

Sam, the Cat: Adjectives

- * Prepare-readiness (Read, review, build background knowledge)
 - Review known parts of speech & grammar (subject/predicate, verbs, nouns, pronouns, adjectives).
 - Choral echo the story—check comprehension.
 - Choral echo the story—check pronunciation. Practice the /θ/ vowel sound & other errors. Review pronunciation exercises as needed.

Activities based on Bloom's Revised Taxonomy of Thinking Processes

1. Remember (Recognize or recall facts)
 - Underline the nouns in each sentence.
Ss read them aloud & compare/correct own work.
 - Recall the definition of "adjective."
 - Recognize & choose adjectives out of list of nouns & adjectives on board.
Ss pair adjectives & nouns together: *small cat, old lady, local newspaper*.
2. Understand (Use facts/knowledge to make meaning, find examples, explain something)
 - In the story, find examples of descriptive words *and the nouns (or pronouns)* they describe (predicate adjectives are *not* next to the noun).
 - Review/compare pronouns & nouns if needed.
3. Apply (Do something with facts/knowledge)
 - Look at the underlined nouns in story and put an adjective in front of each noun (What do you *picture* in your mind?).
 - Ss read aloud adjective/noun examples (Lonely Ann-wild cat, etc).
T writes examples on board.
 - Ss write four sentences (use lines on p.18) using adjectives.
Ss each read one sentence aloud.
Class repeats each sentence (or takes dictation) & discusses new vocabulary.
4. Analyze (Take something apart & show relationships)
 - Find subject, verb & diagram the sentences showing relationship of adjectives to nouns (line diagrams, not tree).
 - Read the story with descriptive words added and explain the differences in literary impact.
5. Evaluate (Make judgments according to a standard)
 - T writes awkward sentence on board & elicits what is wrong.
(readability, flow, lack of focus, too much information)
Ss revise a few times by taking out excessive words, making new sentences.
Discuss why new sentences are better.
Ex. of awkward sentence: *Lonely, frail, old Ann had a wild, tan and black, young, restless cat.*
6. Create (Reorganize facts & knowledge to make something different)
 - Brainstorm about cat behaviors & physical descriptions; make webs on board & then use to write a short character description of Sam.
 - Write a new ad using adjectives.
 - Write an ending to the story. Does Ann get Sam back?