

# The Rule of 3

<https://youtu.be/aU4pyiB-kq0>

Can you guess what **word type** today's lesson will be about...?



Today's **FABULOUS** literacy lesson will be incredibly **USEFUL** at helping you **WONDERFUL** pupils to create **DETAILED** and **IMAGINATIVE** pieces of writing.



# Adjectives!

Aims:

- @To recap on the function of adjectives
  - @To recognise the different ways they can be used
- 
- @Adjectives are ‘describing words’. They tell us more information about nouns.
  - @They can be used in two ways:
  - @They can be placed before nouns...
  - @... or after certain verbs.

- Before the noun:

“Alice stood next to an enormous teacup.”



***OR***

- After verbs like *seem*, *is* and *appear*:

“The Hatter is mad.”



Here you can see an example of one that I wrote, positioning the adjective 'hungry' after the noun, however you will notice that I included other descriptions to add greater details...

Wednesday 24<sup>th</sup> February

The newly born lamb seemed  
incredibly hungry.

Wednesday 24th February

The newly born lamb seemed  
incredibly hungry.

# Task 1

You have 3 minutes to come up with your own sentences using these adjectives:

After the verb *is*, *seem* or *appear*:

 Hungry

 Magnificent

Before a noun:

 Complicated

 Precious



# The Rule of Three

- When writing, try using **3 adjectives** to add more **impact**.



e.g. The haunted house was **dark**, **cold** and **mysterious**.

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- Using a list of **3 facts** is more **persuasive**.

e.g. Come to my amazing animal birthday party; **see real life animals**, **stroke some adorable pets** and **ride on a donkey!**





So why 3? Well, the human brain makes connections and remembers details when given in sets of 3. Here are some examples....

For example:

- “Life, liberty, and the pursuit of happiness”
- “Government of the people, by the people, for the people”
- “Friends, Romans, Countrymen”
- “Blood, sweat, and tears”
- “Location, location, location”
- “Father, Son, and Holy Spirit”
- “Faith, Hope, and Charity”
- “Mind, body, spirit”
- “Stop, Look, and Listen”

## Task 2

Our turn, so look at the sentence below, think of **3** adjectives to describe the fruit or vegetable.

The \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
carrot

The onions appeared \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_.

## Task 3

Our turn, so look at the sentence below, I have used **3** adjectives to describe the fruit or vegetable and included a simile.

The tomato is ruby red, plump and as smooth as glass.

The tanned, beige, odorous bunch of onions were as round as golf balls.

Dug from the ground, the <sup>①</sup>fresh,  
emerald <sup>②</sup>green, <sup>③</sup>twisted fronds of  
the carrots swayed as they were  
placed in the gardener's basket.



# Your Task for Today



Your turn, using the work from the last 2 days, please write your own sentences to describe the fruit and vegetables. They must include:

- 3 adjectives either before or after the noun.