

**CHAPTER 8 LESSON 1**

Objectives: Jingle (Adjective), Synonyms, and Antonyms.



**JINGLE TIME**

Have students turn to the Jingle Section of their books and recite the previously-taught jingles. Then, lead students in reciting the new jingle (*Adjective*) below. Practice the new jingle several times until students can recite it smoothly. Emphasize reciting with a rhythm. (*Do not try to explain the new jingle at this time. Just have fun reciting it. Add motions for more fun and laughter.*)

**Jingle 5: Adjective Jingle**

An adjective modifies a noun.  
 An adjective asks *What kind? Which one? How many?*  
 To find an adjective: **Go, Ask, Get.**  
 Where do I **go**? To a noun.  
 What do I **ask**? What kind? Which one? How many?  
 What do I **get**? An ADJECTIVE! (Clap) (Clap) That's what!



**SYNONYM AND ANTONYM TIME**

Sample Copy

Have students turn to the Synonym and Antonym Section of their books. Introduce the new words listed for Chapter 8 in the box below. Make sure students know the meanings of the new synonyms and antonyms. Then, have students underline the correct answers in their books. They should study these words again before their test.

<b>Chapter 8:</b> Underline the <u>syn</u> if the words are synonyms. Underline the <u>ant</u> if the words are antonyms.		
1. over, under <span style="border: 1px solid black; padding: 2px;">syn   <u>ant</u></span>	2. warm, cold <span style="border: 1px solid black; padding: 2px;">syn   <u>ant</u></span>	3. stone, rock <span style="border: 1px solid black; padding: 2px;"><u>syn</u>   ant</span>

(End of lesson.)

<b>CHAPTER 8 LESSON 2</b>
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Objectives: Jingles, Vocabulary #1, and Grammar (Introductory Sentences, Adjective).
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### JINGLE TIME

Have students turn to the Jingle Section of their books. The teacher will lead the students in reciting the previously-taught jingles.



### VOCABULARY TIME

Have students turn to page 6 in the Vocabulary Section of their books. Introduce the vocabulary words listed in the vocabulary box below by reciting them together with your students.

<b>Chapter 8, Vocabulary Words #1</b>
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two, black, big, brown
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### GRAMMAR TIME

Put the introductory sentences from the box below on the board. Use these sentences as you go through the new concepts covered in your teaching scripts. For the greatest benefit, students must participate orally with the teacher. (*You might put the introductory sentences on notebook paper if you are doing one-on-one instruction with your students.*)

<b>Chapter 8, Introductory Sentences for Lesson 2</b>
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|---|
| <ol style="list-style-type: none"><li>1. Two black cats sat quietly today.</li><li>2. Two big airplanes flew swiftly away.</li><li>3. Big brown bears ran fast.</li></ol> |
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### TEACHING SCRIPT FOR THE ADJECTIVE

Remember, jingles give you a lot of information quickly and easily. I will review several things that the Adjective Jingle tells us about the adjective. **The Adjective Definition:** An adjective modifies a noun **The Adjective Questions:** What kind? Which one? How many?

**Teacher's Notes:** In Level 2, your child will learn that an adjective also modifies a pronoun. You are concentrating on modifiers of the noun in Level 1.

## CHAPTER 8 LESSON 2 CONTINUED

The adjective definition also uses the word *modifies*. Remember, the word **modify** means to describe. When the adjective definition says that an adjective modifies a noun, it means that an adjective describes a noun. The abbreviation you will use for an adjective is **Adj**.

You will now learn how to use the adjective definition and the Question and Answer Flow to find the adjectives in sentences. But first, we will classify the subject, verb, and adverb before we find the adjectives.

**Classify Sentence 1: Two black cats sat quietly today.**

What sat quietly today? cats - subject noun (*Write SN above the word **cats**.*)

What is being said about cats? cats sat - verb (*Write V above the word **sat**.*)

Sat how? quietly - adverb (*Write Adv above the word **quietly**.*)

Sat when? today - adverb (*Write Adv above the word **today**.*)

We will use this same procedure to find the adjectives. The Adjective Jingle tells you the adjective definition and the adjective questions. Look at the Adjective Jingle in the Jingle Section on page 3 and repeat the Adjective Jingle with me. (*Repeat the Adjective Jingle with your students again.*) I am going to ask you some questions that will show you how to use the Adjective Jingle to find adjectives. You may look at the Adjective Jingle in your book so you can answer my questions about adjectives.

1. Where do you go to find an adjective? (*to a noun*)
2. What is the subject noun in Sentence 1? (*cats*)
3. What do you ask after you go to the subject noun *cats*?  
(*one of the adjective questions: what kind? which one? how many?*)
4. How do you know which adjective question to ask?  
(*Look at the word or words around the noun: two, black. These words will guide you.*)
5. Which adjective questions would you use to find an adjective in this sentence?  
(*What kind? and How many?*)

This is how you would ask an adjective question and give the adjective answer in the Question and Answer Flow: **What kind of cats? black - adjective** (*Write Adj above the word **black**.*)

Look at the sentence again. As you can see, there is another word that needs to be classified. In order to classify this word, you must again ask one of the questions that you have learned. You will continue this question-and-answer procedure until all words in the sentence have been identified. That is why we call it the Question and Answer Flow.

Let's go back to the noun and do the Question and Answer Flow for another adjective:

**How many cats? two - adjective** (*Write Adj above the word **two**.*)

I will classify Sentence 1 again, but this time you will classify it with me. I will lead you as we follow the series of questions and answers that I have just demonstrated. Then, we will classify Sentences 2-3.

## CHAPTER 8 LESSON 2 CONTINUED

### Question and Answer Flow for Sentence 1: Two black cats sat quietly today.

1. What sat quietly today? cats - subject noun (Trace over the SN above *cats*.)
2. What is being said about cats? cats sat - verb (Trace over the V above *sat*.)
3. Sat how? quietly - adverb (Trace over the Adv above *quietly*.)
4. Sat when? today - adverb (Trace over the Adv above *today*.)
5. What kind of cats? black - adjective (Trace over the Adj above *black*.)
6. How many cats? two - adjective (Trace over the Adj above *two*.)

**Classified Sentence:**            Adj    Adj    SN    V    Adv    Adv  
Two   black   cats   sat   quietly   today.

### Question and Answer Flow for Sentence 2: Two big airplanes flew swiftly away.

1. What flew swiftly away? airplanes - subject noun (Write SN above *airplanes*.)
2. What is being said about airplanes? airplanes flew - verb (Write V above *flew*.)
3. Flew how? swiftly - adverb (Write Adv above *swiftly*.)
4. Flew where? away - adverb (Write Adv above *away*.)
5. What kind of airplanes? big - adjective (Write Adj above *big*.)
6. How many airplanes? two - adjective (Write Adj above *two*.)

**Classified Sentence:**            Adj    Adj    SN    V    Adv    Adv  
Two   big   airplanes   flew   swiftly   away.

### Question and Answer Flow for Sentence 3: Big brown bears ran fast.

1. What ran fast? bears - subject noun (Write the SN above *bears*.)
2. What is being said about bears? bears ran - verb (Write V above *ran*.)
3. Ran how? fast - adverb (Write Adv above *fast*.)
4. What kind of bears? brown - adjective (Write Adj above *brown*.)
5. What kind of bears? big - adjective (Write Adj above *big*.)

**Classified Sentence:**            Adj    Adj    SN    V    Adv  
Big   brown   bears   ran   fast.

### TEACHER INSTRUCTIONS

Have students recite the Question and Answer Flows for the first two sentences with you again. This time, they should trace the labels on their desks with the first three fingers of their writing hand as they classify. Next, have students write the third sentence on a sheet of paper. Have them recite the Question and Answer Flow for the third sentence with you again, but this time they should write the labels above the words on their paper. This will give them practice writing the labels before they are tested.

(End of lesson.)