

Unit: Advanced Fragments	Lesson 1
Lesson Topic: Dependent Fragments (Advanced)	

<p>Objectives</p> <p>Students will be able to correct 3 complex dependent clause fragments.</p>	<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Discuss lesson objective 2. Individual Practice: Identify fragments 3. Teacher Model: Correct a dependent clause fragment 4. Paired Practice: Correct a fragment 5. Individual Practice: Correct fragments 6. Wrap up lesson
<p>Common Core Standards</p> <p>CCSS: L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	
<p>Prerequisites</p> <p>Students can identify and correct basic dependent clause fragments (covered in Lesson 2: Dependent Clause Fragments, found in the Basic Fragments Lesson Pack).</p> <p>Students can use joining words correctly to create complex sentences (covered in the Complex Sentences Lesson Pack).</p>	

Slide 1/6

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

- Identify and correct sentences with unfinished ideas.

Objectives

Introduce the objective for the lesson.

Say: Now that you are writing more sophisticated sentences with lots of pieces to them, it's more important than ever to make sure you're not accidentally writing incomplete sentences.

Say: Sometimes it can be difficult to tell whether you have a complete sentence because the sentences are so long and complex. Just because you have a long sentence with action words and people doing the actions, doesn't mean your sentence is complete.

Ask a student to read the objective out loud.

Say: Today, you're going to practice looking at incomplete sentences, or fragments, that have more than one part. You're going to practice identifying when long sentences are actually incomplete.

Slide 2/6: Interactive Slide

1. Even though he had practiced every night and he was a talented singer.
2. After finding out about the secret spot and walking three miles to get there.
3. Before he went home, he took photographs all his friends and said goodbye.
4. Because it was hot outside and our air conditioner was broken.



Students Input Sentences

Individual Practice

Ask students to label each group of words as a fragment or a sentence.

Say: To start, let's practice identifying fragments. Look at the 4 sentences on your screen. If you think the sentence is complete, write "Complete" in the box. If you think the sentence is not complete, write "Fragment."

Discussion

Select 1 correct response to display.

Ask a student to read each fragment out loud.

Say: Okay, so 1, 2, and 4, are all fragments. They're incomplete. Let's look a little more carefully at those three and talk about how we could fix them.

Slide 3/6: Interactive Slide

Even though he had practiced every night and he was a talented singer.



Teacher Models Response

Teacher Model

Model how to correct a dependent clause fragment.

Say: Let's take a look at the first fragment together.

Ask a student to read the example fragment out loud.

Say: Does this sentence have an action word?

Anticipated Student Response: yes

Say: What are the action words?

Anticipated Student Response: had practiced, was

Say: Yes! Do we have a clear doer for each action?

Anticipated Student Response: yes--he

Say: Okay, so it's got at least one action word, and there's someone doing each action. But this is still a fragment. Why?

Anticipated Student Response: The thought is unfinished.

Say: Yes. What words in this fragment make the thought feel unfinished?

Anticipated Student Response: even though

Say: Exactly. When an idea begins with a joining word like *even though*, it must be connected to a full complete sentence.

Say: In the case of this fragment, the *and* is joining two ideas that are both part of the even though idea. It's the simplified version of even though he had practiced every night, and even though he was a talented singer.

Say: The thought is unfinished. We're still left wondering *what happened* even though he practiced and was talented. Add that information to complete the sentence.

In the Model Your Answer box, write: Even though he had practiced every night and he was a talented singer, he still got booed off the stage.

Ask a student to read the corrected fragment out loud.

Say: Notice that I used a comma first, and then I gave the missing information in the form of a simple complete sentence.

Slide 4/6: Interactive Slide

After finding out about the secret spot and walking three miles to get there.



Students Input Sentences

Paired Practice

Ask pairs to correct the fragment.

Say: Now try one with your partner. Add your own missing information to make the fragment a complete sentence.

Discussion

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

Read the responses out loud.

Choose one correct response and discuss what the student did to make the fragment complete. Then discuss the incorrect responses.

Say: Are there any responses that are still incomplete sentences?

Discuss responses that are incomplete sentences.

Ask the following questions about the incorrect responses:

- What was the missing information in the fragment?
- How could we revise this sentence to make it a complete sentence?
- Is there anything else we need to change to make the sentence correct?

Slide 5/6: Interactive Slide

1. Because it was hot outside and our air conditioner was broken.
2. I love to go swimming, and even though I never had lessons, I am a strong swimmer.
3. We went to the beach since the weather was beautiful and our chores were finished.
4. Before the game started and after the storm had ended.



Students Input Sentences

Individual Practice

Ask students to find the fragments and make them complete.

Say: To finish up, you're going to practice correcting a fragment. You have one fragment and two complete sentences. In the box below, rewrite the fragment to make it complete.

As students are working, use their responses as a way to determine which students may need additional instruction.

Discussion

Select 2 correct responses and 1 incorrect response to display and discuss.

Read the responses out loud.

Choose one correct response and discuss what the student did to make the fragment complete. Then discuss the incorrect responses.

Say: Are there any responses that are still incomplete sentences?

Discuss responses that are incomplete sentences.

Ask the following questions about the incorrect responses:

- What was the missing information in the fragment?
- How could we revise this sentence to make it a complete sentence?
- Is there anything else we need to change to make the sentence correct?

Slide 6/6**Today, I learned:**

- A fragment can still have an action word and a person doing the action
- Often this type of fragment begins with a joining word and sounds like an unfinished idea
- Correct it by connecting the fragment to a simple complete 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.