

<b>Lesson Pack: Coordinate and Cumulative Adjectives</b>	<b>Lesson 3</b>
<b>Lesson Topic: Coordinate vs. Cumulative Adjectives</b>	

<p><b>Objective</b></p> <p>Students will be able to describe nouns using coordinate adjectives and cumulative adjectives.</p>	<p><b>Lesson Outline</b></p> <ol style="list-style-type: none"> <li>1. Discuss the lesson objective</li> <li>2. Introduction: Review coordinate and cumulative adjectives</li> <li>3. Introduction: Comma usage in coordinate adjectives</li> <li>4. Introduction: Usage of cumulative adjectives</li> <li>5. Teacher Model: Demonstrate how to distinguish cumulative adjectives from coordinate adjectives</li> <li>6. Teacher Model: Demonstrate how to distinguish coordinate adjectives from cumulative adjectives</li> <li>7. Paired Practice: Combine sentences with coordinate adjectives</li> <li>8. Paired Practice: Combine sentences with cumulative adjectives</li> <li>9. Individual Practice: Combine sentences with coordinate adjectives and cumulative adjectives</li> <li>10. Individual Practice: Combine sentences with coordinate adjectives and cumulative adjectives</li> <li>11. Wrap up lesson</li> </ol>
<p><b>Optional Follow-up Activity</b></p> <p>Coordinate vs. Cumulative Adjectives</p>	
<p><b>Common Core Standards</b></p> <p><a href="#">CCSS.ELA-LITERACY.L.7.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><a href="#">CCSS.ELA-LITERACY.L.7.2.A</a> Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p>	
<p><b>Prerequisites</b></p> <p>Students can identify coordinate adjectives in a sentence (covered in Lesson 1: Coordinate Adjectives). Students can identify cumulative adjectives in a sentence (covered in Lesson 1: Cumulative Adjectives).</p>	

### Slide 1/11

By the end of class, I will be able to determine whether I need to use a comma to join describing words that come before the word they describe.

### Objectives

#### Introduce the objective for the lesson.

**Say:** Take a look at today's goal on your screen. Let's read the goal out loud together.

*Signal for students to read the objective out loud with you.*

**Say:** By the end of class, I will be able to determine whether I need to use a comma to join describing words that come before the word they describe.

### Slide 2/11

She collects jagged, spiky shells.

She collects tiny tropical shells.

### Introduction

#### Review different ways to use describing words.

**Say:** So far, you have learned two different ways to use describing words right before the thing they describe.

*Point to the first example sentence, "She collects jagged, spiky shells."*

**Say:** What are the two describing words in this first sentence?

**Anticipated Response:** "jagged" and "spiky"

**Say:** Right! In the first sentence, the words *jagged* and *spiky* describe the shells. Notice that there is a comma joining the describing words *jagged* and *spiky*.

*Point to the second example sentence, "She collects tiny tropical shells."*

**Say:** What are the two describing words in this second sentence?

**Anticipated Response:** "tiny" and "tropical"

**Say:** Yes! In the second sentence, the words *tiny* and *tropical* describe the shells. Notice that in this sentence, there is no comma.

**Say:** These sentences are similar in many ways. In both sentences, there are two describing words placed right before the word they're describing. However, the first sentence needs a comma to join the describing words, and the second sentence does not.

**Say:** In today's lesson, you are going to learn when to use a comma, like in the first sentence, and when to leave the comma out, like in the second sentence.

**Slide 3/11**

She collects jagged, spiky shells.

She collects spiky, jagged shells.

*Introduction*

**Review the first example sentence.**

**Say:** Remember, there are times when two describing words are equally important in a sentence, and they can go in any order before the word they describe.

*Point to the second sentence, "She collects spiky, jagged shells."*

**Say:** Notice that the order of the two describing words can be switched, and the meaning of the sentence stays the same.

**Say:** That is because the words *spiky* and *jagged* give us the same kind of information about the shells: they tell us about their shape or texture.

**Say:** Since *spiky* and *jagged* both separately describe the shells, they can be written in either order.

**Say:** This is an important rule to remember: if the order of the describing words can be switched, you need to use a comma to join them.

**Slide 4/11**

Correct:  
She collects tiny tropical shells.

Incorrect:  
She collects tropical tiny shells.

*Introduction*

**Review the second example sentence.**

**Say:** When the order of the describing words cannot be switched, you do not use a comma to join them.

*Point to the first sentence, "She collects tiny tropical shells."*

**Say:** Let's take another look at this sentence's describing words: *tiny* and *tropical*. These two describing words give us very different information about the shells.

**Say:** *Tiny* tells us their size, and *tropical* tells us where they come from. They are not equally important in this sentence. *Tiny* doesn't just describe *shells*; *tiny* describes *tropical shells*.

*Point to the second sentence, "She collects tropical tiny shells."*

**Say:** *Tropical* does not describe *tiny shells*. That is why we would not write the sentence this way.

**Say:** Since these describing words do belong in a certain order, we do not use a comma to join them.

## Slide 5/11

### Interactive Slide

Combine the sentences by placing the describing words before the word they describe. Determine whether a comma is needed to join the describing words.

He bought a guitar.  
The guitar is electric.  
The guitar is new.



*Teacher Models Response*

### Teacher Model

**Read the prompt out loud to the students. Explain that you will demonstrate how to determine whether a comma is needed to join the describing words.**

**Say:** The first sentence says, *He bought a guitar*. The next sentence tells me that the guitar is electric. The last sentence says that the guitar is new.

**Model each step of how to combine three sentences by ordering the describing words before the word they describe.**

**Say:** First, let's find the word that is being described.

**Say:** What is the thing that all three of these sentences are talking about?

**Anticipated Response:** guitar

**Say:** Yes! That means we are going to put the two describing words right before the word *guitar*. First, I'll begin typing the sentence that includes an action:

*In the Model Your Answer box, type: He bought a*

**Say:** What are the two words that tell us more about the guitar? What are the two describing words?

**Anticipated Response:** "electric" and "new"

**Say:** Right! Both the words *electric* and *new* tell us about the guitar, so those are the describing words.

**Say:** Now, let's figure out whether these two describing words need to be joined with a comma. Remember, if they can go in any order, then they do need a comma. If they have to go in a certain order, then they do not need a comma.

**Say:** Do these describing words give us the same kind of information about the guitar, or do they give us different kinds of information about the guitar?

**Anticipated Response:** they give us different kinds of information

**Say:** Yes, the words *electric* and *new* give us very different kinds of information about the guitar. *Electric* tells us how it works and that it needs to be plugged in. *New* tells us that it was recently made, or that he just got it.

**Say:** Since these two describing words give such different kinds of information about the guitar, we can tell that they belong in a certain order.

**Say:** Remember, when describing words go in a certain order, we order from broad to specific. Which describing word is broader? Which word could be used to refer to many different kinds of things?

**Anticipated Response:** "new" is broader

**Say:** Yes, the word *new* could be used to describe a broad range of things.

**Say:** The word *electric* is more specific because it can only be used to describe things that run on electricity. That's why I'm going to type the describing words in this order before the word *guitar*.

*In the Model Your Answer box, add: new electric guitar.*

**Say:** *He bought a new electric guitar* is the best way to write this sentence. To double check, we can try switching the describing words.

**Say:** *He bought an electric new guitar* doesn't work, so we can be sure that what we've written is correct. Since the describing words can only go in that order-- *new electric guitar*-- we do not use a comma.

## Slide 6/11

### Interactive Slide

Combine the sentences by placing the describing words before the word they describe. Determine whether a comma is needed to join the describing words.

### Teacher Model

**Read the prompt out loud to the students. Explain that you will demonstrate how to determine whether a comma is needed to join the describing words.**

**Say:** Let's take a look at a new set of sentences. The first sentence says, *We played with the puppies*. The next sentence tells us that the puppies are rambunctious. The last sentence says that the puppies are rowdy.

We played with the puppies.  
The puppies are rambunctious.  
The puppies are rowdy.



*Teacher Models Response*

**Model each step of how to combine three sentences by ordering the describing words before the word they describe.**

**Say:** As always, we start by typing the sentence that includes the action.

*In the Model Your Answer box, type:* We played with the

**Say:** What are the two words that tell us more about the puppies? What are the two describing words?

**Anticipated Response:** “rambunctious” and “rowdy”

**Say:** Right! Remember, the next step is to figure out whether these two describing words need to be joined with a comma.

**Say:** Do these describing words give us the same kind of information about the puppies, or do they give us different kinds of information about the puppies?

**Anticipated Response:** they give us the same kinds of information

**Say:** Yes, the words *rambunctious* and *rowdy* both tell us that the puppies have a lot of energy. Both of the words give us a picture of puppies running around and making a lot of noise.

**Say:** Since these two describing words give us the same kind of information about the puppies, they are equally important and we can type them in any order. And because they can go in either order, we need to remember to use a comma.

*In the Model Your Answer box, add:* rowdy, rambunctious puppies.

**Say:** I could have also typed *rambunctious, rowdy puppies*, and the sentence would have the exact same meaning. Since the describing words could go in either order, I used a comma to join them.

## Slide 7/11

### Interactive Slide

Combine the sentences by placing the describing words before the word they describe. Determine whether a comma is needed to join the describing words.

### Paired Practice

**Ask students to work together to combine three sentences by placing the describing words before the word they describe. Then, guide them in determining whether a comma is needed to join the describing words.**

**Say:** First, read all three sentences. Then, turn to your partner and talk about what is being described and which words are the describing words.

We like to use cherries in this recipe.  
The cherries are tart.  
The cherries are sweet.

 *Students Input Sentences*

**Say:** Start by typing the sentence that involves an action. Right before you get to the word being described, type the two describing words.

**Say:** Work with your partner to decide whether the describing words belong in a certain order, or if they can be switched without changing the meaning of the sentence.

**Say:** Remember, if the order of the describing words could be switched, then you will use a comma. If the describing words have to go in a certain order, then you will not use a comma. Have your partner double check your new sentence before clicking the submit button.

### *Discussion*

**Select the correct responses 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 responses:*

We like to use tart, sweet cherries in this recipe.  
We like to use sweet, tart cherries in this recipe.

Ask the following questions:


- Do the words “tart” and “sweet” give us the same kind of information about the cherries? How does that help us figure out whether or not they belong in a certain order?
- How did you determine that you needed to use a comma?

### **Slide 8/11**

#### **Interactive Slide**

Combine the sentences by placing the describing words before the word they describe. Determine whether a comma is needed to join the describing words.

I learned how to cook rice.  
The rice is delicious.  
The rice is brown.

 *Students Input Sentences*

### *Paired Practice*

**Ask students to work together to combine three sentences by placing the describing words before the word they describe. Then, guide them in determining whether a comma is needed to join the describing words.**

**Say:** First, read all three sentences. Then, turn to your partner and talk about what is being described and what words are describing it.

**Say:** Start by typing the sentence that involves an action. Right before you get to the word being described, type the two describing words.

**Say:** Work with your partner to decide whether the describing words belong in a certain order, or if they can be switched without changing the meaning of the sentence.

**Say:** Remember, if the order of the describing words could be switched, then you will use a comma. If the describing words have to go in a certain order, then you will not use a comma.

**Say:** Have your partner double check your new sentence before clicking the submit button.

### Discussion

**Select the 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:*  
I learned how to cook delicious brown rice.

Ask the following questions:

- Do the words “delicious” and “brown” give us the same kind of information about the rice? How does that help us figure out whether they belong in a certain order?
- How did you determine that you should not use a comma?

### Slide 9/11

#### Interactive Slide

Combine the sentences by placing the describing words before the word they describe. Determine whether a comma is needed to join the describing words.

There is a clock on the counter.  
The clock is digital.  
The clock is big.



*Students Input Sentences*

### Individual Practice

**Ask students to work on their own to combine three sentences by placing the describing words before the word they describe and determining whether or not to use a comma.**

**Say:** Now that you’ve practiced with a partner, it’s time to try the process on your own. Remember that if the order of the describing words can be switched, then you need to join them with a comma. If the describing words belong in a certain order, you do not use a comma.

### Discussion

**Select the 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:*



There is a big digital clock on the counter.

Ask the following questions:

- Do the words “big” and “digital” give us the same kind of information about the clock? How does that help us figure out whether they belong in a certain order?
- How did you determine that you should not use a comma?

## Slide 10/11

### Interactive Slide

Combine the sentences by placing the describing words before the word they describe. Determine whether a comma is needed to join the describing words.

The weather cancelled our plans.  
The weather was snowy.  
The weather was frigid.



*Students Input Sentences*

### Individual Practice

**Ask students to work on their own to combine three sentences by placing the describing words before the word they describe and determining whether or not to use a comma.**

**Say:** Here is one more set of sentences to combine the way we’ve been practicing. On your own, type your new sentence so that the describing words come right before the word they describe. As you do this, remember the steps to figure out whether you need to use a comma.

### Discussion

**Select the correct responses 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 responses:*

The snowy, frigid weather cancelled our plans.  
The frigid, snowy weather cancelled our plans.

Ask the following questions:

- How did you determine that you should use a comma to join the two describing words?
- How do you know that you can type these describing words in either order?

## Slide 11/11

### Today, I learned:

If the describing words belong in a certain order, you do not use a comma to join them.

### Wrap-up

**After clearing up any final points of confusion, wrap up the lesson by reviewing the original objective.**

**Say:** Remember, your goal today was to determine whether you need to use a comma to join describing words that come before

If the describing words can be written in any order, you do use a comma to join them.

the word they describe. Let's review the two major rules to remember.

*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.