



Learning Teaching Plan (LTP)_Order of Adjectives_Activity

TOPIC	Adjectives
SUB-TOPIC	Order of Adjectives
DURATION	30 minutes

CURRICULAR GOALS	CG-3 Develops the ability to describe simple and compound sentence structures to express understanding and experiences.
COMPETENCIES AS PER NCF/ NIPUN BHARAT	C-3.1 Uses appropriate structure and grammar in their writing.
SDG (Sustainable Development Goals)	SDG 4- Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All.

Technology aids	LTP_Audio mp3
Learning aids	LTP_IA_Fun in Order.mp3 LTP_MS_Follow the rule. pptx LTP_SA_Order of Adjectives_Activity_Task sheet.pdf

Previous Knowledge Required	Knowledge of Adjectives - Order of Adjectives
------------------------------------	---

Specific Learning Outcomes

Students will be able to:

1. Recognise how adjectives contribute to rhythm, sound and emphasis in spoken language. (Fulfills C 3.1)
2. Appreciate how adjectives contribute to organised language (structured description). (Fulfills C 3.1)
3. Categorise the adjectives for positioning them in the right place, in the right order, in a sentence. (Fulfills-C 3.1)

Note to teacher: *The methodologies given below, referred to as assets, are used to teach*



the concept. To learn more about these asset types, please refer to the Graphic Organiser (GO) provided at the end of this document.

1) Asset type: Interesting Aside (IA)

Asset title: LTP_IA_Fun in Order

Duration: 5 Minutes

Specific Learning Outcome: The students will be able to recognize how adjectives contribute to rhythm, sound and emphasis in spoken language.

Note to the Teacher:

Define tonguetwister. A tongue twister is a sequence of words (usually words beginning with the same letter) that is difficult to orate quickly and correctly.

Write it on the board.

Play the sample audio clip **IA_Fun in Order. mp3** and let the children listen to it.

They can then have fun trying to repeat it as fast as they can. Highlight the benefits of a tongue twister.

Tongue twisters strengthen and stretch the muscles that are involved in speech. This exercise leads to better pronunciation, clearer speech and greater fluency.

Questions:

- a) Which sounds or letters are repeated most often in this tongue twister?
- b) Which words in the tongue twister are the hardest to say quickly without making a mistake?

**2) Asset type: Main Script (MS)****Asset title: LTP_MS_ Order Of Adjectives****Duration: 15 Mins****Specific Learning Outcome:****The students will be able to construct a sentence with multiple adjectives putting them in the right order.**

Please refer to the PPTs- LTP_MS_Follow the rule.pptx.

Note to the teacher: Begin the class with a recap exercise on adjectives. Ask the students to read out these sentences and then answer the questions that follow.

1. She carried two, lovely, small leather handbags.

In the above sentence, can you identify the adjectives?

- two → Determiner/Quantity
- lovely → Opinion
- small → Size
- leather → Material

2. If I say, “a red big ball” and “a big red ball,” which one sounds more natural to you? Why do you think so?

Expected answer: “A big red ball,” sounds more natural. That’s because in English, adjectives usually follow a fixed sequence. **Size** (big) comes before **colour** (red). So our ears expect ‘big’ first, then ‘red’.

From the sentences we just read, you noticed that adjectives don’t appear randomly before a noun. For example, in the sentence mentioning two lovely small leather handbags, each adjective has its place: **lovely** (opinion) comes first, then **small** (size), and finally **leather** (material). Similarly, in a big red ball, **big** (size) comes before **red** (colour).

This shows us that English follows a **natural order of adjectives**. To make our sentences sound smooth and correct, we need to follow this sequence:

Number - Number → Opinion → Size → Age → Shape → Colour → Origin → Material → Purpose → Noun

Now, let’s look at the teaching aid *MS_TA_Follow the Rule.pptx*, that is provided as an attachment. It has the details for the order of adjectives with examples. Taking the cue from our recap, we’ll explore how to apply this rule whenever we use two or more adjectives together.



Asset Type: Suggested Activity (SA)

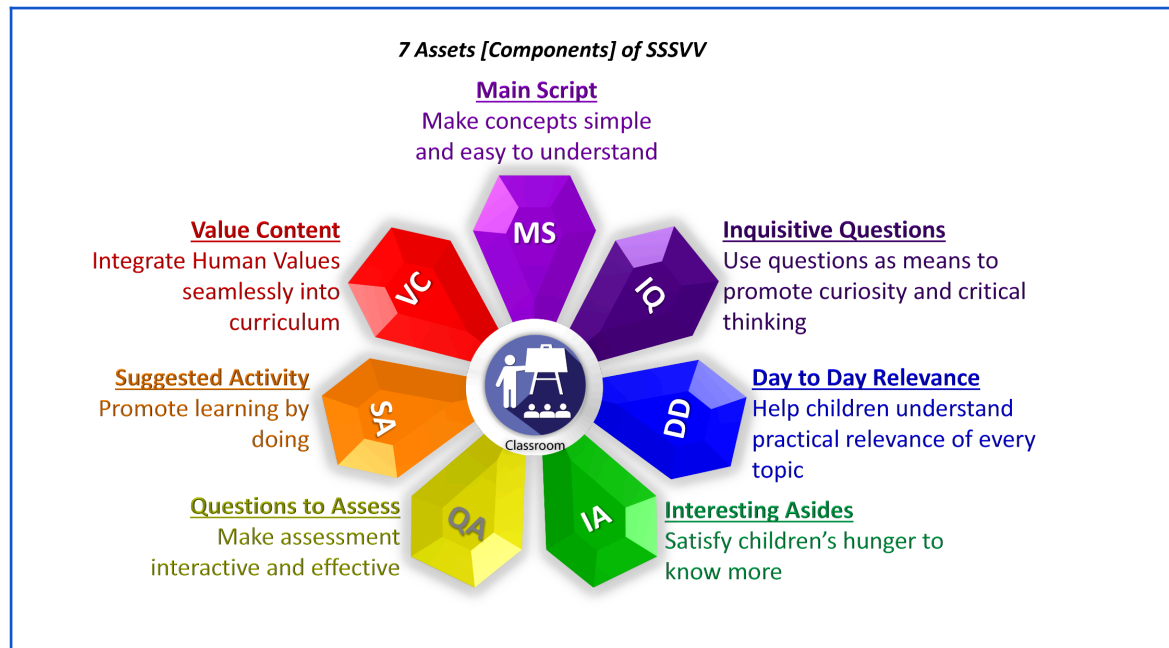
Asset Title: LTP_SA_Order of Adjectives_Activity_Task sheet

Duration: 10 mins

Specific Learning Outcome: The students will be able to categorize the adjectives for positioning them in the right place in a sentence

Teacher's Note:

- a) Distribute the sheets.
- b) Guide students through each step with time checks.
- c) Begin with a recap exercise on NOSASCOMP and elicit what each letter stands for in the acronym NOSASCOMP, before the students work out the LTP_SA_Order of Adjectives_Activity_Task sheet.



This digital material has been developed by the Sri Sathya Sai Vidya Vahini, a unit of Sri Sathya Sai Central Trust, Prasanthi Nilayam, as a collaborative offering in the service of our nation.