

# ESL LESSON: ORDERED ADJECTIVES

English Language Grammar Development for EL Parents

4<sup>th</sup> & 5<sup>th</sup> Grade ELLs, WEEK #7

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## PART 1: INFORMATION & INSTRUCTION

With your assistance, the following lesson/routines will help to ensure that your English Learner (EL) continues to develop their ability to organize information and strengthen English grammar skills as they relate to adjectives. These developed abilities and skills can further increase potential for writing more effectively in the future as well. These lessons are uniquely developed in my classroom for my ELs, and may not found elsewhere on the internet or in textbooks. They are offered as an effective option when home-based learning is required. Please understand the following before proceeding to teach the lesson and use examples as shown to guide you.

An adjective is define as a word used to describe a NOUN (a person, place, or thing).

Example: The grumpy old man was holding a long blue pencil. The underlined words are adjectives, but they are in a certain order.

### **The Order of Adjectives**

When there are a couple or a few adjectives modifying the same word, they are usually placed in a certain order.

- a- What we think (Lovely, beautiful, intelligent, nice, fine...)
- b- Size (small, big, large, short, tall...)
- c- Age (young, old...)
- d- Shape (round, slim, fat, square...)
- e- Color (white, green, red...)
- f- Material (plastic, glass, wooden...)
- g- Origin (German, Russian, American...)

A nice (a) big (b) house. A big (b) square (d) table.

A lovely (a) little (b) American (g) town.

An old (c) plastic (f) grey (e) pipe.

A tall (b) young (c) Russian (g) woman.

An intelligent (a) young (c) Danish (g) scientist.

## PART 2: CONTENT

*MATERIALS NEEDED: NONE. THIS SHEET IS NEEDED FOR GUIDANCE. THE ABOVE DEFINITIONS ARE FOR PARENTS' REFERENCE ONLY AND STUDENTS ARE NOT REQUIRED TO MEMORIZE THEM. HOWEVER, IF THE LESSON IS EXPANDED, THEN SENTENCE COMPONENTS MUST BE EXPLAINED AND CLEARLY UNDERSTOOD.*

*TECHNICAL LEVEL: NO TECH.*

### **TEACHING ROUTINE**

In the following routine, a single EL or several may be serviced, but a few is recommended. This is to be used as a fun challenge for grammar development. Have ELLs insert empty adjective spaces before the noun in writing or orally.

- ***(Pnt) Say: "The \_\_\_\_\_ plane landed in the \_\_\_\_\_ field."***
- ***(Pnt) Say: "So, what kinds of adjectives can we insert before plane and field? Remember to use the correct order."***

Wait for ELLs to respond. Accept reasonable answers and attempt to complete the sentence with suggested adjectives only in the correct order.

At this point (after choosing four appropriate and ordered adjectives), you must say: "Ok, so let's say the whole sentence together." Give instructions and obtain new ideas (adjectives) once more if there are no logical or relevant response from ELs.

Afterwards, have ELs do the following on paper:

The \_\_\_\_\_ truck flew into the \_\_\_\_\_ river.

A few \_\_\_\_\_ alligators swam toward the \_\_\_\_\_ hippopotamus.

## PART 3: EXTENSION OF ACTIVITIES & OPTIONS

OPTION 1: Adjectives (A) may be added three (3) times to either the subject (S) or object (N).

***(Pnt) Say: "The monkey(S) bit (V) the sausage (N)"***

- ***(Pnt) Say: "The monkey (S) was small (A)"***
- ***(Pnt) Say: "The monkey (S) was Smelly (A)"***
- ***(Pnt) Say: "The monkey (S) was Dirty (A)"***
- ***(Pnt) Say: "The sausage(N) was hot (A)"***
- ***(Pnt) Say: "The sausage (N) was long (A)"***
- ***(Pnt) Say: "The sausage (N) was Delicious (A)"***

Students must write down the associated sentence with the correct order of adjectives for both subject and object.