

Lesson Pack: Coordinate and Cumulative Adjectives	Lesson 1
Lesson Topic: Coordinate Adjectives	

<p>Objective</p> <p>Students will be able to describe nouns using coordinate adjectives separated by commas.</p>	<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Discuss the lesson objective 2. Introduction: Review adjectives 3. Introduction: Preview using coordinate adjectives 4. Introduction: Display how coordinate adjectives may appear in any order 5. Teacher Model: Combine sentences using coordinate adjectives 6. Paired Practice: Combine sentences using coordinate adjectives 7. Individual Practice: Combine sentences using two coordinate adjectives 8. Individual Practice: Combine sentences using three coordinate adjectives 9. Wrap up lesson
<p>Optional Follow-up Activity</p> <p>Coordinate 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>	

Slide 1/9

By the end of class, I will be able to describe a person, place, or thing using two adjectives joined with a comma

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 describe a person, place, or thing using two adjectives joined with a comma.

Slide 2/9

This painting is colorful.

I want to hang up the colorful painting.

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, "This painting is colorful."

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

Anticipated Response: colorful

Discuss the placement of the describing word.

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

Point to the second example sentence, "I want to hang up the colorful painting."

Say: In this sentence, the word *colorful* is still describing the word *painting*, 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 painting is colorful. The second sentence mentions that the painting is colorful, but that's not the primary function of that sentence. The second sentence is specifying the painting the speaker wants to hang up.

Say: The main point of the first sentence is to tell us that the painting is colorful. 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 painting is colorful, but that's not all this sentence accomplishes; it also tells an action, which is that the speaker wants to hang up the painting.

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 3/9

They painted a complex, lively mural.

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: "complex" and "lively"

Say: Yes, the mural is being described as both complex and lively. These describing words are equally important in this sentence, which means that they can go in any order before the word they are describing.

Slide 4/9

They painted a complex, lively mural.

They painted a lively, complex mural.

Introduction

Discuss the impact of switching the order of the describing words.

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

Point to the comma in each sentence.

Say: Whenever you have more than one describing word right before the word they describe, you join the describing words with a comma.

Slide 5/9

Interactive Slide

Combine the sentences by joining the two describing words with a comma.

The potter molds the clay.
The clay is heavy.
The clay is wet.



Teacher Models Response

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 before the word they describe and joining them with a comma.

Say: The first sentence says, *The potter molds the clay*. The next sentence tells me that the clay is heavy, and the last sentence tells me that the clay is wet.

Model each step of how to combine three sentences by moving the describing words before the word they describe and joining them with a comma.

Say: First, we have to find the describing words.

Say: Which words describe something?

Anticipated Response: "heavy" and "wet"

Say: Yes! *Heavy* and *wet* are the describing words in this example.

Say: What are those words describing?

Anticipated Response: the clay

Say: Right! These sentences tell us that the clay is both heavy and wet. The first step in combining these sentences is to move those describing words right before the word they describe.

Say: I will type the sentence that has the action first, and I will stop right before I get to the word *clay*.

In the Model Your Answer box, type: The potter molds the

Say: Here is where I need to add the adjectives. Does it matter which describing word I type first?

Anticipated Response: No. They can be typed in either order.

Say: It does not matter which describing word I type first because they are both equally important to our new sentence. For now, I'll type *heavy* first.

In the Model Your Answer box, add: heavy

Say: Now I am going to type a comma directly after that first describing word.

In the Model Your Answer box, add a comma after the word "heavy"

Say: After the comma comes a space and then the second adjective. Finally, I finish the sentence with a period.

In the Model Your Answer box, add: wet clay.

Say: Now, instead of three short, choppy sentences, we have one sentence that includes all of the information: *The potter molds the heavy, wet clay.* This sentence would also work if we switched the describing words and typed *The potter molds the wet, heavy clay.*

Slide 6/9

Interactive Slide

Combine the sentences by joining the two describing words with a comma.

We learned to weave baskets.
The baskets are tall.
The baskets are round.



Students Input Sentences

Paired Practice

Ask pairs to combine the sentences by joining the two describing words with a comma.

Say: First, read all three sentences. Then, turn to your partner and talk about which two words are describing something.

Say: Start by typing the sentence that involves an action. Right before you get to the word being described, type the two describing words. Don't forget the comma right after the first describing word!

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

Discussion

Select 2 correct responses (showing each order of adjectives) 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 learned to weave tall, round baskets.

We learned to weave round, tall baskets.

Ask the following questions:

- Which two words are the describing words in this sentence? What is being described?
- Where does the comma belong?
- Could we switch the order of the two describing words? How do you know?

Slide 7/9

Interactive Slide

Combine the sentences by joining the two describing words with a comma.

She sketched a landscape.

The landscape is broad.

The landscape is sparse.



Students Input Sentences

Individual Practice

Ask students to work on their own to combine the sentences using a comma to join the two describing words.

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 two describing words--joined by a comma-- belong right before the word they describe.

Discussion

Select 2 correct responses (showing each order of adjectives) 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:

She sketched a broad, sparse landscape.

She sketched a sparse, broad landscape.

Ask the following questions:

- Which two words are the describing words in this sentence? What is being described?
- Where does the comma belong?

- Why would a writer choose to set up a new sentence like this instead of writing those three shorter sentences?

Slide 8/9

Interactive Slide

Combine the sentences by joining the describing words with commas.

His sculpture won numerous awards.
The sculpture was bold.
The sculpture was groundbreaking.
The sculpture was distinctive.



Students Input Sentences

Individual Practice

Ask students to work on their own to combine four sentences using the same process as before, this time adding two commas to join three adjectives.

Say: Up until now, you have been combining three sentences. This time, you are going to combine four sentences. This is a bit more challenging, but you can do it because it's the same process you practiced before.

Say: First, find which describing words refer to one thing. There are three describing words to list in front of the thing they describe. Remember that a comma must join the describing words together. That means that you will use two commas to join three describing words.

Discussion

Select 2-3 correct responses (showing different orders of adjectives) and 2 incorrect responses to display and discuss.

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

His bold, groundbreaking, distinctive sculpture won numerous awards.
His groundbreaking, bold, distinctive sculpture won numerous awards.
His distinctive, groundbreaking, bold sculpture won numerous awards.
(Note that any order of adjectives would be acceptable.)

Ask the following questions:

- Which adjectives describe one thing? What do they describe?
- Where do the commas belong?
- Does it matter which order you put the describing words in? How do you know?

Slide 9/9

Today, I learned:

Multiple sentences can be combined by moving describing

Wrap-up

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

words before the word they describe.

When two or more describing words are equally important in a sentence, they can go in any order before the word they describe.

Equally-important describing words are joined by commas.

Say: Remember, your goal today was to combine multiple sentences by joining describing words together with commas. 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.