

# **1. BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **“ADJECTIVES”**

### **Children’s Literature Sources:**

1. “Good Night Moon” by Margaret Wise Brown (illustrated by Clement Hurd)
2. “The Foot Book” by Dr. Seuss
3. “The Memory Stone” by Anne Louise MacDonald (illustrated by Joanne Ouellet)
4. “Jessie’s Island” by Sheryl McFarlane (illustrated by Sheena Lott)
5. “The Best Figure Skater in the Whole Wide World” by Linda Bailey (illustrated by Alan and Lea Daniel)

# BILINGUAL LANGUAGE ARTS IN ACTION

## ACTIVITY KITS

### GENERAL TEACHING PRINCIPLES:

- The basic principle behind these activities is to use **children's literature** to teach the grammatical structures of written language (English).
- Children learn best when they **discover** the rule themselves, rather than being told the rule and then practicing it in meaningless drills.
- Our role as teachers is to make sure children have lots of **exposure** to the target structure in different contexts, and to **direct** their attention to how it is used.
- We also need to make sure students have lots of opportunities to try to **use the structure** in their own writing – this means **accepting approximations** and gradually **shaping** them into correct productions.
- **Repetition** is important for learning – reading and writing must be done over and over – but it is also important to keep it **fun** and **interesting**.
- It is not enough to simply read the books in this activity kit to children during story time – the books must be the focus of **extended and repeated study** and this difference should be emphasized and made clear to both teachers and students right from the outset.

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## ACTIVITY KITS

### TEACHING “ADJECTIVES”

1. **Adjectives** are often called “description words” because they are used to describe things, people, and places.
2. We use adjectives to say how something **is, seems, becomes, looks, feels, sounds, tastes, or smells.**  
E.g. “She is beautiful” (adjective)
3. Adjectives are often confused with “adverbs” – we use adverbs with other verbs to say how something **happens or is done.**

E.g. “She skates beautifully” (adverb)

4. When two or three adjectives are used before a noun, the rules for ordering the adjectives are complicated. Generally, **opinions** (more subjective or judging terms) come before more specific **descriptions** (age, size, shape, colour, etc.)

<b>Opinion</b>	<b>Description</b>	
funny	old	house
terrible	little	boy
nice	new	dress

5. If several description words are used then the order is **size, colour, material.**

<b>Size</b>	<b>Colour</b>	<b>Material</b>	
big	yellow	rubber	boots
little	red	brick	house
huge	dark	leather	couch

6. Using adjectives is fun – encourage students to be creative and use their imagination!

# **BILINGUAL LANGUAGE ARTS IN ACTION**

## **ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR:** **“GOOD NIGHT MOON”** **(WISE BROWN & HURD)**

**Vocabulary:** telephone, mush, whispering  
“hush”, noises, everywhere

1. If students are familiar with the nursery rhymes included in the story (i.e., cow jumping over the moon, three bears) it will help them understand it – teach these if necessary.
2. Re-tell the story using objects in the classroom and have each child select something to say good-night to - make sure they include an adjective to describe their selected item.
3. Re-tell the story using other greetings “good morning”, “good afternoon”, etc.

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## **ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR:** **“THE FOOT BOOK”** **(SEUSS)**

**Vocabulary:** very basic (left, right, high, low, wet, dry, many, trick, sick, up, down, fuzzy)

1. Many basic concepts can be incorporated into teaching the adjectives in this book:
  - a) “plural” (foot and feet),
  - b) “left” and “right”,
  - c) “pronouns” (his and her),
  - d) “opposites” (wet, dry, high, low, front, back, slow, quick, up, down).
2. Make footprints by having the children step with bare feet onto a paint-soaked sponge and walk on a large piece of paper on the floor. Use different colours and describe the footprints.
3. Go for a walk around the school and have the children observe and describe the “feet they meet”.
4. Practice marching to chants of “left, left, left, right” – do this on the way to the gym or computer room.

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## **ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR:** **“THE MEMORY STONE”** **(MACDONALD & OUELLET)**

**Vocabulary:** sleepover, night-light, lurched, huge, molasses, memory, rummaged, hedge, hiked, shrugged, demanded, winked, mound, pebble, dimpled, waded, tidal pool, periwinkles, starfish

1. Providing some background information about the ocean will probably be needed for students to understand this story.
2. This story is rich with description, so focus on helping the students understand a few key adjectives – too spooky, too yucky, too scary, white rock, grey rock, reddish brown rock, dumb old rocks, smooth white pebble, dimpled pink rock, shiny black rock, warm stone, smooth and flat, one side blue-grey, other side golden yellow.
3. Go for a walk to gather rocks and describe them. Or ask the children to bring rocks and/or shells from home that you can describe.
4. Teach and discuss the concept of memories and remembering events or experiences in your life. Get parents involved in helping children to select items to bring to class that hold memories, and then have the children share these with each other.
5. Create stories (through words, pictures, signs, or a combination) based on the shared items that children have brought to class. Be sure these stories include adjectives and are rich with description.

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## **ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR:** **“JESSIE’S ISLAND”** **(MCFARLANE & LOTT)**

**Vocabulary:** giant fir tree, curious harbour seals, slippery whiskered faces, greyest winter day, lone minke whale, shy otter family, swirling frothy water, jagged rocks, silky smooth bark, tiny wild strawberries, giant ribbons of slippery kelp, purple starfish, pink feathery tentacles, tiny hermit crabs

1. This story will require some understanding of living by the ocean and the kind of animals you would see there. Explore this background information as needed.
2. Have students think about ways to describe their homes, communities, and the landscape around us.
3. Write letters to relatives or friends in other parts of the country describing how and where we live.

# **BILINGUAL LANGUAGE ARTS IN ACTION**

## **ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR:**

### **“THE BEST FIGURE SKATER IN THE WHOLE**

### **WIDE WORLD”**

### **(BAILEY, A & L DANIEL)**

**Vocabulary:** best figure skater, whole wide world, new skates, blue skates, twirly skirt, world champion figure skater, exciting announcement, handsome prince, horribly wicked witch, worst feeling, twirly white skirt, brown and green cardboard, long cold time, exciting forest, fabulous tree.

1. For students that are able to read the story, have them find the adjectives in print.
2. Discuss “dreams” and “wishes” – get students to draw pictures or write about their own dreams/wishes.
3. Focus on adjectives that describe feelings – get the students to think about a time when they were disappointed, proud, excited, nervous, upset, etc. and describe these feelings.