

Lesson Plan

A Surprise Story

Book: *Gnomes*

Series: Fairy Tale Creatures

Level: Beacon

Objective

To help students explain the functions of nouns, verbs, adjectives, and adverbs.

Supplies

- *Gnomes* book
- “A Winter Surprise” worksheet (attached)
- Pencils

Before the Activity

Read the *Gnomes* book out loud to students. Divide students into groups of three. Print one worksheet for each group.

Activity

To start, ask students the following questions to review the basic parts of speech:

- What is a noun? (Answer: a word for a person, place, or thing)
- What are some examples of nouns? (Sample answers: teachers, houses, apples, etc.)
- What is a verb? (Answer: a word for an action)
- What are some examples of verbs? (Sample answers: dance, giggle, roar, etc.)
- What is an adjective? (Answer: a word that describes, or tells information about, a noun)
- What are some examples of adjectives? (Sample answers: sparkly, patient, loud, etc.)
- What is an adverb? (Answer: a word that describes, or tells information about, a verb)
- What are some examples of adverbs? (Sample answers: slowly, kindly, weirdly, etc.)

In the following activity, students will choose nouns, verbs, adjectives, and adverbs to complete a story. However, they won't know what the story is about until after they have chosen the words. Explain that two students will pick words, and one student (the group's scribe) will write down their answers. Give the groups a few moments to decide who will be their scribe. Then give a worksheet to each group's scribe.

The other two students should take turns choosing words to fill the blanks on the worksheet. The scribe will say what part of speech (noun, verb, adjective, or adverb) is needed to fill each blank. But the scribe cannot tell the students anything else about the sentence. The scribe

should also be careful not to show the worksheet to the other two students. The scribe should write their answers in the blanks on the worksheet. After students have filled in all the blanks, the scribe should read the story out loud to the other students.

Evaluation

Collect the students' stories at the end of the activity. Give them one point for each correct answer, for a total of 40 points.

Standards

This lesson may be used to address the Common Core State Standards' language standards, grade 3 (L 3.1).

A Winter Surprise

It was a dark winter night. The _____ was cold and _____. Big
(noun) (adjective)
flakes of _____ were falling _____ from the sky and
(noun) (adverb)
_____ on the roof of a _____ farmhouse, which was
(verb ending in "ing") (adjective)
deep in the _____ woods. The family who lived there had just
(adjective)
fallen asleep in their _____. Earlier that evening, they had
(plural noun)
decorated for the holidays by putting _____ in the windows
(plural noun)
and hanging _____ on the fireplace. Thanks to their _____
(plural noun) (adjective)
work, the room looked _____.
(adjective)

All of a sudden, _____ creatures started _____ out of the
(adjective) (verb ending in "ing")
woods. Each creature was the size of a small _____. They all had
(noun)
long, white _____ on their faces and wore _____ hats with
(plural noun) (adjective)
_____ at the top. They were the famous _____ gnomes.
(plural noun) (verb ending in "ing")

The gnomes _____ up to the house and opened the door
(verb ending in "ed")
_____. Then they snuck _____ inside. First, the gnomes
(adverb) (adverb)
_____ to the kitchen to see if it was _____. All the dishes
(verb ending in "ed") (adjective)
were stacked _____ in the _____, and the table looked as
(adverb) (noun)

_____ as a _____. The family had even set out a big
(adjective) (noun)
bowl of _____ for the gnomes to eat.
(noun)

The gnomes were very _____. They decided to _____ the
(adjective) (verb)
people for their _____ work. The gnomes took _____
(adjective) (plural noun)
from their bags and _____ them by the fire. They also added a
(verb ending in "ed")
big pile of _____. Then the gnomes _____ out the door
(plural noun) (verb ending in "ed")
and walked _____ back to their _____. The family would
(adverb) (noun)
be very _____ in the morning when they woke up and
(adjective)
_____ what the gnomes had done.
(verb ending in "ed")