Appositives

Objectives

In this mini-lesson, students will:

• Identify appositives and appositive phrases used in sentences.
• Use commas to punctuate appositives and appositive phrases in sentences.

Preparation

Materials Needed

• Chart paper and markers
• Appositives (BLM 6)
• Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the modeling text and the practice text (without the commas) onto chart paper prior to the mini-lesson.

1. Focus

Explain Appositives

Say: An appositive is a noun or a noun phrase that renames another noun right beside it. In the sentence “Ramona Small, leader of our team, is an excellent player,” the phrase leader of our team is the appositive in the sentence and tells more about Ramona Small. The words in the phrase are separated from the rest of the sentence by commas.

Model Using Appositives

Display the following sentence from page 19 of the mentor text “World’s Favorite Sport” on chart paper or using the interactive whiteboard resources and read it aloud to students.

An Irish newspaper, The Belfast Telegraph, called the Americans “a band of no-hopers.”

Modeling Text

Say: In this sentence, the words The Belfast Telegraph follow the words An Irish newspaper. The Belfast Telegraph renames or identifies which Irish newspaper called the Americans “a band of no-hopers.” The Belfast Telegraph is an appositive phrase. I see that the appositive phrase has a comma before and after it. This phrase includes nonessential, or unnecessary, information, which means that we can understand the meaning of the sentence without knowing the name of the paper. These types of phrases are always separated from the rest of the sentence using commas. Sometimes an appositive phrase can appear at the beginning or end of a sentence.

2. Rehearse

Practice Using Appositives

Display the practice text (without the commas) on chart paper or using the interactive whiteboard resources and read it aloud to students.

Ask students to work in small groups to identify the appositive phrase in each sentence of the practice text and be able to share what information each phrase gives the reader. (Students do not need to copy sentences.)
Strategies to Support ELs

Beginning
Show beginning-level students how some phrases are nonessential. On a strip of paper, write a sentence containing an unnecessary appositive phrase, for example: We like to play soccer, a fun game, in our backyard. Fold the strip to hide the phrase to show students that the sentence makes sense without the phrase. Emphasize that when the phrase is reinserted, it must be set off from the sentence by commas.

Intermediate and Advanced
Pair students with fluent English speakers to identify appositives and appositive phrases. Read the sentences from the practice activity with students and make sure they understand the vocabulary.

3. Independent Writing and Conferring

Say: Remember to use appositives to tell more about a noun or pronoun. Also remember to use commas to separate nonessential appositive phrases from the rest of the sentence.

If you would like to give students additional practice identifying appositives in sentences, have them complete BLM 6.

Share

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Invite pairs to share which words they identified as appositives in the sentences. Ask the questions below to prompt discussion about appositives:

• What does the appositive tell you about Pelé?
• Where is the appositive in the second sentence?
• What is the appositive in the third sentence? What does it tell you about FIFA?
• What is the appositive in the last sentence?

Make note of student pairs who struggle with this activity. Use this information to plan further instruction.

Practice Text

The Brazilian Pelé, the greatest footballer, participated in four World Cups. It was a game against one of the best teams in the world, England. FIFA, a world organization, was created in 1904. North Korea, a low-ranked team, played against the Italian national team at the 1966 World Cup.

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Share Ideas

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4. Share

Bring students together. Invite volunteers to share their answers to BLM 6. Use students’ answers to provide corrective feedback. Ask students to share what they learned about appositives.