

Improving Adjectives

The story so far:

This workshop (like many of the other spelling game workshops) is a response to the Spelling Banks for KS2 and year 7 produced by the National Literacy Strategy. We wanted to produce more whizzy activities and also get going on the detail which is time consuming for classroom teachers.

Here we are developing connect four and bingo games to encourage children to identify suitable and subsequently think up more interesting adjectives to replace the cliched ones that get used over and over again. The bingo activity which only works on nice and bad or horrible could be used with KS1. We hope that workshop participants will add more words and by trying out the games come up with some tried and tested activities which everyone can use. We would also like to move towards games where all the words are devised by the children themselves. The basic principle behind designing the game board is to put the more difficult words to replace in the centre and the easier towards the outside. This increases the difficulty of the game, but of course if you want to make it easier then you can readjust the words on the board. Last updated 15th January 2002.

The address for this activity is

<www.collaborativelearning.org/improvingadjectives.pdf>

This project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP".

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for spoken language and other assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts and move them about physically they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Improving Adjectives - Connect Four

Instructions:

Play one against one or in two teams of two. Each team has a different coloured set of word cards.

Take turns to pick a card. If you have an adjective on the card, can it be used to replace a cliched adjective on the board? If you have a blank card can you think of an adjective to replace one on the board?

The first team to get four cards in a row, vertically, diagonally or horizontally is the winner.

PS Use the record sheet to write down the new adjectives you have chosen, and use a dictionary to check their spellings.

Record sheet

Names.....

.....

Old adjectives		New adjectives	

Improving Adjectives -Connect Four

nice
lady

cool
friend

wicked
programme

boring
book

lovely
time

nice day
out

ugly man

good
book

weird
present

beautiful
house

bad
boy

sad person

happy
day

pretty
model

naughty
girl

good
dinner

nice
toy

cool
record

cool film	horrible day	weird teacher
happy teacher	terrible journey	ugly monster
weird dream	beauti- ful doll	sad news
happy boy	pretty house	naughty puppy
good dinner	nice present	cool break- fast
boring weekend	nice weather	nice friend

Interesting adjectives

sunny

hot

glorious

dry

reliable

generous

adventurous

exciting

colourful

tasty

caring

fashionable

gloomy

uninteresting

thoughtless

frightening

unfriendly

ill-favoured

More interesting adjectives

spicy

sunny

snappy

delicious

helpful

stormy

difficult

miserable

useful

un-
comfortable

wet

grey

Space for your interesting adjectives

Cut these into cards and print in two colours. We've left you and your children space to add more words.
Collaborative Learning Project - <http://www.collaborativelearning.org>

nice day

nice friend

nice boy

nice book

nice toy

nice present

nice day out

nice lady

nice man

Cut these two boards out for use with KS1

nice girl

nice lady

nice programme

nice day

nice book

nice present

nice trip

nice friend

nice toy