

- **CCSS.ELA-LITERACY.L.1.1.F:** Use frequently occurring adjectives.
- **CCSS.ELA-LITERACY.SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas clearly.

## **Camping Menu Writing**

**Standard:** CCSS.ELA-LITERACY.L.1.1 – Demonstrate command of the conventions of standard English grammar and usage.

**Description:** After discussing what the characters ate (apples, muffins, marshmallows), students create their **own camping menu** and describe it using **adjectives**:

- “I would bring sweet strawberries, crunchy crackers, and gooey marshmallows!”

Then they present their menus to the class using expressive vocabulary.

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## **Adjective Adventure with *Molly’s Forest Surprise***

### **Target Skills:**

- Identifying and using adjectives
  - Describing characters, objects, and settings
  - Expanding sentences using adjectives
  - Oral language development in structured tasks
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### **Part 1: Adjective Scavenger Hunt**

**Directions:** Listen as the story is read aloud. Circle the adjectives in the sentences below.

1. The **bright** sun came up, and Molly the Mink opened her eyes.
2. They ate **crunchy** apples and **warm** muffins.
3. The path was **gone**, and the woods looked **confusing**.

4. Molly took out her **small** flashlight.
5. The friends sat by the **cozy** campfire.
6. They roasted **gooey** marshmallows.

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 **Part 2: Describe It!**

**Directions:** Use **two adjectives** to describe each word below. Say your answers out loud in full sentences. (e.g., “A tent can be big and warm.”)

<b>Noun</b>	<b>Describe it with Adjectives</b>
Tent	_____ —
Marshmallow	_____ —
Footprints	_____ —
Tree	_____ —
Muffin	_____ —

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 **Part 3: Talk About the Characters**

**Directions:** Use adjectives to describe each character. Then, share your sentences aloud.

- **Molly the Mink** is \_\_\_\_\_ and \_\_\_\_\_.
  - **Ben the Beaver** is \_\_\_\_\_ and \_\_\_\_\_.
  - **Anna the Alpaca** is \_\_\_\_\_ and \_\_\_\_\_.
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### **Optional Extension: “My Camping Picture”**

**Draw** a picture of a camping scene from the story. Then, **use adjectives** to describe your drawing aloud or in writing.

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### **Part 4: Talk It Out!**

**Directions:** Choose one of the words below. Say a sentence using the word, then say a sentence with a **synonym** and an **antonym**.

**Words to choose from:**

- smart
- happy
- cold
- big

 Example:

“Ben is smart. He is clever.”

“Ben is not silly.”

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### **Extension: Act It Out!**

Play a game where you act out words and classmates guess the **opposite** or **synonym**. Great for small groups!