

Lesson Plan for Teaching Adjectives

Objective: Use this lesson plan to teach students to understand the function, or role, adjectives play in a sentence.

PRE-PLANNING:

As you plan your lesson on adjectives, you should consider the time of day and the content focus of your instruction. For example, you may introduce adjectives during a writing lesson and then do guided practice when reading a phonics read sheet.

INTRODUCE ADJECTIVES:

1. Show your students the grammar question cards, "What kind?", "How many?", and "Which one?"



(You may also choose to review these already taught cards: "Who? What?", "Did What?", and "Where?")



Materials Needed:

- ☐ Grammar question cards
- ☐ Slide decks for your lesson and guided student practice:
- ☐ Sentence Detective slide deck
- ☐ Scooping for Meaning slide deck

2. Explain that some words and phrases can answer this question or do this job in a sentence. For example, as you are teaching adjectives, you might say, "Today, we're going to learn about a group of words that answer the questions 'What kind?', 'How many?', and 'Which one?'"
3. Provide example words in isolation: Orally say the words or write the words on the board. You can use pictures to represent the words.

What kind?	How many?	Which one?
big	two	this
orange	some	that
slimy		with many leaves

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4. Explain the job or function of adjectives within a sentence. You might say, "Words that answer the questions 'What kind?', 'How many?', and 'Which one?' tell us more about *who* or *what* the sentence is about."

If grade appropriate, explain the corresponding label. For instance, words that answer the questions "What kind?", "How many?", or "Which one?" are called adjectives.

Practice with sentences. Ask student to identify the adjectives by asking the function question. For example, you might say, "What kind of dogs barked?"

Example Sentences	Question
The big dog barked.	What kind?
The dogs with wagging tails barked.	
Three dogs barked.	

GUIDED PRACTICE:

Unpack sentences with students! Use this strategy to help students understand the function of the targeted word to unlock the meaning of the sentence. Follow these steps:

Step 1: Write and display two or three sentences to work on with students.

Step 2: Write function questions to ask your students as you read the sentences together. (Remember, only use function questions that you have explicitly taught to your students in this lesson or in a previous lesson.)

Sentences to Unpack	Function Questions to Ask	
1. The tiny staple fell on the ground.	Who or what? [staple] Did what? [fell]	What kind? [tiny] Where? [on the ground]
2. That little bug hid under the table.	Who or what? [bug] Did what? [hid] What kind? [little]	Which one? [that] Where? [under the table]
3. Six turtles swam in the pond.	Who or what? [turtles] Did what? [swam]	How many? [six] Where? [in the pond]

PRACTICE READING AND WRITING TO BUILD FLUENCY:

Have students practice reading and identifying the adjectives in more sentences. You can use strategies like [Sentence Expansion and Scooping for Meaning](#) paired with read sheets and decodable texts on the Reading Universe website.

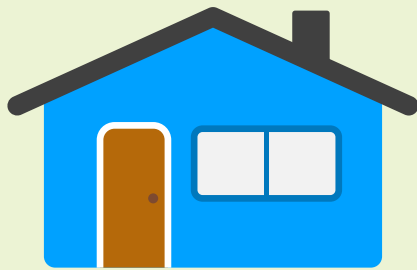
Grammar Function Cards

These cards guide students in unpacking meaning and building sentences by examining the function of words and phrases within them. Each prompt directs students to consider how meaning and grammatical purpose work together, supporting reading comprehension and sentence writing. Ideal for whole-class discussions, small-group instruction, or individual support.



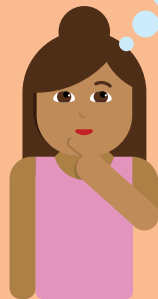
When?

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Where?

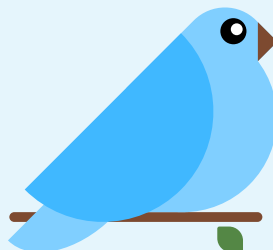
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Quickly

How?

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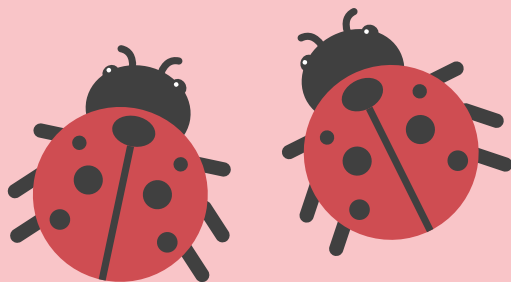
Who? What?

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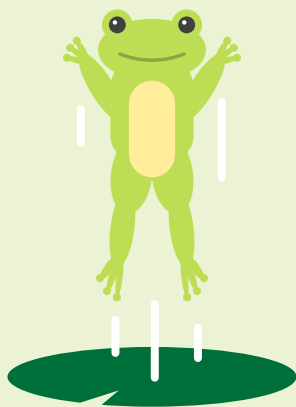
Why?

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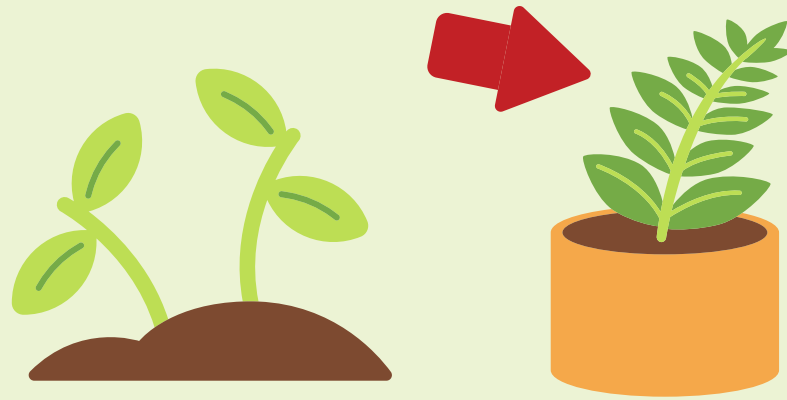
How many?

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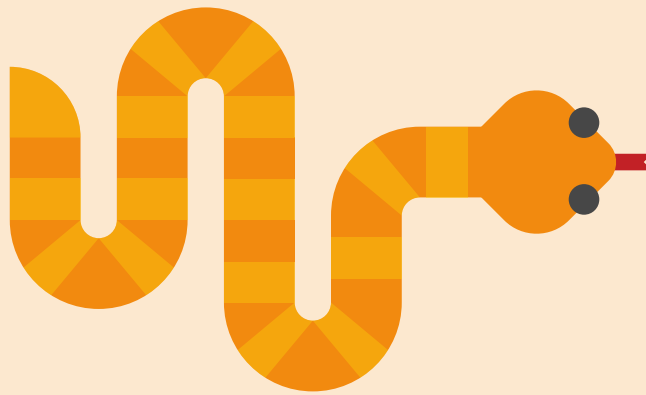
Did what?

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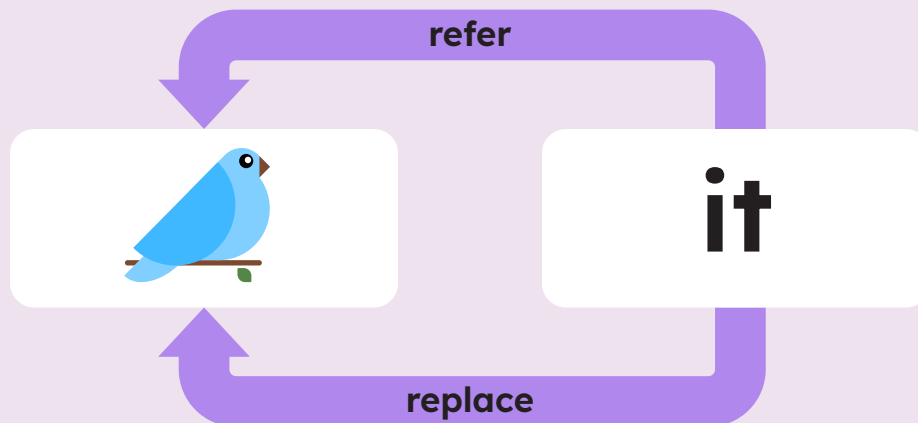
Which one?

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What kind?

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Replace

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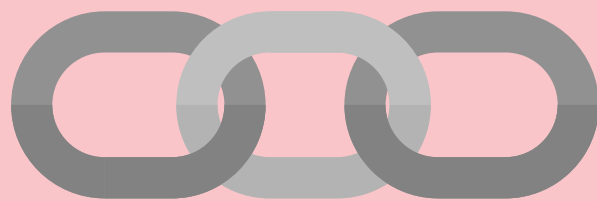
Is what?

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Prepositions

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Connect

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Hi!

Wow!

Interjections

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