

Lesson Pack: Basic Fragments	Lesson 1
Lesson Topic: Missing Subject or Verb Fragments	

<p>Objectives</p> <p>Students will be able to identify and correct sentences that are missing a subject or a verb.</p>	<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Discuss lesson objective 2. Teacher Model: Correct a fragment 3. Teacher Model: Correct a fragment 4. Individual Response: List action words 5. Individual Response: List people, places, things 6. Teacher Model: Identify a fragment 7. Teacher Model: Identify a fragment 8. Individual Practice: Correct a fragment 9. Teacher Model: Identify a fragment 10. Individual Practice: Correct a fragment 11. Paired Practice: Identify and correct a fragment 12. Individual Practice: Identify and correct a fragment 13. 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 action words in a sentence. Students can identify people, places, and things in a sentence.</p>	

Slide 1/13

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

- Identify and correct sentences that are incomplete.

Objectives

Introduce the objective for the lesson.

Say: Today, the goal is for you to be able to correct incomplete sentences by adding the missing piece.

Say: Take a minute and explain today's goal to your partner.

Wait for students to explain the day's objective.

Slide 2/13: Interactive Slide

Cheered loudly for the team.



Teacher Models Response

Introduction

Read the incomplete sentence out loud and ask students to identify what is missing.

Say: Listen as I read this incomplete sentence aloud.

Say: Cheered loudly for the team.

Say: This sentence is not complete. What is missing from the sentence?

Anticipated Student Response: a person; someone doing the action

Say: Exactly! In this sentence, we don't know *who* cheered for the team. This sentence already includes an action word, *cheered*, but we are missing a person or someone who is doing the action.

In the Model Your Answer box, type: The crowd cheered loudly for the team.

In the Model Your Answer box, underline "The crowd."

Ask a student to read the completed sentence aloud.

Say: Now our sentence is complete. We have an action, *cheered*, and we have someone doing the action, *the crowd*.

Slide 3/13: Interactive Slide

The musician the guitar every day.



Teacher Models Response

Introduction

Discuss what is missing from the sentence.

Say: Let's look at another example. Listen as I read this incomplete sentence out loud.

Say: The musician the guitar every day.

Say: This sentence is also not complete. What is missing from the sentence?

Anticipated Student Responses: An action; what the musician did.

Say: Exactly. This sentence has a person, *the musician*, but we don't know what the musician *did*. Every sentence must have an action and someone or something to do the action.

In the Model Your Answer box, type: The musician practiced the guitar every day.

In the Model Your Answer box, underline "practiced."

Ask a student to read the completed sentence out loud.

Say: Now our sentence is complete. We have an action, *practiced*, and we have someone doing the action, *the musician*.

Slide 4/13: Interactive Slide

List three action words.



Students Input Sentences

Individual Response

Ask students to list 3 action words on their own.

Say: Every sentence must have at least one action word. Take one minute and think of three action words like *ate* or *dance*. Type one action word in each box and submit your response.

Discussion

Select and display 4-5 correct student responses.

Ask a student to read the list of words out loud.

Say: Good work! Every sentence needs an action word like one of these words. Remember that words like *is* and *are* also count because they show that something *existed*. If an action word is missing, your sentence is incomplete.

Note: If your students are unfamiliar with linking verbs like *is*, *am*, *are*, *was*, and *were*, you may choose to spend additional time providing examples of these words in a sentence.

Slide 5/13

List three people, places, or things.



Students Input Sentences

Individual Response

Ask students to list 3 people, places, or things on their own.

Say: Every action word in a sentence needs someone or something to do the action. Take one minute and think of three people, places, or things.

Discussion

Select and display 4-5 correct student responses.

Ask a student to read the list of words out loud.

Say: Good work! Every action word in a sentence needs a person, place, or thing like these on our list to complete the action. If there is an action word without a clear doer, your sentence is not complete.

Slide 6/13: Interactive Slide

The traveler walked through the desert.

Checklist:

- Does it have an action word or a word like *is*, *am*, *are*, *was*, or *were*?
- Is there a person, place, or thing *doing* each action in the sentence?



Teacher Models Response

Teacher Model

Model for students how to use the checklist to determine if a sentence is complete.

Say: You can use this checklist to help you figure out if your sentence is complete. Listen and watch as I use the checklist to determine if my sentences are complete.

Say: The traveler walked through the desert.

Say: The first thing on the checklist is to check if there is an action word. *The traveler* is a person, not an action. *The desert* is a place, not an action. But *walked* is an action--that's something you *do*.

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

Say: The next thing on my list is to check if there is a person, place, or thing doing the action. The action is *walked*, so I can ask myself *who or what walked through the desert?* The answer is *the traveler*.

In the Model Your Answer box, underline "traveler"

Say: Since both things on my checklist are in my sentence, I know I have a complete sentence. There's an action, and there's someone doing the action.

Slide 7/13

Stood in front of him, so he ran.

Checklist:

- Does it have an action word or a word like is, am, are, was, or were?
- Is there a person, place, or thing *doing* each action in the sentence?

Teacher Model

Model for students how to use the checklist to determine if a sentence is complete.

Say: Let's take a look at a second sentence.

Ask a student to read the sentence aloud.

Say: First I'm checking for an action word. I see two in this sentence: *stood* is an action, and so is *ran*.

Say: Next, I need to make sure there is a person doing each action. I know who ran, he did. But I don't know *who* stood in front of him. This action word is missing a person. It's an incomplete sentence.

Slide 8/13: Interactive Slide

stood in front of him, so he ran.



Students Input Sentences

Individual Practice

Ask students to complete the sentence.

Say: Take a minute and add a person, animal, or thing to this sentence to make it complete.

Discussion

Select and display 4-5 correct student responses.

Read each sentence out loud.

Say: Good work! Now the sentence is complete. Every action word in a sentence needs a person, place, or thing to complete the action. If there is an action word without a clear doer, your sentence is not complete.

Slide 9/13

The detective the precious diamonds.

Checklist:

- Does it have an action word or a word like is, am, are, was, or were?
- Is there a person, place, or thing *doing* each action in the sentence?

Teacher Model

Model for students how to use the checklist to determine if a sentence is complete.

Say: Okay, last sentence. First, I'm looking for an action. I have *the detective*, which is a person, and *the diamonds*, which are things. But there's no action. This sentence is missing a word to tell what the detective *did*.

Slide 10/13: Interactive Slide

The detective the precious diamonds.



Students Input Sentences

Individual Practice

Ask students to complete the sentence.

Say: Take a minute and add an action to this sentence to make it complete.

Discussion

Select and display 3-4 correct student responses.

Read each sentence out loud.

Say: Good work! Now the sentence is complete. Every sentence needs an action word. If you don't have an action word, your sentence is not complete.

Slide 11/13: Interactive Slide

Add the missing piece to the incomplete sentence to make it complete.

The wild animal under my bed.



Students Input Sentences

Paired Practice

Ask pairs to use the checklist to help rewrite the sentence.

Say: Now, with your partner, use the checklist to help you rewrite the sentence to make it complete.

Discussion

Display 3 correct responses and 1-2 incorrect responses.

Say: What was missing from the sentence?

Anticipated Student Response: an action word

Say: Yes, this sentence is missing an action word. We need to add one to this sentence. Let's look at your responses.

Ask the following questions:

- Which sentences are still incomplete?
- How can we fix these incomplete sentences?

Slide 12/13: Interactive Slide

Add the missing piece to the incomplete sentence to make it complete.

Suddenly fell from the sky like rain!



Students Input Sentences

Individual Practice

Ask students to complete the incomplete sentence.

Say: Great work. Now you're going to try one on your own. Add the missing piece to the incomplete sentence to make it complete.

Discussion

Display 3 correct responses and 1-2 incorrect responses.

Say: What was missing from the sentence?

Anticipated Student Response: something doing the action; something falling from the sky.

Say: Yes, this sentence was missing a person or thing doing the action. What was the action in this sentence?

Anticipated Student Response: fell

Say: Yes, we needed to add *who* or *what* fell from the sky. Let's look at your responses.

Ask the following questions:

- Which sentences are still incomplete?
- What's missing from the incomplete sentences?

Slide 13/13

Today, I learned:

- A sentence is incomplete if it's missing an action
- A sentence is incomplete if it's missing a person or thing doing each action
- Using a checklist can help me correct incomplete sentences

Wrap-up

Review what the students learned today.

Say: Great work everyone! Let's review what you learned today before we move on to the next step.

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.