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| Lesson Pack: Participial Phrases | Lesson 1 |
| Lesson Topic: Participial Phrases | |

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| <p>Objective</p> <p>Students will be able to combine sentences using a participial phrase at the beginning of a sentence.</p> | <p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Discuss the lesson objective 2. Introduction: Discuss example 1 3. Introduction: Discuss example 2 4. Introduction: Discuss participles 5. Teacher Model: Combine sentences 6. Paired Practice: Combine sentences 7. Individual Practice: Combine sentences 8. Wrap up lesson |
| <p>Optional Follow-up Activity:</p> <p>Participial Phrases at the Beginning</p> | |
| <p>Common Core Standards</p> <p>CCSS.ELA-Literacy.L.9-10.1.b</p> <p>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 is no prerequisite for this lesson.</p> | |

Slide 1/8

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

- Combine sentences using describing phrases at the beginning of a sentence to tell more about people and things.

Objectives

Introduce the objective for the lesson.

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

Wait for students to finish reading.

Say: You've already learned how to add describing words to your writing. Today, you're going to learn a new, more advanced way to add description to your sentences.

Slide 2/8: Interactive Slide

Shaking from nerves and the cold spray of salt water, he walked the plank.



Teacher Models Response

Introduction

Discuss the different parts of the example sentence, including the describing phrase and the punctuation.

Say: Just like when you add describing words, adding a describing phrase can help bring your writing to life. It's another tool to help you convey your ideas, and it also makes your writing more interesting to read. Let's take a look at a couple examples.

Ask a student to read the sentence out loud.

Say: There are two parts to this sentence. One part is a complete sentence. The other is a phrase that tells us more about a person--it describes someone. What is the describing phrase in this sentence?

Anticipated Student Response: Shaking from nerves and the cold spray of salt water.

In the Model Your Answer box, underline "Shaking from nerves and the cold spray of salt water."

Say: Exactly. Who is that phrase describing?

Anticipated Student Response: he

In the Model Your Answer box, make "he" bold.

Say: Yes. What is separating the two parts of the sentence? What separates the describing phrase from the complete sentence?

Anticipated Student Response: a comma

Say: Exactly. Let's look at another example.

Slide 3/8: Interactive Slide

Frozen beneath the ice, the ship remained undiscovered.



Teacher Models Response

Introduction

Discuss the different parts of the example sentence, including the describing phrase and the punctuation.

Ask a student to read the sentence out loud.

Say: What is the describing phrase in this sentence?

Anticipated Student Response: Frozen beneath the ice

In the Model Your Answer box, underline "Frozen beneath the ice."

Say: What is the phrase describing?

Anticipated Student Response: the ship

In the Model Your Answer box, make "the ship" bold.

Say: And what is separating the phrase from the complete sentence?

Anticipated Student Response: A comma

Say: Exactly.

Slide 4/8: Interactive Slide

Gliding across the glassy water, the ship sailed northward.

Excited by the possibility of great fame and wealth, the pirate studied the treasure map.

Broken from the powerful winds of the storm, the sails no longer caught the wind.



Teacher Models Response

Introduction

Explain that this type of describing phrase begins with -ing, -ed, and -en words.

Say: There are three things to remember when writing a sentence in this way. Take a look at these three sentences.

Ask students to read the sentences aloud.

Say: The first thing to know about these phrases is that they all begin with a certain type of word.

In the Model Your Answer box, underline "Gliding," "Excited," and "Broken."

Say: This type of phrase begins with a word that ends in -ing like *gliding*, a word that ends in -ed like *excited*, or a word that ends in -en like *frozen*. They are all describing words.

Explain that the phrase has to describe the person, place, or thing that comes immediately after it.

Say: The second thing to know is that the phrase always describes the person, place, or thing right after it. What does *gliding across the glassy water* describe?

Anticipated Student Response: the ship

In the Model Your Answer box, make "the ship" bold.

Say: Exactly. The phrase has to describe the word that comes right after it. What word is being described in the second sentence?

Anticipated Student Response: the pirate

In the Model Your Answer box, make "the pirate" bold.

Say: Exactly. Notice again that the phrase comes right before the word it's describing. What word is being described in the third sentence?

Anticipated Student Response: the sails.

In the Model Your Answer box, make "the sails" bold.

Say: Exactly. The last thing to notice is the punctuation. What punctuation do these sentences need, and where does it go?

Anticipated Student Response: The comma goes right after the phrase; the comma goes between the phrase and the word the phrase is describing.

Say: Yes!

Slide 5/8: Interactive Slide

Combine the sentences.

The treasure was buried beneath the golden sand.
The treasure would make the pirates rich.



Teacher Models Response

Teacher Model

Model combining sentences using a describing phrase at the beginning of the sentence.

Say: Let's practice combining sentences using this type of structure. Watch and listen as I combine these sentences.

Ask a student to read the sentence out loud.

Say: First, I need to find the describing phrase. I know these phrases start with -ing, -ed, or -en, so I think *buried beneath the golden sand* is my describing phrase. It's describing the treasure.

In the Model Your Answer box, underline "Buried beneath the golden sand."

Say: I need to start my sentence with this phrase.

In the Model Your Answer box, write: Buried beneath the golden sand

Say: Now, I add a comma.

In the Model Your Answer box, add a comma.

Say: And then I add the second sentence.

In the Model Your Answer box, add: the treasure would make the pirates rich.

Say: Notice that I took the phrase from the first sentence and added it to the beginning of the second sentence using a comma.

Slide 6/8: Interactive Slide

The pirates were struggling to bail the water from the hull.
The pirates feared the ship would sink.



Students Input Sentences

Paired Practice

Ask students to combine sentences with a partner.

Say: Now it's time for you to try. With your partner, combine the sentences into one sentence that includes a describing phrase at the beginning of the sentence. Once you have decided on an answer, each of you will submit a response from your own computer.

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:

- Does the sentence begin with the correct describing phrase?
- Does the describing phrase come right before the people being described?
- Is the comma in the right spot?

Slide 7/8: Interactive Slide

The compass was shattered into tiny pieces.
The compass was useless.



Students Input Sentences

Individual Practice

Ask students to combine sentences on their own.

Say: Now it's time for you to try one by yourself. Combine the sentences into one sentence that includes a describing phrase.

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:

- Does the sentence begin with the correct describing phrase?
- Does the describing phrase come right before the people being described?
- Is the comma in the right spot?

Slide 8/8

Today, I learned:

- Use a phrase at the beginning of a sentence to describe a person, place, or thing.
- Put the phrase right before whatever it describes
- Start the phrase with a word that ends in -ing, -ed, or -en
- Use a comma to separate the phrase from the rest of the sentence.

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.