

All Write

Teach a Mini Lesson using *All Write* page 427. Adjectives, part 1. General definition.

Student activity: Fill in the blank.

1. **Adjectives** are words that describe _____ or _____.
2. **A noun** is a _____, place or _____.
3. **A pronoun** is _____.
(see page 408 if you have forgotten).
4. **Adjectives tell** what kind, how many, or _____.
5. In English, adjectives usually come _____ the words they describe.
6. In English, adjectives are never _____, even when the nouns they describe are plural.

Directions: Read the following paragraph and circle all the adjectives.

Aunt Chava stopped now in the shadows before a pair of high wooden doors. She spoke to the guards. They looked stern in their high helmets, with daggers and gleaming scimitars hanging from their belts.

Character Based Literacy Program All Write
Shadow Spinner, Day 2

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 427: part 2: articles

Student activity: Fill in the blank.

1. The words _____, _____, and _____ are special adjectives called _____.

Directions: Underline the articles in the following paragraph.

Aunt Chava stopped now in the shadows before a pair of high wooden doors. She spoke to the guards. They looked stern in their high helmets, with daggers and gleaming scimitars hanging from their belts.

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Shadow Spinner, Day 3

Name: _____
Date: _____

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Teach a Mini Lesson using *All Write* page 427, part 3: proper adjectives

Student activity: Short answer.

1. Define what a proper adjective is.

Directions: Circle the Proper Adjectives in the following sentences

1. She had a Greek fisherman's hat on at the party.
2. He was a Roman scientist named Alfonso.
3. She had not studied Greek mythology in years.
4. It was Asian noodles she most craved.

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Shadow Spinner, Day 4

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 427, part 4: common adjectives

Student activity: Short answer.

1. What is a **common adjective**? _____

Directions: Circle all the common adjectives in the following paragraph

Though I mostly told old tales, sometimes they veered off in strange new directions while I was telling them. I tried not to do this, because I wanted to be just like Shahrazad, and I had heard that she stayed faithful to the old tales. Other times, when I was daydreaming, I invented stories that were completely new. But I hardly ever told them—except when I ran out of old stories to tell.

All Write

Teach a Mini Lesson using *All Write* page 324-326. Overview of planning speech

Student activity: Short answer.

1. Name the three kinds of speeches:

_____, _____, _____

2. Define **informational speech**: _____

3. Define **persuasive speech**: _____

4. Define **demonstration speech**: _____

5. What are the 6 main steps in planning a speech? _____

6. Once you pick your topic, list 3 possible ways you could create an interesting beginning to your speech.

- a.
b.
c.

7. Describe the strategy of how to sort through your information using index cards.

Character Based Literacy Program All Write
Shadow Spinner, Day 6

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 428, part 5: compound adjectives

Student activity: Short answer.

1. What is a compound NOUN? _____
2. What is a **compound adjective**? _____

Directions: Underline the compound adjectives in the following sentences.

1. Then I turned a corner and came face-to-face with two crimson-robed eunuchs guarding an arched doorway.
2. Maybe it was someone's flower-laden entrance.
3. The boxwood trees swayed in the courtyard.

All Write

Teach a Mini Lesson using *All Write* page 428, part 6: demonstrative adjectives

Student activity: Fill in the blank.

1. Demonstrative adjectives point out specific _____.
2. *This* and *these* point out nouns that are _____. And *that* and *those* point out nouns that are _____.
3. When *this*, *that*, *these*, and *those* do not come before nouns, they are _____, not adjectives.

Directions: Place a DA over the demonstrative adjectives in the following sentences. If it is a pronoun, place a P above it.

1. This beggar has more money that that beggar.
2. This chest is heavy.
3. These eunuchs are so strict.
4. I think this is a good idea.
5. I know that.
6. These terraces are beautiful.

Character Based Literacy Program All Write
Shadow Spinner, Day 8

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 428, part 7: indefinite adjectives

Student activity: Fill in the blank.

1. Indefinite adjectives tell _____ how many or how _____.

Directions: Circle the indefinite adjectives.

1. Most of the people I know love this book.
2. Some people do not.
3. Few people can't stand it.
4. A few of the women were still afraid for their lives.
5. Many people love hearing stories.

All Write

Teach a Mini Lesson using *All Write* page 428, part 8: predicate adjectives

Student activity: Fill in the blank and short answer.

1. Predicate adjectives follow _____ and describe _____.
2. The *subject* of a sentence is what?
3. What is a linking verb? (Use the index if you can't remember.) ☺

Directions: First find the linking verb, then fill in the blank using your own predicate adjective.

1. The bazaar is _____. (Put in a word describing the bazaar)
2. The Queen appeared _____ in her silk gowns.
3. The eunuchs looked _____ when they were standing in the hallway.
4. The Khatun appears _____ most of the time.
5. The chest is _____.

All Write

Teach a Mini Lesson using *All Write* page 429, part 9: positive adjectives.

Student activity: Fill in the blank.

1. A positive adjective describes a noun without _____.

Directions: Add your own positive adjectives to these sentences.

1. The harem is _____.
2. The Sultan is _____.
3. The plot is _____.
4. The game is _____.
5. The Khatun is _____.

All Write

Teach a Mini Lesson using *All Write* page 429, part 10: comparative adjectives

Student activity: Short answer or fill in the blank.

1. Comparative adjectives compare two _____, _____, _____ or _____.
2. The *ending* _____ is used to form a comparative adjective.
3. The writer can also use the word *more* if the adjective has two or more _____.

Directions: Add *er* to the following adjectives to form *comparative* adjectives.

Example: large → larger

1. big
2. small
3. happy
4. sad
5. cute

Directions: Now use the comparative form of those adjectives in your own sentence.

Example: The SUV is *larger than* the Volkswagon bug.

1. _____
2. _____
3. _____
4. _____
5. _____

Directions: Turn the following sentences into comparative statements by adding *more* in front of the adjective, thereby making it a comparative adjective.

1. He was _____ handsome than his brother.
2. She is _____ interesting than her roommate.
3. Shahrazad is _____ beautiful than Marjan.

All Write

Teach a Mini Lesson using *All Write* page 429, part 11: superlative adjectives

Student activity: Short answer or fill in the blank.

1. The *ending* _____ is used to form a superlative adjective.
2. The writer can also use the word *most* if the adjective has two or more _____.

Directions: Add *est* to the following adjectives to form *superlative* adjectives. Example:
large → largest

6. Big _____
7. Small _____
8. Happy _____
9. Sad _____
10. Cute _____

Directions: Now use the superlative form of those adjectives in your own sentence.
Example: The SUV is *largest* car on the road.

1. _____
2. _____
3. _____
4. _____
5. _____

Directions: Turn the following sentences into superlative statements by adding *most* in front of the adjective, thereby making it a superlative adjective.

1. He was the _____ handsome guy in the palace.
2. She is the _____ interesting girl I've ever met.
3. Shahrazad is the _____ beautiful Queen that ever lived.

All Write

Teach a Mini Lesson using *All Write* page 429, part 12: two-syllable adjectives

Student activity: True or False

1. Can some adjectives that are two syllables long show comparisons in more than one way? _____
2. If so, would one of the ways of forming a comparison be to add *er* or *est*? _____
3. Would the other way be to add *more* and *more more*? _____
4. What about adding *more* and *most*? _____

Practice with the adjective *friendly*.

Friendly → *friendlier* → _____

What about:

Friendly → *more friendly* → _____

Brainstorm as a class other adjectives that might fall into this category and then create all three forms of the adjective.

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Shadow Spinner, Day 14

Name: _____
Date: _____

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Teach a Mini Lesson using *All Write* page 429, part 13: special forms

Student activity: True or False

1. It is okay to use *more* or *most* with forms of *good* and *bad*. _____

Create 3x5 cards with the positive, comparative and superlative forms of these special adjectives. Practice as a class or with a partner. Can you get them all right?

All Write

Teach a Mini Lesson using *All Write* page- review adjectives 1-3:

Student activity: Short answer or fill in the blank. After reviewing, try to answer these questions first without looking at your text. How did you do?

1. Adjectives are words that modify _____.
2. Adjectives come (before or after) _____ the words they describe?
3. Yes or no: Are adjectives ever plural?
4. Name 3 articles that serve as adjectives: _____

5. Which article comes before a singular noun that begins with a vowel? _____

6. We capitalize the adjective when the noun that comes after it is a _____ noun.
7. Write an example of a proper adjective. _____

All Write

Teach a Mini Lesson using *All Write* page review adjectives 4-6

Student activity: Short answer or fill in the blank.

1. What are common adjectives? _____
2. Are common adjectives ever capitalized? _____
3. Circle the common adjectives in this sentence: He was the first man on the moon.
4. What is a *compound noun*? _____
5. Is *hotdog* a compound noun? What 2 words make it up? _____
6. What is a *compound adjective*? _____
7. Is *multi-million* a compound adjective? _____
8. Can you use it in a sentence? Remember a noun has to follow it. _____
9. What does it mean if a person is being demonstrative with his or her affection?

10. Are they demonstrating it to you? _____
11. What are demonstrative adjectives? What do they demonstrate? _____

12. They are like fingers, pointing things out. What words do we associate with demonstrative adjectives? Hint: *this* basketball player.

All Write

Teach a Mini Lesson using *All Write* page review 7-10

Student activity: Short answer or fill in the blank.

1. What does it mean to say you will *definitely* meet someone at midnight? _____

2. What does it mean if you are less definite? _____
3. Indefinite adjectives are *not definite...which means they tell* _____
how much or how many.
4. Circle the indefinite adjectives in these sentences: Most of the players know most of the girls. Many of them had seen many of them before.
5. Two parts make up a sentence. The subject and the predicate. The predicate is everything that the subject is not.
 - a. The skyscraper is huge. *Circle the subject. Underline the predicate. Put a star by the linking verb.*
6. Predicate adjectives follow linking verbs and describe the subject.
 - a. Create your own sentences by filling in the predicate adjective.
 - The Sultan is _____.
 - The bazaar looks _____ compared to the harem.
 - Marjan is _____.
7. Now go back and make sure all your words described the subject. Did they?
8. What is the difference between a positive and a comparative adjective?

- | | | |
|-----------------------------------|-----|----------|
| a. Which of these is comparative? | Big | Bigger |
| b. Which of these is comparative? | Fun | More fun |

All Write

Teach a Mini Lesson using *All Write* page 329: Read “practicing your speech” and “giving your speech”

Student activity: Short answer or fill in the blank.

1. When should you start practicing before you give your speech?

2. *First*, do you practice *alone* or in front of a huge crowd? _____
3. *Next*, do you practice over the radio or in front of a friend or family member? _____

4. What should you do if you keep having trouble pronouncing some hard words?

Student activity: True or False: If the answer is false, correct the sentence telling us what you *should* do.

1. When giving a speech, slouch and bend down. _____: _____
2. When giving a speech, mumble and make sure no one can hear you. _____: _____

3. When giving a speech, look up often at your audience. _____: _____
4. Hurry through and get done as quickly as possible. _____: _____
5. Sway as much as possible so as to distract your audience. _____: _____
6. Use your hands in a planned way. _____: _____
7. Show interest in your topic. _____: _____
8. After you are finished, hurry and run to your seat. _____: _____

All Write

Teach a Mini Lesson using *All Write* page 330: Read “becoming a good listener”

Student activity: Short answer or fill in the blank.

1. Listening means _____ about what you hear.
2. There are 8 steps to being a good listener. What is the first step? _____

3. After paying attention, where should your eyes be? _____
4. If something is very important one option in terms of helping you remember is to _____.
5. What does it mean to be aware of the speaker's *tone*? What does their tone tell us? _____
6. What are key words? _____
7. Why would taking notice of key words help us listen? _____

8. What should you do if you hear new words and don't know what they are? _____

9. Is it okay to ask questions? When should you do that? _____
10. What strategy might help you remember the talk after it was over? _____

Teach a Mini Lesson using *All Write* page review adjectives 11-13

Student activity: Short answer or fill in the blank.

1. Define superlative adjective? In what way is it *super*? _____

2. Which of these is superlative:

heavy	heavier	heaviest
heavy	more heavy	most heavy

2. Write the *comparative* and *superlative* forms of the following positive adjectives:

a. Little _____

b. Many _____

c. Good _____

d. Bad _____