

Lesson Pack: Basic Fragments	Lesson 4
Lesson Topic: Fragments Review	

<p>Objectives</p> <p>Students will be able to identify and correct one incomplete sentence within a paragraph.</p>	<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Discuss the objective of the lesson 2. Individual Review: Correct a missing subject fragment 3. Individual Review: Correct a dependent clause fragment 4. Paired Practice: Correct a fragment in a paragraph 5. Individual Practice: Correct a fragment in a paragraph 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 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> <p>Students can identify sentences that are missing subjects or verbs (covered in Lesson 3: -ing Fragments, found in the Basic Fragments Lesson Pack).</p>	

Slide 1/6

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

- Identify and correct an incomplete sentence in a paragraph.

Objectives

Introduce the objective for the lesson.

Say: Today, we're going to continue practicing correcting incomplete sentences. You've learned how to correct three different kinds of fragments. Let's take a look at today's objective.

Say: By the end of class today, you will be able to identify and correct one incomplete sentence within a paragraph.

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

Wait for students to finish.

Slide 2/6: Interactive Slide

At the game, cheered when the team ran onto the field.



Students Input Sentences

Individual Review

Ask students to complete the incomplete sentence.

Say: To start, let's review what you've learned so far. Make the incomplete sentence complete.

Discussion

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

Select and display 2-3 correct responses and 1 incorrect response.

Say: What was missing from the sentence?

Anticipated Student Response: the person who cheered

Say: *cheered* is an action word but the information that tells *who* cheered is missing. Are there any responses that need to be revised?

Discuss responses that are incomplete sentences.

Ask the following questions:

- How could we revise this sentence to make it complete?

Slide 3/6: Interactive Slide

When the snow stopped and we got our power back.



Students Input Sentences

Individual Review

Ask students to complete the incomplete sentence.

Say: Let's try another one. Correct the incomplete sentence.

Discussion

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

Say: How did you know this was an incomplete sentence?

Anticipated Student Response: The thought is incomplete. It begins with *when*, but it's not connected to a complete sentence.

Say: Exactly. Not all incomplete sentences are short and simple. This one has a few parts to it, but it's still incomplete because there is nothing telling the reader what happened when the snow stopped and the power came back on.

Say: Look at the different ways you can correct this incomplete sentence.

Read out loud 1 correct response.

Say: Notice that this incomplete sentence was completed by adding a second complete idea. Are there any responses that need to be revised?

Discuss responses that are incomplete sentences.

Ask the following questions:

- How could we revise this sentence to make it complete?

Slide 4/6: Interactive Slide

The climber grunted as she dug her pick into the side of the mountain. The wind howled in her ears, but she knew she had to keep going. Even though she was tired and the wind was bitter cold. Soon she would reach the summit. She continued climbing.



Students Input Sentences

Paired Practice

Ask pairs to complete the incomplete sentence within a paragraph.

Say: Let's practice looking for incomplete sentences in a paragraph. Read the paragraph with your partner. Find one incomplete sentence. Make it a complete sentence, and write the new sentence in the box.

Discussion

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

Read out loud 1 correct response.

Say: Notice that this incomplete sentence was completed by adding a second complete idea. Are there any responses that need to be revised?

Discuss responses that are incomplete sentences.

Ask the following questions:

- How could we revise this sentence to make it complete?
- Are there any responses that were not incomplete to begin with?

Slide 5/6: Interactive Slide

When the climber finally made it to the top of the mountain, he wiped the sweat from his brow and took a moment to catch his breath. He looked into the distance at the most spectacular view he had ever seen. He smiled broadly and his bags on the ground. The view was worth the journey.



Students Input Sentences

Individual Practice

Ask students to complete the sentence.

Say: Now try one on your own. Read the paragraph. Find one incomplete sentence. Make it a complete sentence and write it in the box.

Discussion

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

Read out loud 1 correct response.

Say: Notice that this incomplete sentence was completed by adding a second complete idea. Are there any responses that need to be revised?

Discuss responses that are incomplete sentences.

Ask the following questions:

- How could we revise this sentence to make it complete?
- Are there any responses that were not incomplete to begin with?

Slide 6/6

Today, I learned:

- Sentences need to have an action word and someone to do each action.
- Sometimes sentences with actions and people are still incomplete.
- It's important to proofread a paragraph for 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.