

Write checklist on board:

Charts

Review - Map

Adjectives- Chart L

Predicate Adjective

S -V<sub>I</sub> -PA

ATS

## Review:

**\*\*Adverbs\*\***

What's an adverb? Week 7 & **Chart I** - An adverb modifies a verb, adjective, or another adverb and answers the question *how, when, why, where, how much, how often, to what extent and under what condition*.

Write sentences on the board, then try to figure out what question the adverb answers. FIRST, remind students that an adverb can be a phrase or a clause. (Clause = house, S + V) (Phrase lacks subject and/or verb)

HOW:	The boy ran <b>carefully</b> .	
WHEN:	The boy ran <b>yesterday</b> .	(example of a noun used as an AD)
WHERE:	The boy ran outside.	(often a prep phrase)
WHY:	The boy ran because he was late.	(often a subordinate clause)
HOW MUCH:	The boy ran endlessly.	
HOW OFTEN:	The boy ran daily.	
TO WHAT EXTENT:	The boy ran for miles.	
UNDER WHAT CONDITION:	The boy ran in the rain.	(often subordinate clauses)

Where are we on the map TODAY.... ?

Last week we learned about **linking verbs** and S - VI - PN

Who can find linking verb listed on Chart C?

Who can define what a linking verb is? *makes an assertion by joining two words.*

What is the test to tell if something is a linking verb? *Can be replaced with a "="*

Who can name the linking verbs? (To the tune of Happy Birthday) - have kids follow along with Chart C if needed.

Let's do one example sentence.

**Dracula is a vampire.**

1. Who is a vampire? *Dracula*; *SN*
2. What is being said about Dracula? *Dracula is*; *Verb*
3. Dracula is who or what? *vampire*  
Can “vampire” replace or rename Dracula? *Yes*; *PN*; label verb as *LINKING*
4. Which vampire? *a* - *article adjective*

Diagram....

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## Adjectives:

Chart L - we are going to be studying Chart L today

What is an adjective? Top of Chart L - modifies a noun or pronoun by describing, qualifying, or limiting. AJ

\*\*\*\***An adjective is added to help explain the noun or pronoun more exactly.**\*\*\*\*

What questions do adjectives answer? (Write left hand side on board only)

What kind?	---> Descriptive
How many?	---> Limiting
Which?	---> Limiting
Whose?	---> Possessive

## Types of one-word adjectives

### DESCRIPTIVE:

- add detail to a noun or pronoun and tell what kind.
- let's look at some example adjectives that answer the first question (What kind)

**Red ball-** common adjective

**American flag, Chinese food; Christmas card**

- **Proper adjective**, made from proper nouns

**A cat collar ; porch light**

- **noun acting as an adjective**

**tall tree**

We can take a adjective like tall and make it a **comparative** adjective:

**taller tree**

**tallest tree** (superlative)

If it's a long adjective, we can add “more” or “less” to make it comparative:

**Piglet is more talkative than Eeyore.** (wouldn't say “talkativer)

**Piglet is less timid than Eeyore.**

Let's try an exercise - name your favorite candy and your least favorite candy, and fill in this sentence:

**AJ**  
\_\_\_\_\_ **is more delicious than** \_\_\_\_\_.

### **POSSESSIVE:**

- If you POSSESS something, you own it. It belongs to you. A Possessive Adjective describes WHO the noun it describes belongs to.
- Answers the question WHOSE.

**the girl's smile** - possessive NOUN adjective

**Ava's, Wade's** - possessive PROPER NOUN adjective

**My ball, Our room** - possessive PRONOUN adjective

Can anyone think of a possessive adjective and noun, like "Debi's juggling ball"? (*Have kids state one, and then ask the class what kind it is - Noun, proper noun, or pronoun*)

### **LIMITING:**

- Answers the question HOW MANY? and WHICH?

Article - a, an, the

Number

Demonstrative: this, that, these, those

Indefinite (all, some, another, etc.)

Interrogative (what, which, whoSE...) - may be a correction in the EEL

Let's see if we can put in one of each type in this sentence:

**The child picked up \_\_\_\_\_ leaves.**

### **REST OF CHART L:**

- Adjectival phrase - lesson 13
- Adjectival clause - lesson 17

## **7 Patterns - #4..... S - V<sub>I</sub> - PA:**

The good news is that we will continue working with LINKING verbs = we get more practice with them!

Who can sing their linking verbs? (On chart C)

Last week, we used forms of "to be" a lot : am, are, is, was, were, be, being, been

However, this week, we'll be using the first eleven a little more - feel, become, etc.

So, be on the lookout for those first line of linking verbs today!

So, our pattern for this week is Subject-Linking verb-predicate adjective:

**S - V<sub>L</sub> - PA**

Instead of having a noun that renames or equals the subject at the end of the sentence, we have an adjective - a word that DESCRIBES the subject. We call this a predicate adjective.

Let's look at a sentence and diagram it together..... instead of "Garfield is a cat," let's try:

**Dracula is scary.**

1. Who is scary? *Dracula*; SN
2. What is being said about Dracula? *Dracula is*; Verb
3. Dracula is who or what? *scary*  
Can "scary" replace or rename Dracula? No.  
Can "scary" describe Dracula? Yes; PA; label verb as LINKING

Let's turn this into a compound sentence:

**Dracula is scary, for vampires are ferocious.**

1. Who is ferocious? *vampires*; SN
2. What is being said about vampires? *vampires are*; Verb
3. vampires are who or what? *ferocious*  
Can "ferocious" replace or rename vampires? No.  
Can "ferocious" describe vampires? Yes; PA; label verb as LINKING

*Diagram....*

*Let the kids pic one of the following sentences to do the ATS with their parent:*

**The candy is sticky.**

**Her feet smell stinky.**

**The pumpkin became squishy, so Peter is sad.**

We are going to act out a fun story to emphasize the 4 questions adjectives answer. I will ask 4 students and 1 mom to volunteer to "act out" the short play. Here it is:

Once upon a time, there was a mom who really wanted some apples. She really, really, REALLY wanted some apples for a snack because she was an apple connoisseur.

However, this mom was also addicted to diagramming sentence. She diagrammed all day, it seemed. She even diagrammed while taking her children to the local farmer's market.

At the market that day, there were three booths set up: One by (student A), another by (Student B), and yet another by (Student C).

The busy mom decided to ask her cheerful, helpful daughter/son, (student D).

The mom said, "(student D), here's some money. Please go buy me some apples. I'm going to sit here and diagramming these sentences because it is so much fun!"

The student walked to the farmer's market, but didn't know WHO to buy the apples from. So, s/he went back to his/her mom and asked, "Whose?" (Have student say "whose?" dramatically.)

The mom replied, "(Student A)'s apples are the best."

The student walked back to the farmer's market, over to (Student A)'s booth, but didn't know WHICH KIND of apples to buy. So, s/he went back to his/her mom and asked, "What kind?" (Have student say "what kind?" dramatically.)

The mom replied, "I like Granny Smith apples."

The student walked back to the farmer's market again, over to (Student A)'s booth, found the Granny Smith apples, but didn't know HOW MANY apples to buy. So, s/he went back to his/her mom and asked, "How many?" (Have student say "How many?" dramatically.)

The mom replied, "Buy five apples, please."

The student walked back to the farmer's market again, over to (Student A)'s booth, found the Granny Smith apples, and was about to grab 5 apples. But then s/he

realized something. A sweat began to form on the young student's brow, because s/he realized that his/her mom would only want the best apples. There were SO many to choose from, but the poor child didn't know what to do!

Afraid that s/he would waste the money on sub-par, unacceptable apples, (Student D) decided to just ask his/her mom. So, s/he went back to his/her mom and asked, "Which?" (Have student say "which?" dramatically.)

The mom took a break from diagramming sentences and walked over to:

Whose booth? (Student A's)

To get what kind of apples? (Granny Smith)

And to purchase how many apples? (5)

The mom carefully looked over the apples, and pointed as she said, "This. That. These. Those."

Student A bagged the apples carefully and handed them over to the mom. A great, green gathering of granny smith apples - what could be better? I mean, other than diagramming more sentences.

THE END

Adjective game:

One at a time, students come to the front of the room. (If possible, you may want to put some type of divider between the students or use an easel so neither person can see what the other writes.) To play one round, show the two students (and your class) a picture. For the next sixty seconds, each person must write down as many adjectives to describe the picture as he or she can think of. At the end of the minute, have students compare their lists. Any word both students listed gets crossed off. Each student gets one point for every remaining adjective and minus one point for every word which is not an adjective for his team. Continue until everyone has had a turn up front. The team with the most points wins the game.