

## Amazing Adjectives!: Words That Describe

Submitted by Joy Carr, Youth Librarian, Schusterman-Benson Library

- Overview

Librarian will read aloud Hannah E. Harrison's book Extraordinary Jane. Students will identify the adjectives used in Harrison's book to describe the various characters, and then create a visual text response, choosing adjectives to describe themselves.

- Resources & Preparation

- The book Extraordinary Jane by Hannah E. Harrison
- Whiteboard on which to record student responses
- Construction paper, pencils, crayons, markers, scissors, tape or glue sticks

- Student Objectives

- Understand the role of adjectives within sentences and larger stories
- Identify adjectives within a fiction text
- Use illustrations to infer meaning from a fiction text
- Use adjectives to describe themselves

- Instructional Plan

1. Librarian will activate prior knowledge by asking students:

- *What is an adjective?*
- *Why do we use adjectives?*
- *What can adjectives tell us?*
- *(How many, how big, what color, how something sounds, how something feels, how something behaves, etc.)*

Librarian will record students' answers on the board to which they can refer throughout the lesson.

2. Librarian will introduce the book Extraordinary Jane, and ask if they can look at the cover and title and make predictions about the characters and story.

- *Students should identify the adjective extraordinary in the title and discuss what that word means.*
- *Based on the cover artwork students may also infer that one dog is less exciting than the other animals on the cover.*

3. Librarian will ask students to be on the lookout for describing words as they listen to the story. Librarian will read story aloud.

4. After the read-aloud, librarian will ask students what adjectives they recall from the story, recording their answers on the board, referring back to the book if necessary.

- *(graceful, mighty, daring, fearless, special, dizzy, good)*

5. Librarian will ask students what they think each adjective means, looking at pictures from the book so students can infer the adjective's meaning from the illustrations.

6. Librarian will ask students to use their paper and drawing utensils to draw a picture of themselves in the center of their paper. Allow about 5 minutes.

7. Librarian will then ask students to record on a separate piece of paper five adjectives that describes themselves. The adjectives can describe how the student looks, feels, behaves, etc. Allow students to discuss their ideas with their tablemates for 2 minutes, then allow an additional few minutes for them to record their adjectives.
8. As students record their adjectives, librarian will check their work to confirm that their words are adjectives and to check for spelling.
9. When students have recorded and the librarian has checked their words, students will cut out each of their words and glue them all around the picture they drew earlier.
10. Students may share their adjectives with the class if they like, and/or teacher may display the students' work in the classroom or hallway.

\*Lesson may be divided into two shorter lessons, doing read-aloud in the first session and the students' original work in the second session.