

<b>Lesson Pack:</b> Basic Fragments	<b>Lesson 3</b>
<b>Lesson Topic:</b> -ing Fragments	

<p><b>Objectives</b></p> <p>Students will be able to identify and correct -ing fragments.</p>	<p><b>Lesson Outline</b></p> <ol style="list-style-type: none"> <li>1. Discuss lesson objective</li> <li>2. Introduction: Review missing subject fragments</li> <li>3. Introduction: Review dependent clause fragments</li> <li>4. Teacher Model: Correct an -ing fragment (method 1)</li> <li>5. Teacher Model: Correct an -ing fragment (method 2)</li> <li>6. Paired Practice: Correct an -ing fragment</li> <li>7. Individual Practice: Correct an -ing fragment</li> <li>8. Wrap up lesson</li> </ol>
<p><b>Common Core Standards</b></p> <p>CCSS: L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	
<p><b>Prerequisites</b></p> <p>Students can identify sentences that are missing subjects or verbs (covered in Lesson 1: Missing Subject or Verb Fragments, found in the Basic Fragments Lesson Pack).</p> <p>Students can identify sentences that are missing subjects or verbs (covered in Lesson 2: Dependent Clause Fragments, found in the Basic Fragments Lesson Pack).</p>	

**Slide 1/8**

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

- Identify and correct incomplete sentences that have an -ing word.

*Objectives*

**Introduce the objective for the lesson.**

**Say:** You've been learning about how to correct incomplete sentences. Today, you're going to learn about another type of incomplete sentence that writers sometimes create accidentally. Let's take a look at the goal for today's class.

*Ask a student to read the objective out loud.*

**Say:** Take a minute to explain the objective to your partner.

*Wait for students to finish.*

**Slide 2/8**

Last year skied in Colorado, and we had fun.

*Introduction*

**Review how to correct a sentence that is missing an action or a person to complete the action.**

**Say:** Before we begin, let's review the other two types of incomplete sentences you've been studying. Take a look at this example.

*Ask a student to read the sentence out loud.*

**Say:** Take one minute and correct the sentence with your partner.

*Ask 2 or 3 students to share their corrected sentence out loud.*

**Say:** Good work! This group of words is incomplete because it's missing someone to do the first action, skied. Every sentence must have at least one action word and a person or thing doing the action.

**Say:** If there is more than one action word like in our example sentence, you need to make sure there's someone or something doing every single action word.

**Slide 3/8**

When I went on vacation.

*Introduction*

**Review how to add to a dependent clause to make a complete sentence.**

**Say:** Let's look at another example. This is a different type of incomplete sentence. It already has an action word and a person doing the action.

*Ask a student to read the sentence out loud.*

**Say:** What is the action word in this sentence?

**Anticipated Student Response:** went

**Say:** Exactly. And who or what is competing that action?

**Anticipated Student Response:** I

**Say:** Yes. But this is still an incomplete sentence. Why is this still an incomplete sentence?

**Anticipated Student Response:** The idea is unfinished; the word when

**Say:** Exactly. How do we correct an incomplete sentence like this?

**Anticipated Student Response:** By adding another complete sentence that tells what happened when I went on vacation.

**Say:** Good. Take a minute and correct the incomplete sentence with your partner.

*Ask 2 or 3 students to share their corrected sentence out loud.*

**Slide 4/8: Interactive Slide**

Skiing down the mountain.



*Teacher Models Response*

*Teacher Model*

**Model correcting an incomplete sentence that includes an -ing word by adding a subject and a helping verb.**

**Say:** Today, you're going to learn how to identify and correct incomplete sentences that look like this.

*Ask a student to read the incomplete sentence out loud.*

**Say:** There is one very important thing to know about incomplete sentences like this. It looks like it has an action word, but it really doesn't. That's one of the things that makes it incomplete.

**Say:** What word seems like the action?

**Anticipated Student Response:** Skiing

**Say:** Yes. Words that end in-ing, like skiing, seem like actions, but they can never be the action word in a sentence unless you add to it. If I only add a person to this sentence, it would look like this.

*In the Model Your Answer box, type: I skiing down the mountain.*

*Ask a student to read the sentence out loud.*

**Say:** That's not a complete sentence! That's because it still doesn't have a complete action--the -ing word alone isn't enough. What do I need to add to it in order to make it complete?

**Anticipated Student Response:** am; was

**Say:** Yes!

*In the Model Your Answer box, add "am" to your sentence.*

*Ask a student to read the sentence out loud.*

**Say:** Now I have a complete sentence. -Ing words must have a word like is, am, are, was, or were before them in order to be a complete action.

*In the Model Your Answer Box, make "I" and "am skiing" bold.*

**Say:** This is one way to correct an incomplete sentence that has an -ing word. Add a person and make sure the -ing word has is, am, are, was, or were before it.

*Optional: On the whiteboard, write the completed sentence for students to reference during paired and individual practice: I am skiing down the mountain.*

**Slide 5/8: Interactive Slide**

Skiing down the mountain.



*Teacher Models Response*

*Teacher Model*

**Model correcting an incomplete sentence that includes an -ing word by adding a linking verb and a describing word.**

**Say:** There are many other ways you can correct an incorrect sentence like this, but today I'm just going to show you one more. Let's use our same example sentence.

**Say:** Instead of adding the is, am, are, was, or were right before the -ing word, you can add one at the end, and then add a describing word.

*In the Model Your Answer Box, type: Skiing down the mountain was scary.*

**Say:** I've still added an action, was.

*In the Model Your Answer Box, underline "was."*

**Say:** And I've added a describing word, scary.

*In the Model Your Answer Box, make "scary" bold.*

*Optional: On the whiteboard, write the completed sentence for students to reference later: Skiing down the mountain was scary.*

**Slide 6/8: Interactive Slide**

Yesterday, riding my bike through the town.



*Students Input Sentences*

*Paired Practice*

**Ask pairs to complete the sentence.**

**Say:** You've seen two ways you can correct an incomplete sentence that has an -ing word. Now try correcting one with your partner. You can use either method as long as you write a complete sentence.

*Discussion*

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

*Read the responses out loud.*

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

**Discuss responses that are incomplete sentences.**

*Ask the following questions about the incorrect responses:*

- How could we revise this sentence to make it a complete sentence?
- What information is needed to finish the idea?
- Is there anything else we need to change to make the sentence correct?

**Slide 7/8: Interactive Slide**

Outside my bedroom window  
waiting for me.



*Students Input Sentences*

*Individual Practice*

**Ask students to complete the sentence.**

**Say:** Now try one by yourself. Correct the incomplete sentence using either method.

*Discussion*

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

*Read the responses out loud.*

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

**Discuss responses that are incomplete sentences.**

*Ask the following questions about the incorrect responses:*

- How could we revise this sentence to make it a complete sentence?
- What information is needed to finish the idea?
- Is there anything else we need to change to make the sentence correct?

**Slide 8/8**

**Today, I learned:**

- Make -ing sentences complete by adding a person and *is, am, are, was, or were* before the -ing word.
- Make -ing sentences complete by adding *is, am, are, was, or were* and a describing word to the end.

*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.