Who Are You?

Fourth Grade | Writing | 70 minutes | Standards: L.4.1
by Susan Russell | August 4, 2015

Encourage your students to get creative by having them create self-portraits and write down adjectives that describe them. The artistic element of this writing lesson makes learning about adjectives fun.

Learning Objectives

Students will be able to order adjective within a sentences according to conventional patterns when writing.

Materials and Preparation

- White paper
- Colored construction paper
- Crayons
- Glue sticks

Key Terms:

- noun
- adjective
- self-portrait

Lesson

Introduction (10 minutes)

- Introduce your lesson by reviewing information about adjectives and their role in sentences (describing nouns).
- Tell students they will be making a self-portrait after they practice using adjectives.

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Explicit Instruction/Teacher Modeling *(10 minutes)*

- Write a simple sentence without any adjectives.
- Ask students to name some adjectives that can be added to the sentence to make it interesting.
- Discuss and compare the sentence with and without adjectives.
- Reflect on the improvement adjectives make to the sentence.
- Explain that using adjectives will help students become better writers.
- Check for understanding.

Guided Practice/Interactive Modeling *(20 minutes)*

- Pass out a piece of white paper and a piece of colored construction paper to each student.
- Instruct students to draw a picture of their face on the white paper with their crayons.
- Remind them that the picture should be large enough to cover ¾ of the paper.
- Another approach to the self-portrait is to partner students up and then have the students draw a portrait of their partner. Select the method that works best for your students.
- When portraits are completed, have students set them aside and pick up their colored construction paper.
- Demonstrate how to fold the colored paper accordion style, similar to creating a paper fan. Folded sections should be approximately one inch.
- After demonstrating accordion folding, ask students to fold their colored paper accordion style.
- Walk around and check that students are folding their papers correctly.
- Have students write an adjective that describes their portrait on each folded section with a colored crayon. Students could work with a partner as they develop their lists.
- Check that students are writing adjectives correctly on the construction folds.

Independent Working Time *(10 minutes)*

- The last step of the adjective self-portrait project will involve the students writing a sentence on their portrait that uses at least three of the describing adjectives they have written down.
- After they have written their sentence on their portrait, instruct them to use a glue stick to attach their folded piece of colored construction paper to the bottom of their portrait.
- Collect projects to assess students’ writing.
Extend

Differentiation

- **Enrichment**: Require advanced students to write several sentences that contain all of the adjectives they have written on their folded paper.
- **Support**: Struggling students may need to do the entire project with a partner instead of independently. Ask struggling students to use only two adjectives in their sentence describing their self-portraits.

Review

Assessment *(10 minutes)*

- Review students' sentences.
- Provide feedback for each student on the back of his paper.

Review and Closing *(10 minutes)*

- Return students' portraits.
- Ask for volunteers to come up to the front of the room, show their portraits, and read their sentences.
- Finish this lesson by displaying all student portraits in the room as a self-portrait art gallery or bulletin board display.