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| Lesson Pack: Appositive Phrases | Lesson 2 |
| Lesson Topic: Appositive Phrases Review | |

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| <p>Objective</p> <p>Students will be able to write three sentences using appositive phrases in the middle.</p> | <p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Individual Review 2. Discuss lesson objective 3. Teacher Model: Add an appositive to a sentence 4. Paired Practice: Add an appositive to a sentence 5. Individual Practice: Add an appositive to a sentence 6. Individual Practice: Write an appositive sentence 7. Individual Practice: Write three appositive sentences 8. Wrap up lesson |
| <p>Optional Follow-up Activity</p> <p>Appositives in the Middle 2</p> | |
| <p>Common Core Standards</p> <p>CCSS.ELA-LITERACY.L.7.1.A Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>CCSS.ELA-LITERACY.L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> | |
| <p>Prerequisites</p> <p>Students can combine sentences using an appositive in the middle (covered in Lesson 1: Appositive Phrases, found in the Appositive Phrases Lesson Pack).</p> | |

Slide 1/8: Interactive Slide

Combine the sentences.

Artemis carried a bow and arrows.
Artemis was the goddess of the hunt.



Students Input Sentences

Individual Review

Ask students to complete the review activity.

Say: To get started, combine the sentences on your own.

Discussion

Select 1 correct response to display, and discuss the placement of the describing phrase and commas.

Say: Let's take a look at this sentence. First, what is the describing phrase in this sentence?

Anticipated Student Response: the goddess of the hunt

Say: Good. And what is this phrase describing?

Anticipated Response: Artemis

Say: Exactly. Notice that the phrase comes right after the word it is describing.

Say: What do you notice about how the sentence is punctuated?

Anticipated Student Response: There are commas around the describing phrase

Say: That's right. The commas go around the phrase that's interrupting the sentence. They show that the information between them is extra information to help explain who Artemis is.

Slide 2/8

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

- Write three sentences using descriptive phrases in the middle of the sentence to tell who someone is or what something is.

Objectives

Introduce the objective for the lesson.

Say: Last time, you practiced combining sentences to give extra information about who or what something is. Today, you're going to practice writing this type of sentence from scratch.

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 3/8: Interactive Slide

Medusa, _____, turned people to stone with one look.



Teacher Models Response

Teacher Model

Model adding a descriptive phrase to the sentence.

Say: To start, we'll practice just adding the extra describing information that interrupts the sentence. Take a look at this sentence.

Say: Medusa, _____, turned people to stone with one look.

Say: In the blank, I need to add a phrase that tells *who* Medusa is.

Ask students to share what they know about who Medusa is.

Say: Medusa is from Greek mythology. She was a monster with snakes for hair who could turn people to stone.

Say: To complete my sentence, I'm going to add the information about who Medusa is.

In the Model Your Answer box, write: Medusa, a monster with snakes for hair, turned people to stone with one look.

Say: Notice that my phrase tells who Medusa is, begins with a noun, *a monster*, and is separated from the rest of the sentence with commas.

Slide 4/8: Interactive Slide

Mr. Fluffy, _____, escaped and was found eating chips by the river.



Students Input Sentences

Paired Practice

Ask pairs to complete the sentence with a descriptive phrase.

Say: Now try one with your partner. Complete the sentence by adding a descriptive phrase.

Discussion

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

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

Ask the following questions about the incorrect responses:

- Does the added part tell who Mr. Fluffy is?

- Does the added part begin with a person, place, or thing?
- How could we revise the sentence to make it correct?

Slide 5/8: Interactive Slide

Demitri, _____,
cackled as he watched his creation
come to life.



Students Input Sentences

Individual Practice

Ask students to complete the sentence with a descriptive phrase.

Say: Now try one on your own. Complete the sentence by adding a descriptive phrase.

Discussion

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

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

Ask the following questions about the incorrect responses:

- Does the added part tell who Demitri is?
- Does the added part begin with a person, place, or thing?
- How could we revise the sentence to make it correct?

Slide 6/8: Interactive Slide

Write a sentence that uses a
descriptive phrase to tell who or
what something is.



Students Input Sentences

Individual Practice

Ask students to write a sentence using a descriptive phrase.

Say: This time, let's try writing a sentence from scratch. Make sure to include a descriptive phrase.

Discussion

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

Select and display 3 correct responses and 1-2 incorrect responses. Lead a discussion about the correct responses, and then discuss any errors students made in the incorrect responses.

Ask the following questions:

- What is the description part of the sentence?

- Where should the description be?
- Are the commas in the right place?

Slide 7/8: Interactive Slide

Write three sentences that use a descriptive phrase to tell who someone is or what something is.



Students Input Sentences

Individual Practice

Ask students to write three sentences using descriptive phrases.

Say: Now it's time to put what you've learned into practice. Write three different sentences that all use a descriptive phrase to tell who or what something is.

At this point, you may also pull flagged students for small group instruction.

Slide 8/8

Today, I learned:

- To make my writing more descriptive by using a phrase in the middle of a sentence to give extra information about who someone is or what something is.

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.