

Introduction to Parts of Speech:
Adjectives
for **Armando**

Produced
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Table of Contents

	Page
Introduction	3
Student Objectives	5
Preparation	5
Suggested Lesson Plan	6
Description of Blackline Masters	9
Answer Key	10
Transcript of the Video	11

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ADJECTIVES FOR ARMANDO

From the
*Introduction to
Parts of Speech Series*
Grades 2-4

Viewing Time: 15:38

INTRODUCTION

Background

Adjectives for Armando is the third program in the *Introduction to Parts of Speech* series. The program's target audience is language arts/grammar students in grades 2-4. The program's goal is to significantly enhance student comprehension of the four main topics almost always covered when adjectives are studied at the primary level: (a) defining the adjective, (b) recognizing adjectives, (c) the four principal functions of adjectives (d) using adjectives to compare.

Curriculum Correlation

This video helps students meet Standard Six of the National Council of Teachers of English (NCTE), which states, "Students (should be able to) *apply knowledge of language structure...*"

Moreover, the program's topics closely parallel those of almost all major language arts texts. An online review of school district scope and sequence charts also indicates that the program's teaching points correspond to grammar concepts currently taught in primary level language arts curricula.

Program Summary

Marcella, the writer, has noticed that Armando, the artist, is sad. When she asks Armando why, he shows her one of his paintings, which is terrible. Marcella suggests that adjectives may help Armando paint better because they can tell about the things he attempts to paint. They tell about nouns. One thing adjectives can do, says Marcella, is tell *what kind*. Armando discovers that if he paints a *maple* tree instead of simply a tree, the painting is better. Armando now wants to learn more about adjectives, and Marcella is happy to tell him. In addition to telling *what kind*, adjectives tell *what color*, *how many* and *which one* (often with the help of noun markers, also called article adjectives). By thinking of adjectives as he paints, Armando finds that his paintings improve even more. Somewhat later, he and Marcella meet at an outdoor café, and upon Armando's urging, the writer explains how adjectives can be used to compare by adding the letters *-er* when comparing two things or people and by adding *-est* when comparing three or more. Armando now has all the language tools to paint pictures that will make him famous. His paintings are hung in a large museum and he is granted membership to the National Academy of Artists. Marcella writes a biography of him, the two fall in love and have two sets of twins – two little artists and two little writers.

Preparation and Pre-test

Before presenting the lessons suggested below, we encourage you to preview the program, as well as review

this guide and the accompanying blackline master activities in order to familiarize yourself with their content.

In addition, you may wish to give the *Pre-Test* before starting your instruction. This brief quiz is an assessment tool intended to gauge student comprehension of the program's key concepts. If you give the *Pre-Test*, explain to your students that they are not expected to answer all the questions correctly, but they are expected to try their best. You can remind them that the questions point to key concepts they should focus on while watching the program. After you evaluate your students' answers, as well as review the materials presented in this guide, you may find it necessary to make some changes, additions or deletions to meet the specific needs of your class. We encourage you to do so; for only by tailoring this program to your students will they obtain the maximum instructional benefits afforded by the material.

STUDENT OBJECTIVES

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Define adjectives as "words that tell about nouns."
2. Discuss how adjectives describe nouns by telling *what kind, what color, how many* and *which one*.
3. Identify noun markers (article adjectives).
4. Know when to add *-er* and *-est* to form adjectives that compare persons or things.

PREPARATION

Materials Needed

Students will need a pencil for the handout material. They will also need either crayons, paints or markers and a large

piece of paper for an art project. If possible, duplicate all handout material before beginning the unit.

Viewing Strategies

Several viewing strategies may be employed. You may find it useful to show the program in its entirety, then play it segment by segment, using each segment as a basis for a single lesson or multiple lessons, depending on the level of student comprehension. A final review screening, fast-forwarding through stop points, undoubtedly will help reinforce student understandings.

On-Screen Type

When main words are used as titles or headings, they are capitalized, which improves readability and follows grammatical rules.

SUGGESTED LESSON PLAN

Introduce the Program

Have your students draw and then paint a scene of something they consider very beautiful, such as a seascape or mountain scenery. After the paintings are completed, have your students write one or more sentences describing their artwork. Look over the sentences and ask those who have used adjectives to write their sentences on the chalkboard.

Pre-Viewing Activities

Segment 1

Circle or underline the adjectives in the sentences. Point out that these words *tell something about* the things – stated as nouns – found in the picture. Tell the class that the underlined words are a part of speech that *tells about nouns*. (You may want to define “part of speech” if you have not already done so. You may give a simple

definition, such as “a category or group of words that do certain jobs in sentences.) Explain that the class will now see a video about a kind of word that tells about nouns. Show the first segment.

Post-Viewing Activities

Segment 1

Ask the class why Armando was sad. After it has been determined that he wasn't able to paint well, ask why Marcella's idea – for him to think about adjectives as he painted – was successful. Help your students understand that adjectives helped Armando to be more observant. He was able to see more details and those details helped him paint better. Make certain that everyone understands that adjectives tell about nouns and that one way they do it is by telling *what kind*. Hand out ***An Article About Armando***. Have your class do this as individual seat work, as a small group activity, or together as a class activity. Go over the answers. Did all the adjectives tell *what kind*?

Pre-Viewing Activities

Segment 2

Review what adjectives do (tell about nouns) and restate that one way they do it is by telling *what kind*. State that adjectives tell about nouns in three other ways. Say, “the next part of the program explains what those ways are. Pay close attention so you'll be able to talk about them after you see the next part of the program.” Now show the second segment.

Post-Viewing Activities

Segment 2

Ask the class, “Besides telling *what kind*, what are three other ways adjectives describe nouns?” As the class mentions *what color*, *how many* and *which one*, write the three ways on the chalkboard. Now pass out ***What Kind?***

Which One? How Many? What Color? Assign this exercise as an individual activity, or as a small group or class activity. Be certain to go over the answers when the worksheet has been completed.

Pre-Viewing Activities

Segment 3

Briefly review how adjectives describe nouns by telling *what kind, which one, how many* and *what color*. Next, tell the class that adjectives do something else very important. They help us compare. Discuss comparisons and explain their importance by saying that we often use comparisons in everyday life. When we go to the store, for example, we compare prices and features of the products we buy. Ask the class to mention times they or their parents have done so. Ask the class to make some comparisons of things in the classroom, such as the size of crayons or markers. Is one small and another smaller? Tell the class they will now see the next part of the video, and that it shows how adjectives are used to compare persons or things. Now show the third segment.

Post-Viewing Activities

Segment 3

Ask the class, “Why would being able to compare be so important to a painter?” Help the class understand that, as suggested by the picture of the apples, comparisons are a way to show differences in color, shape, light and texture – the things about which painters are concerned. Write the following adjectives on the chalkboard and ask for volunteers to rewrite them to compare two and more than two: tall, thin, big, fast, red. When the comparison forms are written, be sure to note that in some instances, the ending consonant (*g*, *n* and *d*) is doubled before adding the *-er* or *-est*. Next, pass out ***Using Adjectives to Compare***. Assign this exercise as an individual activity, or as a small group or class activity. Be certain to go over the answers

after the worksheet has been completed.

Pre-Viewing Activities

Segment 4

Review the material covered in the first three segments of the program if you feel it will prove helpful to your students. Then tell your class that the remainder of the program explains what happens to Marcella and Armando. Ask, “How do you think this story will end?” Have the class explore several possibilities and then show the final section of the program.

Post-Viewing Activities

Segment 4

Review the end of the story with the class. Ask, “What two things showed that Armando became a successful painter?” Reiterate that both Marcella and Armando felt that adjectives were largely responsible for their success as a writer and artist. Now hand out *Reviewing Adjectives*. Assign this exercise as an individual activity, or as a small group or class activity. Be certain to go over the answers when the worksheet has been completed. Tell the class that knowing the answers will help them when they take the post-test.

After you feel your students are at an acceptable comprehension level, give them the post-test. After the test has been graded, go over the answers, reviewing any concepts not yet mastered.

DESCRIPTION OF BLACKLINE MASTERS

ADJECTIVE PRE-TEST – An assessment tool intended to gauge student comprehension of the objectives prior to viewing the program.

AN ARTICLE ABOUT ARMANDO – A reinforcement activity designed to give students an opportunity to use “what kind” adjectives in context.

WHAT KIND? WHICH ONE? HOW MANY? WHAT COLOR? –
An exercise that underscores the four functions of adjectives.

USING ADJECTIVES TO COMPARE – An exercise that helps students remember how to form comparisons.

REVIEWING ADJECTIVES – A written activity that bolsters comprehension of the program’s key concepts.

ADJECTIVE POST-TEST – An assessment tool intended to gauge student comprehension of the program’s objectives after completing the unit.

DISCUSSION QUESTIONS – Provides questions to be asked after each segment of the program.

ANSWER KEY

Video Quiz

1. b. tell about nouns.
2. true
3. The, little, the, aqua, one
4. Answers will vary.
5. -er.
6. -est.
7. tallest
8. because two people are being compared and so an -er ending is called for
9. the, a, an
10. c. Armando

Discussion Questions

Segment One:

1. He couldn’t paint well.
2. She told him about adjectives.
3. Answers will vary.
4. nouns
5. persons, places, things
6. maple
7. What kind of tree is it?

Segment Two:

1. yes
2. which one, what color, how many
3. noun markers
4. a, an, the
5. noun

Segment Three:

1. He wanted to get better. 2. the green apples, runners, buildings 3. -er 4. -est 5. They liked his paintings.

Segment Four:

1. in a large museum. 2. The National Academy of Artists
3. She wrote his biography. 4. Four 5. They painted and wrote.

Adjective Pre-Test

1. c 2. c 3. b 4. a 5. b 6. c 7. a

An Article About Armando

Answers will vary.

What Kind? Which One? How Many? What Color

1. how many 2. which one or what kind 3. what kind
4. what color 5. which one or what kind 6. what color
7. how many

Using Adjectives to Compare

(In order) taller, tallest, cuter, cutest, faster, fastest

Reviewing Adjectives

1. nouns 2. what kind, which one, how many, what color
3. -er 4. -est 5. noun marker 6. “a,” “an,” and “the”

Adjective Post-Test

1. a 2. b 3. a 4. b 5. b 6. b 7. c
8. c 9. a 10. c

TRANSCRIPT OF THE VIDEO

For several weeks, Marcella, the writer, had noticed that Armando, the artist, was acting strangely.

You see, most artists want people to look at their pictures.

But Armando looked as if he were trying to hide his paintings. He would wrap them in his coat, or in a large piece of paper.

And he seldom ventured from his apartment building unless it was a time of day or night when no one would be on the street.

And the look on Armando's face! It was so sad! Just looking at him made Marcella feel sad, too.

Finally, she just couldn't stand it any longer. Several days later, early one morning, she went up to Armando and asked him what was wrong.

At first Armando didn't want to talk about it, but after he saw that Marcella really was interested, he unwrapped one of his pictures and said, "This is what's wrong. I'm supposed to be an artist, but my paintings don't have any oomph!

"They just sit there. They don't say anything special! Oh, it just makes me unimaginably sad!"

And then, poor Armando began to cry bitterly.

And sure enough, when Marcella looked at the painting, she could see that Armando did have something to cry about. She had to admit that it was quite awful.

But then she had an idea.

"You know, Armando, I think I can help you. As a writer, I work with words, and if you thought about a special kind of word, an adjective, as you painted, I'll bet you could paint beautiful pictures."

Armando suddenly perked up. "Oh, tell me about those adjectives. I have a feeling that they'll be the answer to my dreams!"

"Well," responded Marcella, "the first thing you need to know is that adjectives are words that tell about nouns.

"Now, a noun is a word that names a person, place, or thing – right?"

"To be sure."

"Okay, then, look at that tree over there. "The word 'tree' is a

noun. But that single word doesn't tell us very much because there are so many different kinds of trees.

"But if we say 'maple tree,' we tell what kind of tree it is. Because the word 'maple' tells us what kind of tree we're looking at, it is an adjective.

Put another way, an adjective can tell us what kind.

"Now, Armando, if you were to paint a picture of that tree, you would probably do a better job by first asking yourself 'what kind of tree is it?'

"Then, instead of just painting a tree you would paint a maple tree."

Well, that's exactly what Armando did. And the results were simply wonderful!

STOP ONE

Armando was very pleased with his paintings – so pleased, in fact, that when he saw Marcella the next morning, he asked her if she could tell him more about adjectives. Marcella was happy to oblige.

"In addition to telling us what kind, adjectives tell us what color.

"The words 'red' and 'green' are adjectives because they tell us what color the sweaters are."

Armando was excited! He said that using adjectives that tell what color would be a big help when painting his pictures.

Marcella agreed. "And when you want to paint a picture that shows the exact number of whatever you see," she added as they continued their walk, "you also should remember that adjectives can tell us how many.

"If we say, 'there are three cakes,' the word 'three' tells us how many. And so it's an adjective, too.

"Finally, my dear Armando, adjectives can tell us which one. The small adjectives 'the,' and 'a,' as well as 'an' do this. They almost

always go in front of nouns, and often are called 'noun markers' or 'article adjectives.'

"But there are many other adjectives that tell us which one, also.

"If we describe a man as being thin, that word tells us which man we're talking about, and so it is an adjective that tells 'which one.'

"Now, let me see if I understand this. Adjectives describe nouns by telling us the following things about them: what kind, what color, how many, and which one. Is that correct?"

"Quite so. But just to make certain that you understand, I'm going to write four sentences, and I want you to pick out the adjective in each one."

Here are Marcella's sentences. See if you can pick out the adjectives, also.

Armando correctly identified each adjective: the noun markers "a" and "the," as well as the word "red," which told the color of the bike; the word "three," which told how many hot dogs Juan ate; the word "sports," which told what kind of car sped by; and the word "big," which told which one of the ties Kaye liked best.

STOP TWO

The more Armando used adjectives when thinking about the things he wanted to paint, the better his paintings became.

Everybody noticed the improvement, and Armando found that more and more people bought his drawings.

Even so, he felt that there was still room for improvement.

So the next time he saw Marcella, he asked if there was anything else he could learn about adjectives that might further improve his artwork.

"Well," responded Marcella, "I think that if you understood how adjectives help us compare things or persons, you would be able to paint even better.

"For example, look at the two apples in this picture. They're both green. But a good artist would want to show how the colors

compare. Those greens aren't really the same, are they?

"Why, no."

"Well, then," said Marcella, "we can add the letters -er to the adjective 'green' to show that one apple is greener than the other.

"We often add the letters -er when we compare two things or two people.

"Here are a few examples: fast...faster; tall...taller."

"That will help me. But sometimes I'll want to compare more than two things or people. What should I do then?"

"In that case," responded Marcella, "adding the letters -est to the adjective should prove helpful.

"I think this picture you painted last week would be much better if the three leprechauns weren't all the same size.

"One should be small, another should be smaller than the first one, and the third one, smallest of all three."

And again, Marcella composed a little review to be certain that Armando understood what she had just said.

"Now, Armando, imagine two rabbits numbered five and eight running a race. Rabbit number five is quick.

"But rabbit number eight is running ahead of him. If we use an adjective to compare rabbit number eight to rabbit number five, how would we describe him?"

Armando's answer was correct. Do you know what it was?

If you said "quicker," you were right.

"Now," continued Marcella, "let's suppose that there were three rabbits.

If we used an adjective to describe rabbit number seven, compared to the others, what would that adjective be?"

What do you suppose Armando answered?

He said "quickest," which was, of course, correct because we often add the letters -est to the adjective when comparing three or more persons or things.

STOP THREE

Well, Armando's new knowledge of adjectives made him an even better painter than before!

In fact, his paintings were exhibited in a large museum. What's more, he was invited to join the National Academy of Artists!

Armando was becoming famous! So it was decided that Marcella should write a biography of him.

And write it she did, using adjectives whenever necessary to make her sentences better.

Her adjectives – "handsome," "green," "gorgeous" – helped readers really understand what she wanted to say because they described Armando and his paintings so well!

They helped point out differences, also. Here, the adjective "terrible" told about his paintings before they became "beautiful," another adjective.

In time, Marcella and Armando – both of whom felt adjectives were responsible for their success – fell in love, got married, and had several little artists and writers of their own – two sets of twins!

And you can be sure that each one knew that adjectives describe nouns by telling what kind, which one, what color, and how many ...and that they are very useful when we want to compare persons or things.

With all this knowledge of adjectives, is it any wonder, then, that they lived happily ever after?

STOP FOUR (The Video Quiz Follows Stop Four)

Web Resource

More definitive information on adjectives can be found
at

<http://webster.commnet.edu/grammar/adjectives.htm>

**Other Programs in the *Introduction to Parts of*
Speech
*Series***

**Herman's Chow-Down Nouns
Big Herb and His Verbs
The Royal Principality of Pronouns**

Name _____

Adjective Pre-Test

Directions: Circle the letter next to the statement that correctly finishes the sentence.

1. An adjective can
 - a. show action.
 - b. name a person, place or thing.
 - c. tell about nouns.

2. Adjectives can tell
 - a. what color, what age, to what degree.
 - b. which one, how many, what color, what name.
 - c. how many, which one, what kind, what color.

3. When comparing two persons or things, an adjective often ends in
 - a. -est.
 - b. -er.
 - c. -ed.

4. When comparing three or more persons or things an adjective often ends in
 - a. -est.
 - b. -ed.
 - c. -er

5. Which sentence has an adjective?
 - a. Mary went there.
 - b. Bill went to the store.
 - c. I can do it.

6. Another name for a noun marker is
 - a. adverb.
 - b. pronoun.
 - c. article adjective.

7. Which sentence has an adjective that compares two persons or things?
 - a. Bill is taller.
 - b. Todd is the fastest.
 - c. Mr. Smith walked past two houses.

Discussion Questions – Adjectives for Armando

After Segment One

1. What was Armando's problem?
2. How did Marcella help?
3. What did you think of Armando's picture?
4. According to Marcella, what part of speech did adjectives tell about?
5. What are the three things Marcella said nouns name?
6. What kind of tree did Armando paint?
7. What question did Marcella suggest that Armando ask before painting the tree.

After Segment Two

1. Was Armando pleased with his paintings after he had followed Marcella's advice?
2. Marcella stated that adjectives tell three other things. What were they?
3. Three small adjectives that tell "which one" are called *article adjectives*. What's another name for these words.
4. What were the three article adjectives mentioned in the video?
5. Article adjectives almost always go in front of what part of speech?

After Segment Three

1. Was Armando satisfied with his artwork or did he want to get better?
2. What examples did Marcella show to Armando to help him understand how adjectives are used to compare two people or things?

3. What did Marcella say should often be added to adjectives when comparing two people or things?
4. What did Marcella say should often be added to adjectives when comparing three or more people or things?
5. How did people like Armando's paintings after he started using adjectives?

After Segment Four

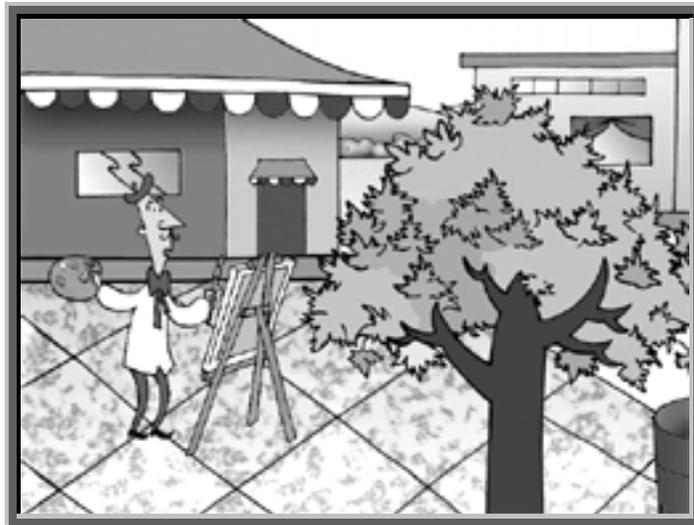
1. Where were Armando's painting exhibited?
2. What organization was Armando invited to join?
3. What did Marcella do after Armando became famous?
4. How many children did Marcella and Armando have?
5. What did the children do?

Name _____

An Article About Armando

Directions: When adjectives helped Armando paint better pictures, Marcella decided to write an article about it. The article is found below. Fill in the blanks with the adjectives you think Marcella used in her article.

Painter Uses Adjectives, Finds They Help



Armando, a local artist, has learned to paint better by using adjectives.

Several people saw Armando, the artist, on the _____ plaza yesterday. He was painting a _____ tree. When one onlooker spied Armando's _____ painting, he was surprised. He said, "Wow! What a _____ picture. That's one of the most _____ trees I've ever seen in a picture."

Others were surprised because Armando isn't known for doing _____ paintings. In fact, his paintings have been called "_____ " works of art.

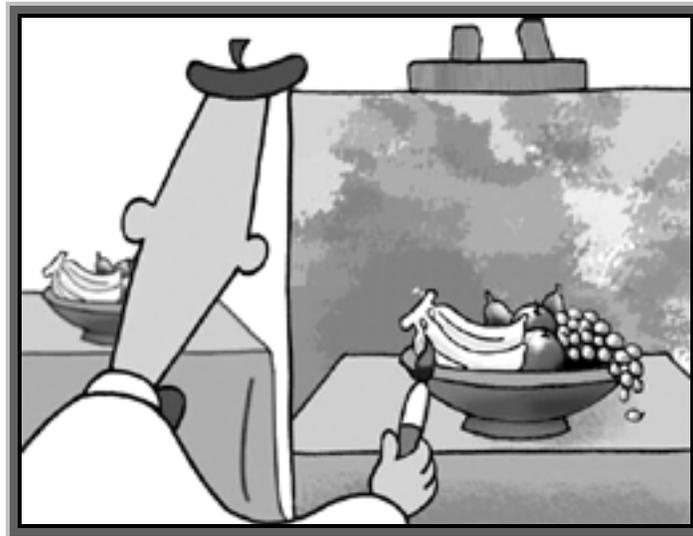
What happened?

Armando says he now uses adjectives whenever he paints. "I just think *what kind*," he says, "and my brush moves like magic to create a masterpiece."

Name _____

What Kind? Which One? How Many? What Color?

Directions: In addition to asking, "What kind?" Armando also began asking, "Which one?" "How many?" and "What color?" The answers, all adjectives, improved his paintings even more. Below the painting, you'll find adjectives that tell about nouns. On the blanks, write whether they tell *what kind*, *which one*, *how many* or *what color*.

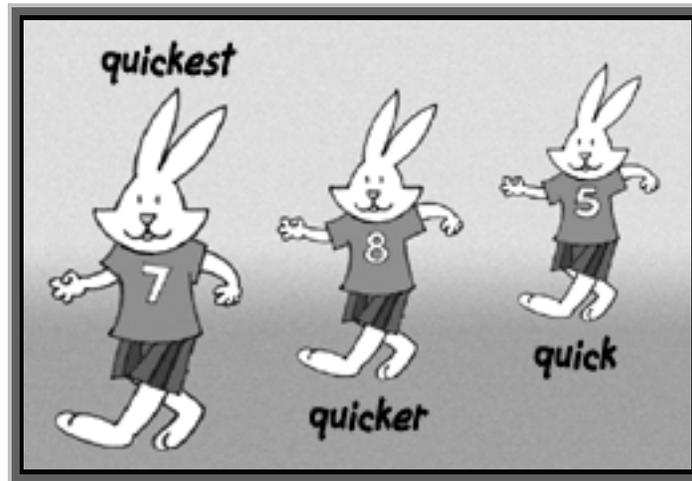


1. three bananas _____
2. round grapes _____
3. juicy pears _____
4. red apples _____
5. large brush _____
6. gray tablecloth _____
7. one easel _____

Name _____

Using Adjectives to Compare

Directions: Adjectives often are used to compare persons or things. Below the picture of the rabbits write the proper adjectives in the blanks.



Three rabbits named Richy, Robbie and Rusty got ready for the race. They were very unusual because of their size. Richy was tall, but Robbie was _____. Rusty was the _____ of all three rabbits.

Many rabbits lined the race track. They were fans of the three racers.

“My,” said Rebecca rabbit, “I think Richy is very cute.”

“Oh,” said Reba rabbit, “I think Robbie is much _____.”

Reyna rabbit was having none of it. “The _____ rabbit is Rusty, no doubt about that!” she exclaimed.

The starter pistol rang out with a crack, and the three rabbits shot from their starting blocks.

All the rabbits were fast. But Rusty was _____ than Robbie. Richy was the _____ rabbit on the track that day. He won the race and was declared the _____ runner in the history of Hareton, the village where the three rabbits lived.

Name _____

Reviewing Adjectives

Directions: Many of the things Marcella taught Armando about adjectives are stated below. Draw a line to the proper ending to complete the statement.



1. Adjectives tell about "a," "an," and "the."
2. Adjectives can tell *-est*.
3. A commonly used ending for adjectives when comparing two things or people is noun marker.
4. A commonly used ending for adjectives when comparing three or more things or people is nouns.
5. Another name for an article adjective is *-er*.
6. Three commonly used noun markers are what kind, which one, how many, what color.

Name _____

Adjective Post-Test

Directions: Circle the letter next to the statement that correctly finishes the sentence.

1. An adjective can
 - a. tell about nouns.
 - b. name a person, place or thing.
 - c. show action.
2. Adjectives can tell
 - a. what color, what age, to what degree.
 - b. how many, which one, what kind, what color.
 - c. which one, how many, what color, what name.
3. When comparing two persons or things, an adjective often ends in
 - a. -er.
 - b. -est.
 - c. -ed.
4. When comparing three or more persons or things an adjective often ends in
 - a. -ed.
 - b. -est.
 - c. -er
5. Which sentence has an adjective?
 - a. Sam went there.
 - b. Alison went to the store.
 - c. I can do it.
6. Another name for a noun marker is
 - a. adverb.
 - b. article adjective.
 - c. collective adjective.
7. Which sentence has an adjective that compares two persons or things?
 - a. Paula walked past two cars.
 - b. Marcia is the fastest.
 - c. Frank is smaller.

Name _____

Adjective Post-Test, Page 2

8. The adjectives in the sentence, “Armando painted three beautiful pictures,” are
- “Armando” and “pictures.”
 - “painted” and “beautiful.”
 - “three” and “beautiful.”
9. Three common noun markers are
- “a,” “an,” and “the.”
 - “big,” “bigger,” and “biggest.”
 - words that tell “which one,” “what color” and “how many.”
10. Noun markers generally tell
- what color.
 - what kind.
 - which one.