

Adjective Song

CD Song #9

(tune: Row, Row, Row Your Boat)

Describe, describe, describe a noun

Using adjectives.

Color, number, size, and shape

Can tell about a noun!

Describe, describe, describe a noun

Using adjectives.

Feeling words like glad and sad

Can tell about a noun.

Article Sound-Off!

Articles are adjectives

They are special kinds of words.

There are only three of them

So it's good to memorize.

Sound Off - a, an, the

Sound Off - a, an, the

Sound Off - 1 ,2 ,3 4,

They're great!

All About Adjectives

Unit 4:1

Directions:

1. Students play in pairs to try and move all three of their game pieces into their opponent's home base on the gameboard first.
2. Players start out by putting three game pieces in their own home base on the board.
3. Players take turns moving one piece at a time into a free box, reading aloud a sentence in the box they land on, and choosing an adjective that completes the sentence.
4. The other player checks the answer key to see if they are correct. If they are wrong, they must move their piece back to their own home base. If they are correct, they can leave their piece in the box and proceed to a touching box at their next turn.
5. Players continue taking turns until one player moves all three of their game pieces into the other's home base.

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<p>1. The ____ bat and the ____ whale are mammals.</p> <p>black crisp blue</p>	<p>2. ____ elephants and the ____ rats are mammals, too.</p> <p>little candy big</p>	<p>3. All mammals have ____ fur.</p> <p>five thick kind</p>
<p>4. ____ giraffes and ____ monkeys have fur.</p> <p>living short tall</p>	<p>5. What mammals have ____ fur?</p> <p>large brown crazy</p>	<p>6. ____ creatures live in the forest.</p> <p>thick sick many</p>
<p>7. ____ peacocks and ____ owls live in forests.</p> <p>brown blue sad</p>	<p>8. ____ frogs live in forests that are near water.</p> <p>desk green scary</p>	<p>9. Sometimes, ____ rabbit can be found hopping in the forest.</p> <p>white a slimy</p>
<p>10. I saw ____ bears in the forest last year.</p> <p>ugly two a</p>	<p>11. Diamond is ____ material.</p> <p>skinny hard a</p>	<p>12. There is ____ dinosaur bone at the museum.</p> <p>huge soft a</p>

The Contraction Round

CD Song #9

(to the tune of Row, Row, Row Your Boat)

Con-trac-tions are fun!
We use them every day!
Just listen as you squash
Two words;
Then take letters away!
DID NOT
DIDN'T I squashed
The O right out!
It didn't die or even cry!
So I don't have to pout!
SHE WOULD,
Becomes SHE'D.
I squashed four letters out!
They didn't die
Or even cry!
So I don't have to pout!

Contraction Game: "I Have... Who Has...?"

Directions:

1. Play this game as a whole class. Pass out the 16 cards, teaming up 8 students into pairs (sharing a card). *You could team up a lower & stronger reader or a native speaker with a non-English speaker.
2. Ask students to read the outside of their card ("I have..." side) and then open up their card and read the inside ("Who has...?" side) before beginning the game. Ask students if anyone needs help with a word and provide assistance before the game starts.
3. To begin the game, ask which student has the words "is not" on the front of their card. (You may even want to write those words on the board).
4. Whoever has the card you called out begins by reading "I have is not. Who has are not?" Then the student who has aren't would read and continue the game.
5. The game is over when it gets back to the beginning student.
6. After practicing a couple of times whole class, you may want to add a challenge by timing the class to see if they can "beat their time". The cards can also be traded after every round and the students who had to share a card last time could get their own card the next time.

(The game cards are in a separate document)

Verb Tense Concentration

Directions:

1. Students play in pairs or small groups.
2. Students cut out the cards below and turn them facedown.
3. Players take turns flipping over two cards at a time, reading them aloud, and seeing if the present sentence and past tense of the sentence match.
4. If they match, the player takes the matching pair, tells the other player(s) the underlined words on both cards, and then puts it in their pile.
5. If they do not match, they return them to their spot and the other player takes their turn.
6. Players keep taking turns until all the cards have been taken and whoever has the most pairs is the winner.

Louis Braille was a teacher.

Louis Braille is a teacher.

He was blind at the age of three.

He is blind.

In school, he could not read or write.

He can not read or write.

Then, he was sent to school in Paris.

He is going to school in Paris.

Once I was riding a horse in a desert.

I am riding a horse in a desert.

My horse was running
very fast.

My horse is running
very fast.

We were trying to
reach a town.

We are trying to reach
a town.

The town was very far
away.

The town is very far
away.

The people there were
very friendly.

The people here are
very friendly.

Who is going to lunch at
noon?

Who went to lunch at
noon?

The scientists were
digging for bones.

The scientists are
digging for bones.

Spelling Rules for Plurals
(tune: Addams Family)

CD Song #7

Singular means one. (snap, snap)
Make a plural by adding "s". (snap, snap)
But there's another rule - we must learn
To spell the rest. (snap, snap)

Look at the end for "x"
or "s", "s-h" or "c-h",
So we've heard we need to
add the suffix "e-s"
To the word. (snap, snap)
And then with words (snap, snap)
like mouse and mice, (snap, snap)
We change the word - to make them plural.
That is the rule. (snap, snap)

Noun Plural Sort

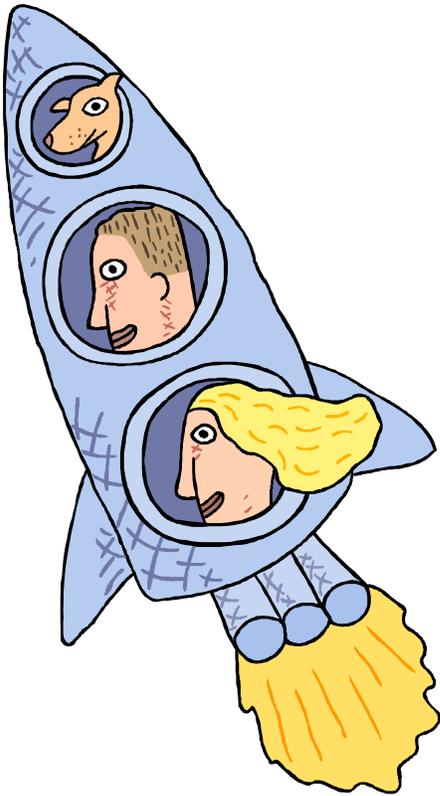
Unit 4:4

Directions:

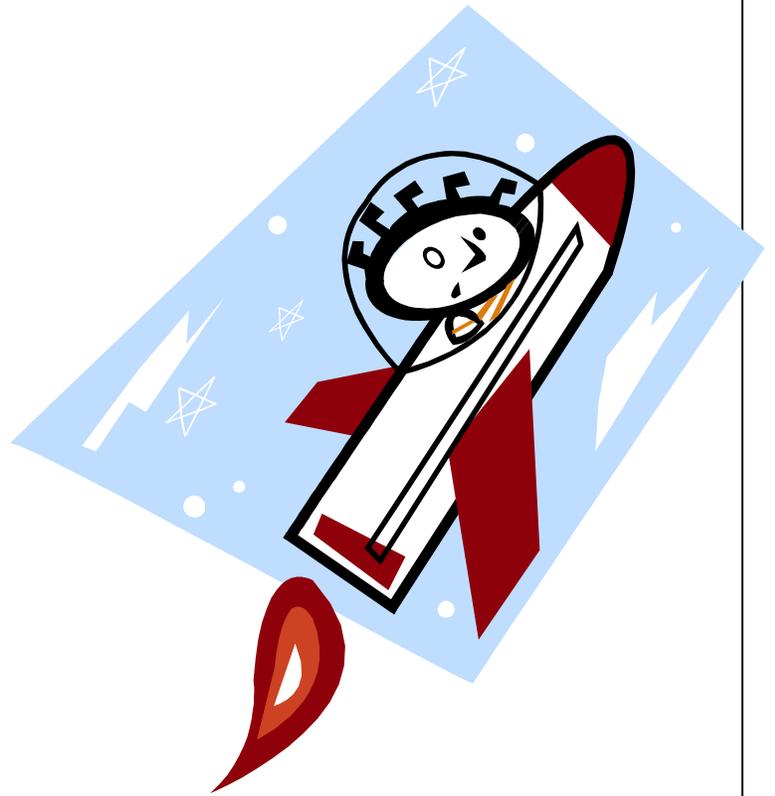
Cut out the two heading cards and sentence strips below ahead of time. Pass the sentence strips out to students or put them facedown in front of small group relay lines. Have students take turns flipping over a card, reading the sentence, and identifying if the underline d noun is "singular" or "plural". Students can then walk up or run (if it is a relay) to the front and put their strip under the correct heading cards.

Extensions:

-Have students sort the cards into a pocket chart under the correct heading during Workshop. Then when everyone has tried it, glue the sort on chart paper for a classroom display.



PLURAL



SINGULAR

Unit 4:4

Some parts of the
world are always hot.

At the equator,
climates are hot and
rainy.

The woodsman used an
ax to chop the tree.

The woodsman bought
many axes for the job.

I see one rocket up in
the sky.

A group of rockets
blasted into the clouds.

One man only needs one
hat.

Bartholomew Cubbins
had 500 hats.

The tallest man is not
as tall as a dinosaur.

The men in black were looking for aliens.

I looked up into the sky and saw the clouds.

One-fifth of the Earth is covered with deserts.

Deserts have only a few plants and animals.

There is not much rain in the desert.

There are a lot of sand dunes in the desert.

Camels and snakes can live in deserts too.

Scientists use little brushes to dust fossils.

A box of fossils were found in the museum.

We love all the fossil stories in Open Court!

What is your favorite story about fossils?

I need lots of boxes to hold all these fossils.

I found one brush that works well.

You Are My Adverb CD Song #10
(tune of "You Are My Sunshine")

You are my adverb!
You tell about verbs.
You tell folks
HOW, WHERE, and WHEN.
You're easily spotted
By your LY, Dear.
I'll never TALK
Without you again.

You are my adverb!
You tell about verbs.
You tell folks
HOW, WHERE, and WHEN.
You're easily spotted
By your LY, Dear.
I'll never WRITE
Without you again.

Adverb Treasure Hunt

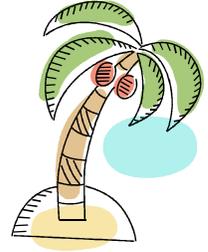
START

1
Your muscles let you move easily.

2
Cardiac muscle keeps your heart beating strongly.

3
Skeletal muscles let us move our bones slowly.

4
You can usually control your skeletal muscles.



5
Signals from the brain always tell the muscles what to do.

13
Ants can easily lift things that weigh more than they do.

FINISH

6
The cheetah can run quickly.

7
They regularly stretch their arms and legs.

12
Termites eat mostly plants.

11
Ants have long legs and can run swiftly.

8
Some cheetahs swim occasionally.

10
Baby cheetahs usually stay close to their mothers.

9
A cheetah can growl loudly.



Directions:

Students work in pairs or small groups. They take turns rolling a dice and moving that number of spaces. Once on a spot, he/she read the sentence and says the adverb. The other players check the answer key below to see if he/she is correct. If they are, they can stay on the space. If not, they must go back to where they were before. Whoever gets to the finish first and says the correct adverb, is the winner.

Extensions:

To make this more of a kinesthetic game, draw out 13 footprints or numbered boxes and spread them out around the classroom/playing area. Students can roll the dice and move their bodies on the spots around the room instead of moving on the game board. Students could still use the game board for the sentences.

Answer Key

- | | |
|--------------|-----------------|
| 1. easily | 8. occasionally |
| 2. strongly | 9. loudly |
| 3. slowly | 10. usually |
| 4. usually | 11. swiftly |
| 5. always | 12. mostly |
| 6. quickly | 13. easily |
| 7. regularly | |