

Lesson Pack: Basic Fragments	Lesson 2
Lesson Topic: Dependent Clause Fragments	

<p>Objectives</p> <p>Students will be able to identify and correct dependent clause fragments.</p>	<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Individual Review: Correct a fragment by adding a subject 2. Discuss the lesson objectives 3. Introduction: Review example of a dependent clause fragment 4. Teacher Model: Correct a dependent clause fragment 5. Paired Practice: Correct a dependent fragment in pairs 6. Individual Practice: Correct a dependent fragment 7. 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 sentences that are missing subjects or verbs (covered in Class Lesson 1: Missing Subject or Verb Fragments, found in the Basic Fragments Lesson Pack).</p>	

Slide 1/7: Interactive Slide

Make the incomplete sentence a complete sentence.

Roasted marshmallows in the campfire, and we made s'mores.



Students Input Sentences

Individual Review

Ask students to complete the activity.

Say: Last time, we talked about how a sentence is incomplete when it's missing a action or a person to complete each action. To review, make this incomplete sentence complete by adding the missing piece.

Discussion

Select and display 3-4 correct student responses.

Read each of the sentences out loud.

Say: What was missing from our sentence?

Anticipated Student Response: *who* roasted marshmallows

Say: Good work! 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 2/7

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

- Identify when a group of words with an action and a person doing the action is still an incomplete sentence.
- Correct incomplete sentences that already have an action and a person doing the action.

Objectives

Introduce the objective for the lesson.

Say: Sometimes, a sentence has an action and a person doing the action, but it is still not complete. Today, you're going to learn how to recognize and correct this type of incomplete sentence. Take a look at today's objective.

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 3/7: Interactive Slide

After Mark woke up in the morning.



Teacher Models Response

Introduction

Discuss why the sentence is incomplete.

Say: Take a look at this sentence.

Ask a student to read the sentence out loud.

Say: What's the action word in this sentence?

Anticipated Student Response: woke up

In the Model Your Answer box, underline "woke up."

Say: Good! The action word is *woke up*. Who is doing that action?

Anticipated Student Response: Mark.

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

Say: Yes. This sentence has an action word and a person doing the action. But, this is still an incomplete sentence because of the word *after*.

Say: The word *after* makes the sentence incomplete because now the thought isn't finished. The reader is waiting to know *what happened* after Mark woke up.

Slide 4/7: Interactive Slide

Since there was a blizzard last night.



Teacher Models Response

Teacher Model

Model adding a second sentence to correct the incomplete sentence.

Say: One way you can make this type of incomplete sentence complete is by finishing the thought.

Ask a student to read the sentence out loud.

Say: The reader is waiting to find out what happened since there was a blizzard. To correct the incomplete sentence, we just need to add a second complete sentence.

In the Model Your Answer box, type: Since there was a blizzard last night

Say: What do you think I could add to this thought to finish the idea? It needs to be a complete sentence.

Choose one of the students' ideas to complete the sentence. Type it in the Model Your Answer box, including a comma after "night."

Ask a student to read the sentence out loud.

Say: Good work! Now my sentence is complete. We added a second complete sentence to finish the thought. What do you notice about how I punctuated this sentence?

Anticipated Student Response: You used a comma.

Say: Yes! I used a comma and a space to connect the second idea.

Slide 5/7: Interactive Slide

When the door opened.



Students Input Sentences

Paired Practice

Ask pairs to complete the sentence by adding a second idea..

Say: With your partner, try correcting this incomplete sentence by adding a second idea to finish the thought. After you and your partner have come up with a response, both of you will submit the response from your own computers.

Discussion

Select 2-3 correct responses and 2-3 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 6/7: Interactive Slide

As soon as I got home.



Students Input Sentences

Individual Practice

Ask students to complete the sentence by adding a second idea.

Say: Now try one by yourself. Correct the incomplete sentence by finishing the thought.

Discussion

Select 2-3 correct responses and 2-3 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 7/7

Today, I learned:

- A sentence can have an action and a person doing the action but still be incomplete.
- Correct this type of incomplete sentence by adding a second, complete thought to it.

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.