



# Well-Ordered Language

## Teacher Training Level 1A

with Tammy Peters

### Chapter 5: Adjectives

#### Outline:

#### Adjectives

- Sentence: **A friendly Tigger bounced.**
  - (First, read the sentence aloud.) “A friendly Tigger bounced.”
  - “This is a sentence because it is a group of words that expresses a complete thought. It is a declarative sentence because it makes a statement.”
  - “This sentence is about Tigger. So, Tigger is the subject because it is what the sentence is about.” (Since Tigger is the subject, underline it and place a capital letter S above it.)
  - “This sentence tells us that Tigger bounced. So, bounced is the predicate because it is what the sentence tells us about Tigger.” (Since bounced tells something about Tigger, double underline the predicate and place a capital letter P above it.) “It is a predicate verb because it shows action. There is no linking verb because predicate verbs do not need linking verbs.” (Since bounced shows action place a capital letter V to the right of the letter P.)
  - “These are the principal elements because they are what are needed for the sentence to be completed. All the remaining parts are subordinate elements.”
  - **“Friendly tells us what kind of Tigger bounced.” (To mark adjectives, carefully draw a straight line down from the adjective, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.)**
  - **“So, friendly is an adjective element because it modifies a noun. It is an adjective.” (Write adj in lowercase letters in the elbow opposite the line with the arrow.)**
  - **“A tells us which Tigger.” (Mark this adjective the same way by drawing a straight line down from the adjective, then a horizontal line toward the word that it modifies. However, connect this modifier line with the modifier line for friendly since both are adjective elements modifying Tigger.)**
  - **“So, ‘a’ is an adjective element because it modifies a noun. It is an adjective.” (Write adj in lowercase letters in the elbow opposite the line with the arrow.)**
- This should move along comfortably for the students to say it with you.



- Capital letters are above the line with principal elements. The lowercase letters are below the line with subordinate elements.
- What you do in Level 1 helps in Level 3. Help the students with these memory pegs. Do not shorten the script.
- While you are speaking, you are marking it (modalities: speaking, saying, writing, thinking, students are engaged).