

Lesson Topic: Correcting Fragments to form Simple Sentences

Objective

Students will be able to tell the difference between a simple sentence and a fragment and to fix fragments in their writing.

Lesson Outline

1. Objectives
2. Class Review: Subjects and verbs
3. Individual Practice: Identify subjects and verbs
4. Introduction: Simple and complex sentences
5. Teacher Model: Identify fragments
6. Individual Practice: Identify and fix fragments
7. Introduction: Fragments with a subject and a verb
8. Teacher Model: Correct fragments by connecting sentences.
9. Individual Practice: Identify and correct fragments in a paragraph
10. Individual Practice: Write a complete sentence
11. Wrap-Up

Common Core Standards

CCSS.ELA-LITERACY.L.4.1f.

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Prerequisites

Students can identify nouns and verbs.

Slide 1/11

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

- Identify simple and complex sentences
- Correct fragments to show a complete thought.

Objectives

Introduce the objective for the lesson.

Say: Take a moment to read today's objective.

Wait for students to finish reading.

Say: Today we are going to learn the difference between simple sentences and incomplete sentences, or fragments. When we correct fragments, we make our writing less choppy and give the reader important information.

Slide 2/11

Brendan works in an office.

That grapefruit is ripe.

Class Review

Discuss the definitions of subjects and verbs.

Say: The subject of a sentence is the person, place, or thing that does the action in a sentence. Let's look at the first sentence on your screen.

Ask a student to read the first sentence.

Say: The subject of this sentence is *Brendan*. He's the one who works in an office.

Say: Sometimes, the subject simply exists. The rest of the sentence describes the subject. Let's look at the second sentence on your screen.

Ask a student to read the second sentence.

Say: The subject of the sentence is *grapefruit*. It's the thing that is ripe.

Say: Now, a verb is a word that names an action.

Ask a student to read the first sentence again.

Say: The verb in this sentence is *works*. That's what Brendan, the subject, does.

Say: A verb can also describe how something feels or exists.

Ask a student to read the second sentence again.

Say: The verb in this sentence is *is*. The grapefruit *is* ripe.

Slide 3/11: Interactive Slide

1. Eduardo ate ice cream.
2. I slept.



Students Input Sentences

Individual Practice

Ask students to identify the subjects and verbs in both sentences.

Say: Now let's make sure everyone understands. Here are two sentences. In your response box, list the subjects of each sentence and then list the verbs.

Discussion

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

Have a student read the responses out loud.

Ask the following questions for subjects:

- Who ate the ice cream? Eduardo did.
- Who slept? I did.

Ask the following questions for verbs:

- What did Eduardo do? He ate ice cream.
- What did I do? I slept.

Slide 4/11

1. The kangaroo hopped across the road.
2. He shoots and scores!
3. After Oscar drove home, he went straight to bed.

Introduction

Introduce simple and complex sentences.

Say: Now let's look at three more sentences. What do you notice about the first two sentences?

Anticipated Responses:

- They are short.
- They have no comma.

Say: Notice how the sentences are short and simple, but they both express complete thoughts. These are called "simple sentences." A simple sentence has one subject at least one verb. A simple sentence must express a complete idea.

Say: Please read the third sentence.

Wait for students to finish.

Say: How is the last sentence different from the first two?

Anticipated Responses:

- The last sentence is long.
- The last sentence has commas.

Say: The last sentence is a “complex sentence.” The complex sentence has more than one idea. First, there’s a simple idea: “He went straight to bed.” Then, the word “after” adds more information: “Oscar drove home.”

Slide 5/11: Interactive Slide

- Running in the rain.
- Vampires and zombies, for example.



Teacher Models Response

Teacher Model

Explain how to identify fragments.

Say: Are these sentences simple sentences? Let’s go through them together. I know that a sentence needs a subject, a verb, and a complete thought.

In the Model Your Answer box, type: Running in the rain.

Say: What is missing from this sentence?

Anticipated Response:

- The first sentence doesn’t have a subject.

Say: That’s right. I need a subject to do the action “running.” A simple sentence needs a subject, a verb, and a thought. If one of those pieces is missing, the sentence is incomplete. It’s a fragment. In order to correct it, I need to add the piece that is missing. Can someone give me a subject for this sentence?

In the Model Your Answer box, add a subject to the sentence from the student responses.

Say: Good work! Now I have a subject, a verb, and a complete thought. Let’s move on to sentence two. What’s missing from this sentence?

In the Model Your Answer box, type: Vampires and Zombies, for example.

Anticipated Student Response:

- The second sentence does not have a verb.

Say: Correct! The reader does not know what the vampires and zombies are doing. This sentence needs a verb. Can someone give me a verb for this sentence?

In the Model Your Answer box add a verb to the sentence from the student responses.

Say: Congratulations! You just learned one of the two ways to fix a fragment: by adding to it.

Slide 6/11: Interactive Slide

Which sentence is a fragment? Find the fragment and correct it by adding to it.

- "I can't believe it!" she thought.
- Ran around the corner.
- I fell down.



Students Input Sentences

Individual Practice

Ask students to fix a fragment by adding to it.

Say: Now practice fixing fragments on your own. There are three sentences on your screen. Only one of them is a fragment. Figure out which sentence is a fragment and then add the information that is missing. Submit the new sentence in your response box.

Discussion

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

Lead a discussion about the errors students made in the incorrect responses, and then discuss the correct response.

Ask the following questions:

- Which sentence is incomplete?
- What does this fragment need to be a complete sentence?
- Is there anything else we need to change to make this sentence correct?

Slide 7/11

After Neil Armstrong walked on the moon.

Introduction

Explain how to identify fragments that contain a subject and a verb.

Say: So far, we've seen fragments that are missing subjects and verbs. The following fragment has a subject, *Neil Armstrong*, and a verb, *walked*. Can someone explain why it is still a fragment?

Anticipated Responses:

- It's an incomplete thought.
- It seems like part of a longer sentence.
- It's a dependent clause. You can tell because it starts with a subordinating conjunction.

Say: Some fragments, like this one, have a subject and a verb—but they start with a word that's used to form a sentence with more than one part. These are words like *after*, *as*, *while*, *unless*, *because*, *before*, *if*, and *since*. These fragments have a subject and a verb, but not a complete thought.

Slide 8/11: Interactive Slide

How could you fix this fragment?

She was a good daughter. Although she never helped with the housework.



Teacher Models Response

Teacher Model

Ask students to fix a fragment by connecting it to another sentence.

Say: There's also another way to fix these types of fragments. Take a look at the sentences on your screen. Can you see a fragment here? "She was a good daughter. Although she never helped with the housework."

Ask for volunteers to identify the fragment.

Say: And now, can you figure out a simple way to fix the fragment?

Anticipated responses:

- Connect it to the first sentence.
- Make both parts one sentence.

Say: That's right! One way to fix a fragment is to connect it to the sentence that comes just before it or just after it.

In the Model Your Answer box, type: She was a good daughter although she never helped with the housework.

Say: Now our fragment is part of a complete thought.

Slide 9/11: Interactive Slide

Edison saw Tesla as a serious rival. He tried to crush him. Ridiculed him. Tried to make his inventions look dangerous. Although Tesla's type of electricity is more widely used today than Edison's, Tesla died penniless.



Students Input Sentences

Individual Practice

Ask students to identify and correct the fragments.

Say: Read the passage. Some of the sentences are complete; others are fragments. Find the fragments and try to correct them. Submit the correct sentence or sentences in your response box.

Discussion

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

Lead a discussion about the errors students made in the incorrect responses, and then discuss the correct response.

Ask the following questions:

- Are there any sentences that are missing a subject?
- Are there any sentences that are missing a verb?
- What are the different ways you can fix these sentences?

Slide 10/11: Interactive Slide

Write two simple sentences in the response box.

Here's a topic: Write a sentence about a person you admire, living or dead.



Students Input Sentences

Individual Practice

Ask students to write simple sentences of their own.

Say: Now you're going to write two simple sentences of your own. Here's a topic.

Discussion

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

Lead a discussion about the errors students made in the incorrect responses, and then discuss the correct response.

Ask the following questions:

- Does each sentence have a subject?
- Does each sentence have a verb?
- Are there any incomplete thoughts?

Slide 11/11

Today, I learned:

Simple sentences need a subject and a verb.

I can correct fragments by adding ideas or by combining sentences.

Wrap-up

Review what the students learned today.

Say: Well done, everyone. Let's review what we learned today.

Ask students to read each bullet point out loud.