Chapter 4

Student Objectives

Lesson 1
- Begin learning Chapter 4 Vocabulary Words.
- Review the five parts of a complete sentence.
- Practice Adverb Jingle 5.
- Do the activities (trace, color, and write) for the word adjective.

Lesson 2
- Recite Chapter 4 Vocabulary Words.
- Practice Adjective Jingle 6.
- Identify adjectives.
- Recite sample Q&A Flow, adding adjectives.
- Answer oral questions about adjectives.
- Classify Introductory Sentences.
- Do Guided Worksheet 6.

Lesson 3
- Recite Chapter 4 Vocabulary Words.
- Practice Adjective Jingle 6.
- Classify Practice Sentences.
- Do the Guided Word Search activity.
- Do Worksheet 7.
- Do the Word Search activity.

Lesson 4
- Recite Chapter 4 Vocabulary Words.
- Practice Sentence Jingle 2.
- Classify Practice Sentences.
- Write a Guided Practice Sentence with Adj SN V Adv.
- Do Worksheet 8.
- Do the enrichment activity.

Lesson 5
- Recite Chapter 4 Vocabulary Words.
- Practice Adjective Jingle 6.
- Classify Practice Sentences.
- Answer Oral Review Questions.
- Do Chapter 4 Checkup.
Script: We have a new set of vocabulary words for Chapter 4. We will learn the Chapter 4 vocabulary words by reciting them together. Begin. (Recite the vocabulary words two or three times in a rhythmic manner with your students.)

Vocabulary Time

Chapter 4 Vocabulary Words

- Nouns: bees, farmers, fish, girls, kites, turtles
- Verbs: barked, buzzed, crawled
- Adjectives: big, black, little, three, two, yellow

Review: The Five Parts of a Complete Sentence

Use the Sentence Jingle to help you remember the five parts of a complete sentence. Recite the five parts of a complete sentence.
(subject, verb, complete sense, capital letter, and end mark)

Teacher Instructions:
1. Practice Adverb Jingle 5 in the Jingle Section.
2. Introduce Adjective Jingle 6. Demonstrate the jingle or use the audio CD.
3. Practice the new jingle several times until students can sing or recite it smoothly.

Jingle 6: The Adjective Jingle

An adjective modifies a noun or a pronoun. An adjective asks, "WHAT KIND?" An adjective asks, "WHICH ONE?" An adjective asks, "HOW MANY?"
To identify an adjective: Go! (stomp, stomp) Ask! (clap, clap) Get! (snap)
Where do I go? (stomp, stomp) To a noun or a pronoun.
What do I ask? (clap, clap) WHAT KIND? WHICH ONE? or HOW MANY?
What do I get? (snap, snap) An adjective!
Trace and color the letters for the word *Adjective*.

**Adjective**

Write the word *Adjective*.

Put an X in the box beside the sentence with the adjective that tells *how many* turtles crawled onto the log.

- [ ] Little turtles crawled onto the log.
- [x] Two turtles crawled onto the log.
- [ ] Three turtles crawled onto the log.
**Script:** We will review the Chapter 4 vocabulary words by reciting them together. Begin. 
(Recite the vocabulary words two or three times in a rhythmic manner with your students.)

**Vocabulary Time**

**Chapter 4 Vocabulary Words**

| NOUNS:   | bees, farmers, fish, girls, kites, turtles |
| VERBS:   | barked, buzzed, crawled                  |
| ADJECTIVES: | big, black, little, three, two, yellow     |

**Jingles**

Practice Adjective Jingle 6 in the Jingle Section.

**Adjectives**

1. An adjective modifies a noun or pronoun.
2. The word modify means to describe.
3. Adjectives answer these questions: What kind? Which one? How many?
4. To find an adjective, go to a noun and ask an adjective question.
5. An adjective is labeled with Adj.

**Script:** Now, we will recite the Question and Answer Flow, adding adjectives. First, we will read the sentence together. Then, we will recite the questions AND answers together. Begin.

**Adding Adjectives to the Question and Answer Flow**

**Sample Sentence:** Three boys played today.

1. Who played today? boys - Subject Noun ........ (Write SN above boys.)
2. What is being said about boys? boys played - Verb ......................... (Write V above played.)
3. Played when? today - Adverb ................................. (Write Adv above today.)

**Script:** To find an adjective, go to the subject noun and ask an adjective question.

4. How many boys? three - Adjective ............... (Write Adj above three.)

Adj SN V Adv
Three SN V Adv boys played today.
Oral Discussion: Adjectives

Script: Use the Adjective Jingle and the Sample Sentence on page 47 to help you answer these questions about adjectives.

1. Where do you go to find an adjective?  
   to a noun

2. What is the subject noun in the Sample Sentence?  
   boys

3. What do you ask after you go to the subject noun boys?  
   Ask one of the adjective questions. Name the adjective questions.  
   What kind? Which one? How many?

4. How do you know which adjective question to ask? Look at each word before the noun. This word will guide you. What is the word?  
   three

5. Which adjective question would you use to identify three as an adjective?  
   How many boys? three – adjective

Classifying Sentences

Teacher Instructions:  
1. Write or display the sentences for oral participation on the board.  
2. Classify these sentences with your students to reinforce the concepts your students are learning.  
3. For the greatest benefit, follow the suggestions below.  
   • Have students read each sentence in unison with you before classifying it.  
   • Make sure students say the questions AND answers with you during the Question and Answer Flow.  
   • Have students recite any Question and Answer Flow a second time if they need help reading the sentence smoothly or reciting the Q&A Flow correctly.

Script: Now, we will classify the Introductory Sentences. We will read each sentence and recite the Question and Answer Flow together while I label the parts. Remember to say the questions AND answers. Begin.

Use the Question and Answer Flow to classify these sentences orally with your teacher.

Introductory Sentences  
1. Kites flew.  
2. Yellow kites flew yesterday.  
3. Two fish swam around.
**Question and Answer Flow:**

Have students recite both the questions AND the answers with you.

1. **Sentence 1:** Kites flew.
   - 1. What flew? **kites** – Subject Noun
   - 2. What is being said about kites? **kites flew** – Verb

2. **Sentence 2:** Yellow kites flew yesterday.
   - 1. What flew yesterday? **yellow kites** – Subject Noun
   - 2. What is being said about kites? **kites flew** – Verb
   - 3. Flew when? **yesterday** – Adverb
   - 4. What kind of kites? **yellow** – Adjective

3. **Sentence 3:** Two fish swam around.
   - 1. What swam around? **fish** – Subject Noun
   - 2. What is being said about fish? **fish swam** – Verb
   - 3. Swam where? **around** – Adverb
   - 4. How many fish? **two** – Adjective

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**Bright Idea**

When teaching the adjective questions, print them on poster boards or sentence strips. Review these questions frequently until students have learned them. For added impact, use consistent color-coding to reinforce the sentence parts. (Example: blue for subject parts and green for predicate parts)

Adjective Questions: **What kind?**  **Which one?**  **How many?**
Guided Worksheet 6

Name: __________________________________________ Date: _______________

Exercise 1: Classify each sentence.

(10 points)

1. SN: Cats, V: slept


Exercise 2: What are the three adjective questions? Use the Adjective Jingle to help you.

(3 points)

what kind

which one

how many

Exercise 3: Put an X under the picture that matches the sentence.

(1 point)

Two turtles crawled happily.

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Sample Copy
Question and Answer Flow:

<table>
<thead>
<tr>
<th>Sentence 1</th>
<th>Sentence 2</th>
<th>Sentence 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cats slept.</td>
<td>Yellow cats slept today.</td>
<td>Three kites flew around.</td>
</tr>
<tr>
<td>cats – Subject Noun</td>
<td>cats – Subject Noun</td>
<td>kites – Subject Noun</td>
</tr>
<tr>
<td>2. What is being said about cats?</td>
<td>2. What is being said about cats?</td>
<td>2. What is being said about kites?</td>
</tr>
<tr>
<td>cats slept – Verb</td>
<td>cats slept – Verb</td>
<td>kites flew – Verb</td>
</tr>
<tr>
<td>today – Adverb</td>
<td>today – Adverb</td>
<td>around – Adverb</td>
</tr>
<tr>
<td>yellow – Adjective</td>
<td>yellow – Adjective</td>
<td>three – Adjective</td>
</tr>
</tbody>
</table>

Sample Copy