

# WORD WORK LESSON PLAN AND ACTIVITIES

Instructional  
Focus Based on  
the Words in  
the Book

**Word Work**

**Instructional Focus:**  
Adjectives

**Background:**  
Adjectives are words that describe nouns, things, and animals. Adjectives tell us more about the noun.  
• A goldfish becomes a **tiny** goldfish.  
• A pet becomes a **friendly** pet.

**Why Use Adjectives?**  
Adjectives make our writing more interesting. We can say, "I have an **awesome** pet," or "I like the picture exactly what you mean. It is **impossible** before the nouns they describe."

**Examples:**

Clean carpet	Shaggy dog
Amazing friend	Slimy boots
Little pieces	Good cookies

**Materials and Preparation:**

- A Copy of *Not Norman: A Goldfish Story*
- Chart paper for anchor chart
- Pet Cards (1 set for each pair of students)
- Tails and Traits Page (2 per pair)
- Timers, stopwatches, etc.
- Adjectives Leading Nouns Word Bank
- Optional - Word Detective Extension
- Optional - "Adjective I Spy" to extend engagement

**Step 1: Introduce the Focus of Word Work**

**Sample Anchor Chart**

**Adjectives Leading Nouns**

Clean carpet
Smelly kids
Slimy boots
Dark sky
Good cookies

**Step 2: Connect Word Work to Reading**

**Adjectives in the Text**

- Tell students that they will read *Not Norman: A Goldfish Story* and look for adjectives leading nouns.
- Remind students that they should look for a describing word that comes right before a noun.
- Read page 4 of *Not Norman: A Goldfish Story* aloud, encouraging students to give a thumbs up when they hear or see an adjective.
- Write any new adjectives and the nouns they are describing from the book on the chart paper (soft, furry pet).
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for describing words that come right before a person, place, animal, thing, or idea.
- Tell students that there might be more than one adjective before a noun that is describing the noun, just like in the example you found on page 4.
- Remind them to be polite and not to interrupt you while you read.
- Read *Not Norman: A Goldfish Story*.

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Step by Step Lesson Plan

**Word Work**

**Not Norman: A Goldfish Story**  
By: Kelly Bennett  
Grade Level: 2 / Guided Reading Level: K

**Step 2: Connect Word Work to Reading**

**Adjectives in the Text**

Some adjectives found in the text:

- soft, furry pet
- real cool dog
- proper notes
- good pet
- seven puppies
- extra practice
- sorry-looking fish
- googly-eyed
- little wave
- gunky bowl
- music lesson
- broken tree branch
- nice, clean bowl
- pet store
- good pets

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Divide students into pairs.
- Provide each pair with a set of pet cards (cut the cards in advance), 2 recording pages, and a timer/stopwatch.
- Show students how to pick up a pet card and place it facing up on the table.
- Model how to think about adjectives that would be good describing words for the pet card they have flipped over.
- Show students where to record their adjectives on their recording page for each pet card.
- Tell students that they should set a timer for each animal and write as many adjectives as they can think of until time runs out.
- Remind students to think about what a pet might look like, sound like, feel like, smell like, and how many there are.
- After each animal, they can compare adjectives and see who came up with the most describing words.
- Visit each pair as they work.
- Invite students to share their silly sentences when the game is over.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Adjectives Leading Nouns practice page**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

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List of words in the book  
that match the  
instructional focus

Interactive Activity

Independent Practice Pages

**Tails and Traits**

Name: \_\_\_\_\_

**Directions:**

- Pick a pet card and place it on the table.
- Look closely! What does the pet look like? **Feel like, or sound like?**
- Set a timer. Write as many **adjectives** (describing words) as you can for the pet.
- When time's up, flip the next card, reset the timer, and do it again!
- After all the cards are done, use your favorite words to write a **funny sentence** about the pets you described.

**Silly Sentence:**

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**Adjective I Spy**  
Extend Engagement Activity

**Directions:**

- Have students sit at their desks.
- Remind students that you have been focusing on describing words called adjectives.
- Tell students that in this game, you will give an adjective that describes something in the room.
- Tell students that it could be an object, or an image on a poster around the room. Tell students that it cannot be a fellow student or individual in the room.
- Once you say your adjective, start a timer and give students 10 seconds to search the room for something that could be described with that adjective. Students may remain at their desks, or they may get up and roam the room.
- Once the 10 seconds is up, ask students to either raise their hand if they have found a noun that can be described with your adjective.
- Once a student has named a noun that matches the description, they may line up or move onto the next activity.
- See the sample list of adjectives below (It is recommended that some adjectives be brainstormed by the teacher to best match the individual classroom):

blank	empty	dirty
soft	new	red
clean	blue	hand-made
bright	overflowing	
buzzing	old	

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**Word Detective: Adjectives**  
Extension Activity

**Directions:**

Be a word detective!  
Be on the lookout for **adjectives** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Detective Extension Activity | @BookPages.com

**Adjectives Leading Nouns**

Name: \_\_\_\_\_

**Directions:** Use the words in the word bank to fill in the **Pet Store Mad Lib** below. Every blank space needs an adjective to help describe the noun that it leads.

**Word Bank**

new	slow	buffy	orange	fun
noisy	silly	seven	tiny	playful

One day, Mia went to the pet store with her mom. She saw many animals in their cages. There was a (1) \_\_\_\_\_ puppy wagging its tail and doing tricks! Mia saw a soft, (2) \_\_\_\_\_ cat sleeping on a blanket. In a big tank, (3) \_\_\_\_\_ fish were swimming around. Mia liked the (4) \_\_\_\_\_ hamster, which was running on a wheel. She also noticed a (5) \_\_\_\_\_ snake curled up in its cage. On a branch, a (6) \_\_\_\_\_ parrot squawked loudly. Below the bird cage, some (7) \_\_\_\_\_ turtles were barely crawling on the rocks. Mia picked out an (8) \_\_\_\_\_ goldfish to take home. She felt happy as she carried the bag with her (9) \_\_\_\_\_ pet. It was a (10) \_\_\_\_\_ day at the pet store!

**Bonus!**  
These nouns are boring! Come up with three adjectives to help describe each noun to make them more exciting. Then, choose one of your nouns and draw a picture of it. Make sure your illustration matches the way that you chose to describe the noun with your adjectives.

- \_\_\_\_\_ dogs
- \_\_\_\_\_ classroom
- \_\_\_\_\_ fish bowl
- \_\_\_\_\_ boy
- \_\_\_\_\_ cake
- \_\_\_\_\_ night

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Optional Activity to  
Extend Engagement

Word Detective