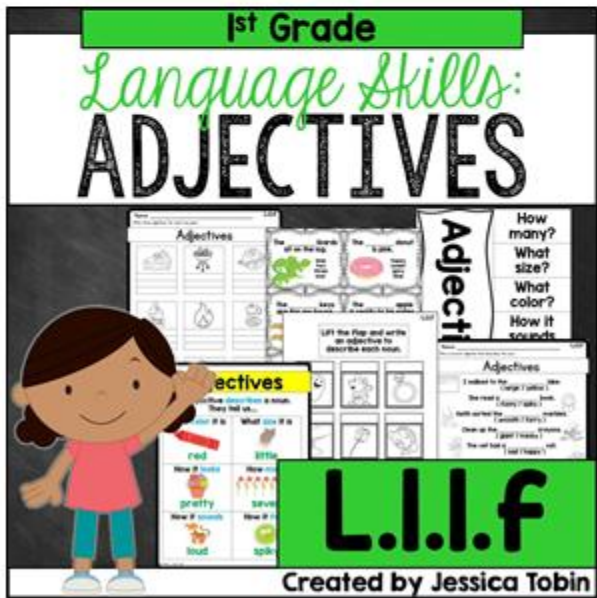


L.I.I.f

This ELA unit provides resources to use while teaching the standard **L.I.I.f**, which states that students will be able to **“Use frequently occurring adjectives.”**



Using This Unit

Let's look at the structure of this unit.

Lesson Plans

- There are 5 steps in the lesson plan of this unit. Depending on how long you have for mini lessons for Language, you can choose to do all 5 steps in one day or break it up over 2-4 days. I suggest at least 10 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your activities together may take a week to complete.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within their partner/independent time.

Centers & Interactive Notebook Pieces

- These can be used throughout the unit as you see fit, too. They can be used during group work, down time, or however they fit into your current ELA block structure.

Assessment

- There is one informal assessment activity at the end of the lesson plan. When you're finished teaching your unit, use this assessment with your students.

Mini Lessons

There is a lesson plan outline in this unit. There are five steps within this unit, which may take about a week to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

| | |
|--------------------------------------|---|
| 1st Grade Language Lesson | L.1.1.f |
| I can use adjectives. | |
| Use frequently occurring adjectives. | |
| Vocabulary: adjective part of speech | Materials: Anchor charts, Teacher cards, Printables, Apples and half-sheets, Interactive Reader |

Activities to Teach:
 Day 1: Create anchor chart and display mini poster. Ask students to write adjectives about their apples.
 Day 2: (Prior: Teacher buys or students find) Students find adjectives about their apples. Students will play "Stand Up, Sit Down" in the classroom and find a partner. They must identify which part of speech the adjective is.
 Day 3: Students will identify and create artwork to describe the adjective. Students will find and paste the adjectives into the poster.

Suggested Group/ Partner Centers:
 -Center #1, 2, and 3 in group

Write different nouns on the poster for each adjective.

Adjective

An adjective describes They tell us....

| | |
|--|---|
| What color it is  red | What it looks like  pretty |
| How it sounds  loud | How it feels  spiky |

©Tobin, June 2018

Name: _____

Draw your apple below.

List five adjectives to describe your apple.

-
-
-
-
-

Name: _____

Draw your apple below.

| | |
|--|---|
| Stand up... Mix up... Pair up... Tell your partner what part of speech YELLOW is. | Stand up... Mix up... Pair up... Tell your partner what part of speech RUN is. |
| Stand up... Mix up... Pair up... Tell your partner what part of speech LARGE is. | Stand up... Mix up... Pair up... Tell your partner what part of speech TRASH is. |
| Stand up... Mix up... Pair up... Tell your partner what part of speech READ is. | Stand up... Mix up... Pair up... Tell your partner what part of speech NICE is. |
| Stand up... Mix up... Pair up... Tell your partner what part of speech BEAUTIFUL is. | Stand up... Mix up... Pair up... Tell your partner what part of speech LITTLE is. |

©Tobin, June 2018

My Name: _____

Self-Portrait

Adjective

Adjective

Adjective

Adjective

Adjective

| | |
|------------------|-----------------|
| tiny crumb | four dogs |
| loud music | clear water |
| one hundred pens | pretty sunset |
| ugly litter | large elephant |
| smooth table | quiet baby |
| yellow sun | rough sandpaper |

| | |
|------------------|-----------------|
| tiny crumb | four dogs |
| loud music | clear water |
| one hundred pens | pretty sunset |
| ugly litter | large elephant |
| smooth table | quiet baby |
| yellow sun | rough sandpaper |

How it looks


How it feels

Adjectives

Centers


On top of the lesson plans you get for the L.K unit, you also get centers that will help you teach this unit. These can be used during this unit AND reused throughout the year as review.

Center 1: Students will draw a picture card and match the most-fitting adjective to it.




jet

Center 1: Students will draw a picture card and match the most-fitting adjective to it.






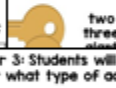

elephant




Center 1: Students will draw a picture card and match the most-fitting adjective to it.


| | |
|-------|------|
| large | kind |
| giant | two |
| grey | hot |


Center 2: Students draw a task card and read the sentence. They will circle the adjective that best fits.

| | |
|--|---|
| The _____ lizards sit on the log.  blue two three sour | The _____ donut is pink.  happy sweet spicy blue |
| The _____ sun is high in the sky.  dark blue white yellow | The _____ keys are for my house.  two three four |
| | The _____ apple is ready to be eaten.  black funny green |

Center 2: Students draw a task card and read the sentence. They will circle the adjective that best fits.

Don't go near that cliff.

short tall yellow five

The skunk made a smell.

yummy bad purple smooth

The _____ train picked us up.

dark tiny long spiky

Color

How many?













Size

Feels













Sounds

Looks













Center 3: Students will draw an adjective card and sort it under what type of adjective it tells.

| | | |
|---|--|--|
|  yellow |  red |  blue |
|  green |  white |  black |
|  six |  three |  four |
|  two |  one |  five |

Center 3: Students will draw an adjective card and sort it under what type of adjective it tells.

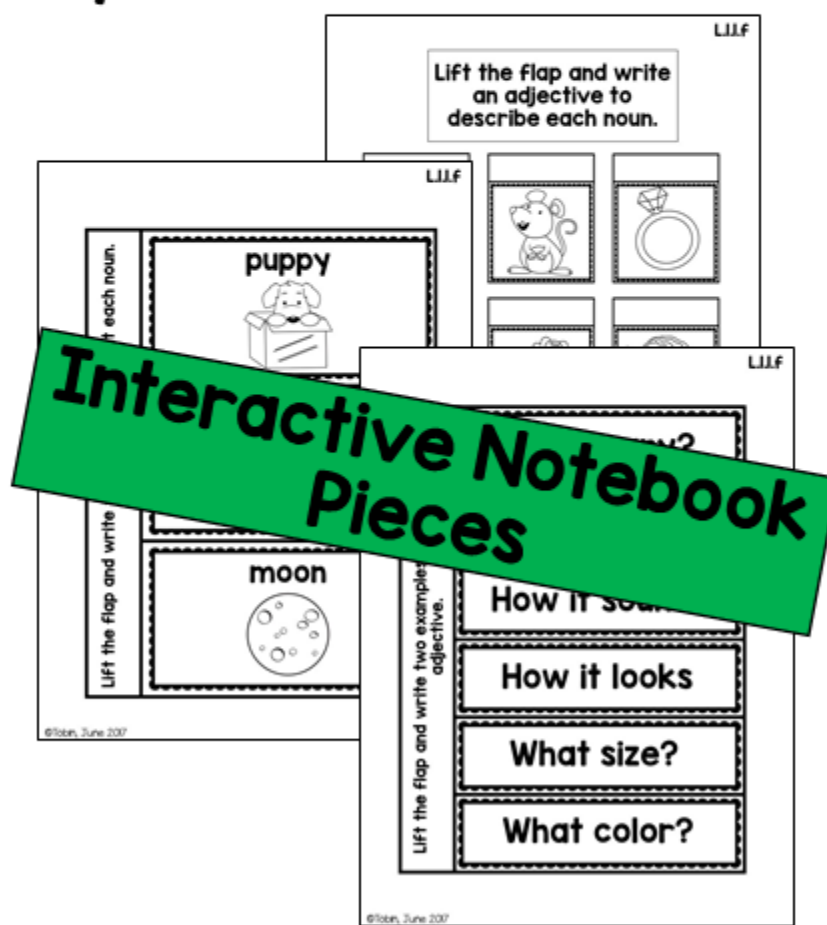
| | | |
|--|--|---|
|  slimy |  rough |  spiky |
|  smooth |  hot |  cold |
|  loud |  quiet |  silent |
|  noisy |  squeaky |  music |

Center 3: Students will draw an adjective card and sort it under what type of adjective it tells.

| | | |
|---|---|--|
|  huge |  tiny |  little |
|  giant |  small |  big |
|  pretty |  mean |  beautiful |
|  colorful |  ugly |  bright |

Extra Resources

On top of the lesson plans you get for the L.K unit, you also get interactive notebook pieces and graphic organizers that will help you teach this unit. These can be used during this unit AND reused throughout the year as review.



Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Language Domain



-or-

All 6 ELA Domains

