I Spy."</i>								
Discussion	Think of an object in the classroom that is clearly visible to all children from where they sit. Use adjectives to describe it, writing them on the board under Adjectives. This example uses the meeting area rug. <i>I spy (I see) a thing in our classroom that is large, flat, and soft.</i> Write these three adjectives on the board. <i>It's also red, green, and blue. Everyone can see it.</i>								

	<p>Write the next three adjectives on the board. <i>I've given you six adjectives. What do I see?</i></p> <p>Allow children to guess, offering more adjectives as needed to help them identify the object. When they guess correctly, write it down on the chart under Noun.</p> <p>Clarify the rules of the game as needed before continuing with another round.</p> <p>Invite individual or pairs of children to lead the game for an additional few rounds. Record each list of adjectives and corresponding nouns on the chart.</p>
Closing	<p><i>This game shows us how important adjectives are when we want to describe things. By listing adjectives, we can guess just about any noun in our classroom. When we're reading and we want to make mental pictures in our mind, adjectives help us do that.</i></p>
Standard	<p>L.1.1.e Use frequently occurring adjectives.</p>
Ongoing assessment	<p>Note how children use adjectives, rather than long descriptions, to identify objects.</p> <p>What kinds of adjectives do children know and use? Do they use a variety of adjectives or rely on the same ones repeatedly?</p>

Notes