

Unit: Relative Clauses	Lesson 2
Lesson Topic: That and Which	

<p>Objective</p> <p>Students will be able to correctly use that and which clauses to describe nouns.</p>	<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Discuss the lesson objective 2. Introduction: Discuss the difference between that and which clauses 3. Introduction: Discuss when to use that 4. Introduction: Discuss when to use which 5. Teacher Model: Combine sentences 6. Paired Practice: Combine sentences 7. Individual Practice: Combine sentences 8. Wrap up
<p>Common Core Standards</p> <p>CCSS.ELA-LITERACY.L.4.1.A Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>CCSS.ELA-LITERACY.L.9-10.1.B Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	
<p>Prerequisites</p> <p>There are no prerequisites for this lesson</p>	

Slide 1/8

By the end of class today, you will be able to

- By the end of class, you will be able to
- Choose between that and which to describe things.
- Use that and which describing clauses correctly in a sentence.

Objectives

Introduce the objective for the lesson.

Say: As you become more sophisticated writers, you can begin adding more information to your sentences. Today, you're going to learn two ways of doing this.

Say: Take a look at today's goal on your screen. Turn to your partner and take turns reading the goal out loud.

Wait for students to finish reading.

Slide 2/8: Interactive Slide

I have read every book **that is in the library** at least three times.

The book in the glass case, **which I found in a used bookstore**, is worth millions.



Teacher Models Response

Introduction

Review the example sentences.

Say: Today, you're going to learn how to add entire clauses, or groups of words, to a sentence to give your reader more description or information.

Ask a student to read the example sentences out loud.

Say: The describing clauses we're going to talk about today begin with *that* or *which*. The clauses in our examples sentences are bolded. Each clause describes *something*. Take a minute with your partner and decide which object each clause describes.

Ask students to share their ideas.

Anticipated Student Response: Book

Say: That's right! Both clauses give more information about the book. But notice that the clause in the first sentence begins with *that* and the clause in the second sentence begins with *which*.

In the teacher model box, underline "that" and "which"

Say: What is another difference between the two clauses?

Anticipated Student Response: There are commas around the clause in the second sentence.

Say: Exactly! In both examples, the group of words is giving information about the *book*, but the clauses begin with different words and they are punctuated differently.

Say: So let's start by figuring out when you should use *that* and when you should use *which* to add information to a sentence.

Slide 3/8: Interactive Slide

I have read every book **that is in the library** at least three times.



Teacher Models Response

Introduction

Explain the purpose of the clause in the example sentence.

Say: A good way to decide if you should use *that* or *which* is to try taking the clause out of the sentence. If the meaning of the sentence changes or becomes unclear, you should use *that*.

Say: *That* is used when the information in the clause *must* be there for the meaning to be clear.

Ask a student to read the first example sentence out loud.

Say: In this example, we need *that is in the library*. It is giving us essential information about *which* books I've read.

Say: How would my sentence read if I took the clause out?

Anticipated Student Response: I have read every book at least three times.

Say: That's quite a different meaning! Without the clause, it sounds like I have read every single book on the planet at least three times!

Say: Adding the clause clarifies that I mean I've read only the books in the library three times. When the information in the clause is necessary for the meaning of the sentence to be clear, use *that*. And remember, you don't need commas.

Slide 4/8: Interactive Slide

The book in the glass case, **which I found in a used bookstore**, is worth millions.



Teacher Models Response

Introduction

Explain the purpose of the clause in the example sentence.

Say: So you use *that* when taking out the clause would change the meaning of the sentence and when the clause exists to make it clear which thing you're talking about.

Say: *Which*, on the other hand, is used when the information is *not* needed in the sentence--when the information in the clause is just extra, helpful information that could be taken out without changing the meaning of the sentence.

Ask a student to read the example sentence out loud.

Say: In this case, the information in the clause isn't needed for you to understand the full meaning of the sentence--it's just extra. It might be helpful information, but we could take it out and you would still fully understand the sentence.

Say: How would the sentence read if I took out the *which* clause?

Anticipated Student Response: The book in the glass case is worth millions.

Say: The main idea of my sentence (that the book is worth millions) is still intact. We used the *that* clause to clarify which books I had read, but here, taking out the *which* clause doesn't make my sentence unclear—you still know which book I'm talking about (the one in the glass case).

Say: Telling you where I found the book is just an extra tidbit of information that I could take out if I wanted to.

Say: Because the *which* clause is extra, put commas around it. Think about these commas like parentheses and the information inside as extra side information.

Summarize when to use *that* and when to use *which*.

Say: Before we practice, let's summarize.

Call on students to explain in their own words the difference between "that" and "which."

Say: Yes! When deciding between *that* and *which*, ask yourself what the purpose of your clause is.

Say: If the purpose is to clarify *which one* you're talking about and taking out the clause might change the meaning of the sentence, use *that*.

Say: If the purpose is to provide extra description or information that could be taken out without changing the meaning of the sentence, use *which*.

Slide 5/8: Interactive Slide

I went inside a mansion.
It seemed haunted.



Teacher Models Response

Teacher Model

Model how to combine sentences using *that* or *which*.

Say: Watch and listen as I combine these two sentences using *that* or *which* to give describing information.

Say: There is a mansion at the end of the street. It seems haunted. Okay, first I need to decide what is being described. In my second sentence, *it* refers to *the mansion*. *The mansion* is being described as haunted.

Say: The second sentence is describing something in the first sentence, so I know my second sentence is the clause that I'll add to the first sentence.

Say: So now the question is whether I should use *that* or *which* in the clause. In this case, I think I need to use *that* because the haunted part seems pretty important to the meaning of the sentence. Going into a mansion is very different from going into a haunted mansion.

In the teacher model box, type: I went inside a mansion that seemed haunted.

Say: And I don't need any commas because I used *that* instead of *which*.

Slide 6/8: Interactive Slide

Mauna Loa is the largest volcano in the world.
Mauna Loa is in Hawaii.



Students Input Sentences

Paired Practice

Ask pairs to combine the sentences.

Say: Now try one with your partner. Combine the sentences to create one sentence that includes a *that* or *which* clause.

Discussion

Select 1 correct response and 2-3 incorrect responses to display and discuss.

Lead a discussion about the errors students made in the incorrect responses, and then discuss the correct response.

Ask the following questions:

- How did you know to use *which* instead of *that*?
- Where should the clause be placed in the sentence?
- What punctuation does this sentence need?

Slide 7/8: Interactive Slide

The largest city in the United States is New York City.
New York City has a population of 8.5 million people.



Students Input Sentences

Individual Practice

Ask students to combine the sentences on their own.

Say: Now you're going to practice by yourself. Combine the sentences to create one sentence that includes a *that* or *which* clause.

Discussion

Select 1 correct response and 2-3 incorrect responses to display and discuss.

Lead a discussion about the errors students made in the incorrect responses, and then discuss the correct response.

Ask the following questions:

- How did you know to use *which* instead of *that*?
- Where should the clause be placed in the sentence?
- What punctuation does this sentence need?

Slide 8/8

Today, I learned

- A *that* clause can be added to a sentence to clarify which one.
- A *which* clause can be used to give extra description about something.

Wrap-up

Review what the students learned today.

Say: Great work everyone! Let's review what you learned today.

Ask students to read each bullet point out loud.

You can assign an independent practice activity that students can either complete now or later.

You can also pull aside the flagged students for small group instruction.

Say: Follow the instructions on your screen. If your screen says to begin the next activity, go ahead and begin it now. If your screen says to wait for instructions, please wait at your desk quietly for your next steps.