

Write checklist on board:

Review

Where are we on Chart A?

OCA

Adjectives

Chart L

Quid et Quo: Adjectives

Review:

Chant www.asia.wub to tune of Freire Jacques”

When	as	although	because
While	since	whereas	unless
Where	if	-	

Where are we on Chart A?:

LAST PATTERN! Complex, Exclamatory, S Vt DO **OCA**

OCA

Complement: the job of the complement is to complete the work of the subject and the verb.

OCN and OCA are similar to PN and PA:

		replaces/ renames				replaces/ renames	
S	Vt	PN		S	Vt	DO	OCN
		describes				describes (as a result of the verb)	
S	Vt	PA		S	Vt	DO	OCA

Example:

Bella called the candy sweet.

Notice that Bella didn't "call the candy," and she didn't "call sweet."

- BOTH the DO and the OCA are NEEDED to complete the construction.
- The verb works on the two words at the same time!
- The Object complement always comes AFTER the DO.

(Chart B?)

Let's go through the question confirmation together and diagram this sentence:

Who "called the candy sweet"? *Bella, SN*

What is being said about Bella? *Bella called, V*

Bella called what or who? *the candy*

Can "candy" replace Bella? *No.*

Can "candy" describe Bella? *No. candy = DO, label V transitive*

Bella called the candy what? *sweet.*

Can "sweet" replace candy? *No.*

Can "sweet" describe candy? *YES. sweet = OCA*

****Demonstrate how to diagram****

As I mentioned last week, there's only a few verbs that can take an object complement - both for OCN and OCA. The guide gives us a short list of some possible verbs on p 251/253.... they are: **make, call, judge, choose, elect, nominate, name, or paint.** These are verbs that *perceive change, judge change, or indicate change.*

Pick one of the following sentences to work on diagramming with your mom:

(Simple) **Katie painted the valentine pink.**

(Compound) **Caroline called Addi beautiful, and Tayla calls chocolate delicious.**

(Complex) **Ethan, who calls himself awesome, made the day special.**

Do not erase on their ATS

Last week, we focused on Nouns, and this week we will focus on adjectives.

AJ AJ AJ AV OCA PA

Old farmer John painted his barn bright purple, although he was colorblind

PA

and thought it was red.

Let's look at the different ROLES the adjectives play in this sentence.

First, let's find them....

1. What is an adjective? An Adjective “modifies a noun or pronoun by describing, qualifying, or limiting and answers the questions what kind, how many, which, whose...”
2. Underline the adjectives.
3. What **ROLES** to they play?
 1. Old & farmer tells us which John
 2. his tells us whose barn
 3. skip bright
 4. purple tells us about barn, but since barn is the DO, it's an OCA
 5. colorblind tells us about he, the subject of the clause = PA
 6. red tells us about it, the subject of the clause = PA
4. Let's go back to bright.... it tells us about purple. But purple is not a noun or pronoun - it's an adjective. So what modifies an adjective? An Adverb!

Now, let's look at Chart L and answer what type of adjectives these are!

Each Adjective must be either Descriptive, Possessive, or limiting.

1. OLD = descriptive.... now, we have to ask if it's positive, comparative, or superlative it's positive
2. FARMER = descriptive, noun acting as an adjective
3. HIS = possessive, possessive pronoun acting as an adjective
4. PURPLE = descriptive, positive
5. COLORBLIND = descriptive, positive
6. RED = descriptive, positive

We have a lot of descriptive adjectives. Let's try to incorporate some more variety.

Focus on the noun "barn" - could even erase the rest of the sentence....

1. How could we include a superlative? tallest barn. Comparative? taller barn
2. Possessive noun adjective? the farmer's barn
3. Possessive proper noun adj? John's barn
4. Limiting: article adjective - the
5. number: one barn
6. Demonstrative: this, that, these, those barns
7. Indefinite - some barns
8. Interrogative - Which barn?

If time allows:

They should still have their sentence on their ATS. Have them do task 5 with their mom. May need to review how to change to a interrogative.

Math:

1. Crack the Safe (use 3 number codes on Popsicle sticks)
 - Let each kid pick a stick (each has 3 numbers on it). This is their safe's "code."
 - Once those 3 numbers are "knocked off" of the board, their safe is cracked!
 - Play N2K as usual (roll the dice, announce the 3 numbers, etc.)
 - Let kids call out the numbers (and equations, if time allows) they have knocked off. Keep track on the board of the numbers that have been KO'ed.
 - Last child with their safe un-cracked is the winner!
2. N2K with a 12 sided die
 - Play regular N2K, but use a 12 sided die for one of the 3 dice.
3. Valentine's N2K
 - use the Valentine boards
 - let kids work in teams of 2 to try to "travel" across the board by knocking out the numbers in the path.

IEW:**1. Sentence Stretchers**

- Write this sentence on the board: I said, "Happy Valentine's Day" to my friend.
- Use SRPs if handy for list of strong verbs, quality adjectives, etc.
- Have kids work in teams of 2 or 3 to add the following to the sentence:
 1. -ly adverb (SRP pg 93-95)
 2. who - which clause
 3. strong verb (change "sent" to a strong verb -SRP pg 100)
 4. www.asia.wub clause (when, while, where, as, since, if, although, whereas, unless, because)
 5. quality adjectives (SRP pg 106-108)
- Kids can read aloud their sentences once everyone is done.

2. Power Sentences

- Write the following table on the board:

(Mood)	The girl	ate all of	my candy.
	phrase / clause	strong verb	adjective / descriptions
Angry			
Scared			
Sad			
Greedy			

- divide the kids into groups of 2. Assign each group one of the “moods.” You may have to give multiple teams the same mood.
- Walk them through modifying each part of the sentence.

1. “The girl” - phrase / clause - Using www.asia.wub or a who/which clause, add info that reflects the mood. For example, for sad: “While she wiped away a tear, the girl...”

2. “ate all of” - strong verb - kids should choose a verb that reflects the mood. For example, for greedy, they could change it to “...grasped and gobbled all of...”

3. “my candy” - adjective / descriptions - again, they should reflect their assigned mood. For angry, they could change it to “...my stash of sweets, bursting with large lollipops, tangy smarties, and fruity gummy worms.”

- Let kids read their sentences out loud.

3. **Vocabulary Story** (Words can be found on pg 254 of USHBW book)

1. Write a list of 5-7 vocabulary words on the board with the definitions and parts of speech. You may want to go over the words that they may be unfamiliar with.
2. Each child gets one sheet of lined paper and a pencil/pen.
3. Divide the class into two groups. Each group sits in a circle.
4. Each child will start a story by writing one sentence which includes the first vocabulary word. Then, they pass the page to the left. So, if there are 5 kids in a group, there's 5 pages with 5 different stories started.
5. After passing once to the left, each kid will read the story to themselves then add to the story one sentence. It should include the SECOND vocab word.
6. Pass. Repeat with the THIRD vocab word.
7. Continue until all the vocab words have been used. Allow kids to read their story aloud if time allows.