

Lesson Pack: Advanced Fragments	Lesson 1
Lesson Topic: -ing Fragments (Advanced)	

<p>Objectives</p> <p>Students will be able to correct 2 fragments by using -ing words correctly.</p>	<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Discuss the lesson objective 2. Individual Practice: Identify fragments 3. Introduction: Correct an -ing fragment by adding a linking verb 4. Introduction: Correct an -ing fragment with a describing phrase 5. Paired Practice: Correct an -ing fragment 6. Paired Practice: Correct an -ing fragment 7. Individual Practice: Correct -ing fragments 8. 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 -ing fragments (covered in Lesson 3: -ing Fragments, found in the Basic Fragments Lesson Pack).</p>	

Slide 1/9

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

- Identify and correct incomplete sentences that have -ing words in them.

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 identifying when long sentences with more than one part are actually incomplete.

Slide 2/9: Interactive Slide

1. Studying late into the night hoping she would finish her homework.
2. Watching the game was the highlight of his week even though he wasn't really a fan.
3. Quietly, opening the door to discover a room that had been locked for centuries.
4. Under the sand in a beautiful wooden box, the treasure waiting to be found.



Students Input Sentence

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." Take about 5 minutes to complete this activity.

Discussion

Select 1 correct response to display.

Ask a student to read each prompt out loud.

Say: Okay, so 1, 3, 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 3/9

Studying late into the night hoping she would finish her homework.

Introduction

Discuss how to correct a fragment that has incomplete -ing words

Say: One way you can identify a fragment when the sentence is long and complex is to look for incomplete -ing words.

Say: Let's look at an example.

Ask a student to read the fragment example out loud.

Say: I'm going to write this fragment on the board so we can look at it again in a minute.

On the whiteboard, write: Studying late into the night hoping she would finish her homework.

Label the example as a fragment.

Say: What are the two -ing words in this fragment?

Anticipated Student Response: Studying, hoping

Say: Yes. -ing words are tricky because they can be used in many different ways in a sentence. They can be part of the action, or they can describe someone.

Slide 4/9: Interactive Slide

Add *is, am, are, was, or were* before an -ing word to make it the action:

She was standing on the edge of the pool.



Teacher Models Response

Introduction

Explain that -ing words can be the action word in a sentence.

Say: If you want the -ing word to be the action of the sentence, you have to use *is, am, are, was, or were* right before it.

Ask a student to read the sentence out loud.

Say: Having "she" and "was" before the -ing word, standing, makes this a simple, complete sentence.

In the Model Your Answer Box, underline "was standing" in the prompt.

Say: Let's look at our complicated fragment on the whiteboard.

Ask a student to read the example fragment out loud.

Say: Are either of the -ing words being used as the action?

Anticipated Student Response: No

Say: How do you know?

Anticipated Student Response: there's no *is, am, are, was, or were* right before it.

Say: Exactly. That's part of why this is a fragment.

Slide 5/9: Interactive Slide

Use an -ing phrase to describe someone by connecting it to a complete sentence.

Standing on the edge of the pool, she gathered the courage to jump.



Teacher Models Response

Teacher Model

Explain that -ing words can be used as part of a describing phrase.

Say: You can use -ing words in a sentence without the *is, am, are, was, or were*. You can use them as part of a describing phrase.

Say: If you want to use an -ing to describe someone, you have to connect the entire phrase to a simple, complete sentence.

Ask a student to read the sentence out loud.

In the Model Your Answer Box, underline "Standing on the edge of the pool" in the prompt.

Say: Who is *standing on the edge of the pool* describing?

Anticipated Student Response: she

Say: Yes! The -ing phrase is describing the second sentence, which is a simple, complete sentence. Let's look at our complicated fragment on the whiteboard.

Ask a student to read the example fragment out loud again.

Say: Are either of the -ing words being used correctly in a describing phrase?

Anticipated Student Response: No

Say: How do you know?

Anticipated Student Response: neither one is connected to a complete sentence.

Say: Exactly. That's another part of why this is a fragment.

Slide 6/9: Interactive Slide

Studying late into the night hoping she would finish her homework.



Students Input Sentences

Paired Practice

Ask pairs to correct the fragment.

Say: With your partner, try correcting the fragment. You have a lot of options of how to complete this sentence. Keep the meaning the same, but add what you need to in order to make the sentence complete and correct.

Discussion

Select 2 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:

- Why is this still an incomplete sentence?
- 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 7/9: Interactive Slide

Quietly opening the door to discover a room that had been locked for centuries.



Students Input Sentences

Individual Practice

Ask individual students to correct the fragment.

Say: Try another one with your partner. Use either method, but keep all the original words from the prompt.

Discussion

Select 2 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:

- What was the missing piece of this sentence that makes it a 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 8/9: Interactive Slide

1. Under the sand in a beautiful wooden box, the treasure waiting to be found.
2. In the book, the character telling the story was sitting on the street and watching the events unfold.
3. Everyone left the concert as soon as it was over, trying to get home before the storm.



Students Input Sentences

Individual Practice

Ask students to identify and correct the fragment.

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

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

Slide 9/9

Today, I learned to correct -ing fragments by:

- Adding a person and an action word like *is*, *am*, *are*, *was* or *were*.
- Connecting the -ing phrase to a 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.