

Lesson Pack: Coordinate and Cumulative Adjectives	Lesson 2
Lesson Topic: Cumulative Adjectives	

<p>Objective</p> <p>Students will be able to describe nouns using cumulative adjectives.</p>	<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Discuss the lesson objective 2. Introduction: Review adjectives 3. Introduction: Preview using cumulative adjectives 4. Teacher Model: Combine sentences using cumulative adjectives 5. Paired Practice: Combine sentences using cumulative adjectives 6. Individual Practice: Combine sentences using cumulative adjectives 7. Wrap up lesson
<p>Optional Follow-up Activity</p> <p>Cumulative Adjectives</p>	
<p>Common Core Standards</p> <p>CCSS.ELA-LITERACY.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.7.2.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>Prerequisites</p> <p>There are no prerequisites for this lesson.</p>	

<p>Slide 1/7</p> <p>By the end of class, I will be able to use two describing words before the word they describe.</p>	<p><i>Objectives</i></p> <p>Introduce the objective for the lesson.</p> <p>Say: Take a look at today's goal on your screen. Let's read the goal out loud together.</p> <p><i>Signal for students to read the objective out loud with you.</i></p>
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Say: By the end of class, I will be able to use two describing words before the word they describe.

Slide 2/7

The cabin is old.

The old cabin is being remodeled.

Introduction

Ask students to pick out the describing word in the first example sentence.

Say: First, let's review describing words. Remember that describing words tell us more about the person, place, or thing they describe.

Point to the first example sentence, "The cabin is old."

Say: What is the word that tells us more about the cabin? What is the describing word?

Anticipated Response: old

Discuss the placement of the describing word.

Say: Right! We know that the word *old* is the describing word because it tells us something more about the cabin. Now we know that the cabin is old. Notice that in this sentence, the word *old* comes after the word *is*.

Point to the second example sentence, "The old cabin is being remodeled."

Say: In this sentence, the word *old* is still describing the word *cabin*, but it's in a different place in the sentence. This time, the describing word comes right before the word it describes.

Ask students about the placement of a describing word.

Say: Why might a writer choose to place the describing word right before instead of after the word it describes? How is the second sentence different from the first?

Anticipated Response: Responses will vary. Students may notice that the purpose of the first sentence is to say that a cabin is old. The second sentence mentions that the cabin is old, but that's not the primary function of that sentence. The second sentence is about the old cabin being remodeled.

Say: The main point of the first sentence is to tell us that the cabin is old. When a describing word follows a word like *is* or *was*, that puts more emphasis on the description itself.

Discuss reasons for placing a describing word before the word it describes.

Say: The second sentence does something different. It still tells us that the cabin is old, but that's not all this sentence accomplishes; it also tells an action, which is that the old cabin is being remodeled.

Say: This second sentence is able to tell more information because its describing word comes right before the word it describes, and that allows the rest of the sentence to refer to an action.

Say: In today's lesson, you will write sentences that are more like this second sentence.

Slide 3/7

The old log cabin is being remodeled.

Introduction

Review the example sentence.

Say: Sometimes, writers place two or more describing words right before the word they describe.

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

Anticipated Response: "old" and "log"

Say: Yes. Just like the last sentence, the word *old* is describing the cabin. Now, the word *log* is telling us what the cabin is made of.

Say: Sometimes, describing words have to be placed in a certain order before the word they describe. This sentence would not make much sense if we switched the order of the describing words and called it a *log old cabin*.

Say: In general, if describing words have to go in a certain order, writers put them in order from broad to specific. *Old* is a very broad describing word; we could call any type of cabin an *old* cabin. But, a *log cabin* is a very specific type of cabin.

Slide 4/7

Interactive Slide

Teacher Model

Read the prompt out loud to the students and explain that you will take these three sentences and combine them into one by placing the describing words in order before the word they describe.

Combine the sentences by ordering the two describing words before the word they describe.

We planted a garden.
It is a rooftop garden.
The garden is huge.



Teacher Models Response

Say: The first sentence says, *We planted a garden*. The next sentence tells me that it is a rooftop garden. The last sentence says that the garden is huge.

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: a garden

Say: Yes! A garden is what's being described; we are going to put the two describing words right before the word *garden*. First, I'll begin typing the sentence that includes an action:

In the Model Your Answer box, type: We planted a

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

Anticipated Response: "rooftop" and "huge"

Say: Right! Both the words *rooftop* and *huge* tell us about the garden, so those are the describing words.

Say: As we type them, let's put them in order from broad to specific. One of these describing words is very broad, which means it could be used to refer to many different things.

Say: Which describing word is broader?

Anticipated Response: huge

Say: The word *huge* could be used to describe a broad range of things.

Say: The word *rooftop* is more specific because it can only be used to describe things that go on top of a roof. That's why I'm going to type the describing words in this order before the word *garden*.

In the Model Your Answer box, add: huge rooftop garden.

Say: When we order describing words in this way, we do not use the word *and* and we do not use a comma. One way to check our

work is to try adding the word *and* to see if that makes sense. *We planted a huge and rooftop garden* does not make sense.

Say: Another way to check our work is to switch the order of the describing words and see if it makes sense. *We planted a rooftop huge garden* does not make sense. Therefore, the way the sentence is written on your screen is the best choice: *We planted a huge rooftop garden*.

Slide 5/7

Interactive Slide

Combine the sentences by ordering the two describing words before the word they describe.

I bought a lamp.
It is a desk lamp.
It is new.



Students Input Sentences

Paired Practice

Ask students to work together to combine three sentences by ordering the describing words before the word they describe.

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 in order from broad to specific. Remember that you should not use a comma.

Say: Check your answer by switching the order of the describing words and noticing whether your sentence makes more sense. 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 bought a new desk lamp.

Ask the following questions:

- Which two words are the describing words in this sentence? What is being described?
- How did you know which order the describing words belong in? Which belongs first? Why?

Slide 6/7

Interactive Slide

Combine the sentences by ordering the two describing words before the word they describe.

They built a hammock.
It is a rope hammock.
It is sturdy.



Students Input Sentences

Individual Practice

Ask students to work on their own to combine three sentences by ordering the describing words before the word they describe.

Say: Now that you've practiced with a partner, it's time to try the process on your own. Remember that in your new sentence, the describing words belong in a certain order before the word they describe.

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:
They built a sturdy rope hammock.

Ask the following questions:

- Which two words are the describing words in this sentence? What is being described?
- How did you know which order the describing words belong in? Which belongs first? Why?
- Why would a writer choose to set up a new sentence like this instead of writing those three shorter sentences?

Slide 7/7

Today, I learned:

Multiple sentences can be combined by ordering describing words before the word they describe.

When describing words belong in a certain order, there should not be a comma between 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 combine sentences by ordering describing words before the word they describe. Let's review how you accomplished that:

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.