**Lesson Plan: Coloring Poetry with Adjectives**

**By Lauren Shaddrix**

**Learning Objectives**

Students will be able to identify adjectives in poems in the book Hailstones and Halibut Bones, and they will be able to explain how these adjectives not only add to the poem but also make it more expressive. Students will also learn to create their own poems (based on color) using descriptive adjectives. Finally, students will revise each other’s poems checking for descriptive and expressive adjective usage.

**Introduction**

* Students will describe their best friend in a sentence.
* A student will share their sentence about their best friend out loud as the teacher writes it on the board.
* The class will make suggestions on how to make the sentence more descriptive by adding any adjectives that might be needed.

**Instruction**

* Show an example of a small paragraph along with a revised paragraph.
* Highlight the words that were added to the paragraph that made it more descriptive.
* Go through the highlighted words explaining that these words answer questions like “What kind?” or “How many?”
* Ask the students how the words in the revised paragraph helped make the paragraph more effective. Write the responses down so that the students have these to look back on during the lesson.
* Read several of the poems from Hailstones and Halibut Bones.
* Have students point out the adjectives used in this poem to describe different colors.

**Guided Practice**

* Hand out the [Descriptive Language Adding Adjectives](https://www.education.com/download/worksheet/97114/adding-adjectives.pdf) activity sheet.
* Select a student to read the paragraph about the sheriff aloud.
* Select a different student to remind the class that we are looking for words from the word bank that make the paragraph more interesting.
* With the teacher’s guidance, the students go through the rest of the activity sheet filling in words from the word bank that make the paragraph more descriptive and entertaining.

**Independent Working Time**

* The teacher will remind the students of the color poems that she shared from the book Hailstones and Halibut Bones and how descriptive adjectives were used to portray the colors.
* Students will get out paper, think of a color they would like to use, and begin writing their very own color poem using adjectives correctly and descriptively.
* Students will finish these for homework.

**Assessment**

* The following day in class, the teacher will distribute a sheet with a paragraph to fill in their own adjectives that make the paragraph more descriptive.
* Students will also share their own color poems with the class while the class identifies the adjectives in them.