

Teacher Candidate: Samantha Donskey

MS 2019-2020 UCI LESSON PLANNER

Grade: First Grade

Key Content Standard:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - f. Use frequently occurring adjectives.

B. Learning Objective: Students will describe an apple to practice adding adjectives into their writing.

C. Assessment:

How will you know if students reach objective using formal or informal assessment strategies? Students will apply their knowledge of adjectives to describe their favorite ice cream. Students will write 4 sentences describing the ice cream and draw a picture.

Instructional Sequence - Engaging Students in the Learning Process

Introduction: Describe how you will 1) make connections to prior knowledge, tap into their experiences and interests or use a “hook”, **AND** 2) let students know what the objective of the lesson is.

- Remind students that adjectives are describing words - they describe nouns
 - Why do we want to use adjectives? (example sentence without adjectives: I see a bee.)
- Show students a brain pop jr. [video](#) reminding them about adjectives and describing words
- Inform the students that today we will be describing an apple to practice using our adjectives.

Body of the Lesson: Describe what the teacher **and** the students will be doing during the lesson.

- How can we describe an apple using our 5 senses?
- Create an anchor chart as students provide input and brainstorm what they hear, see, touch, taste, and smell when eating an apple.
- Have students act out how they eat an apple to get ideas

Hear 	
See 	
Taste 	
Touch 	
Smell 	

Closure: Describe how you will **prompt the students** to summarize the lesson and restate the learning objective.

- In a flipgrid video, students will answer these two questions: What is an adjective? Why should we use adjectives in our writing?
- Ask students what their favorite adjective was from today