

Lesson Pack: Advanced Fragments	Lesson 1
Lesson Topic: Missing Subject or Verb Fragments (Advanced)	

<p>Objectives</p> <p>Students will be able to correct 2 fragments that are made up of multiple clauses.</p>	<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Discuss the lesson objectives 2. Individual Practice: Identify Fragments 3. Introduction: Identify missing verb fragments 4. Paired Practice: Correct a missing verb fragment 5. Introduction: Identify missing subject fragments 6. Paired Practice: Correct a missing subject fragment 7. Individual Practice: Correct a missing verb fragment 8. Individual Practice: Correct fragments 9. Wrap up
<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 fragments (covered in Lesson 1: Missing Subject or Verb 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 complex fragments by adding actions or people and things.

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 looking at incomplete sentences, or fragments, that have more than one part. You're going to practice identifying when long sentences are actually incomplete.

Slide 2/9: Interactive Slide

1. Across the river a little Iowa town in the middle of nowhere.
2. Mark finally wakes up in the morning. Then eats breakfast.
3. Under the sand in a beautiful wooden box, the treasure and a map that would lead them to the city of Atlantis.
4. Behind the barn is a large field of golden wheat ready to be harvested.



Students Input Sentences

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, 2, and 3, 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

Across the river a little Iowa town in the middle of nowhere.

Class Review

Discuss how to correct a fragment that is missing action words.

Ask a student to read the example fragment out loud.

Say: Okay, we know this is a fragment. What essential part of a sentence is this fragment missing?

Anticipated student response: an action word.

Say: Yes, this fragment doesn't have any action words. We have a lot of descriptive phrases like "across the river" and "in the middle of nowhere." But there is no action word.

Say: Remember, an action word can be a physical action like jumped, eat, or see, or it can be a non-physical action, like is, was, or were. You can't create a sentence without at least one action word.

Say: So the first way you can identify a fragment is to look for the action words. If you can't find any, you probably have a fragment.

Slide 4/9: Interactive Slide

Across the river a little Iowa town in the middle of nowhere.



Students Input Sentences

Paired Practice

Ask pairs to complete the sentence.

Say: With your partner, take a minute and correct this fragment. Remember, there are many different ways you could make this sentence complete.

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 5/9

Mark finally wakes up in the morning. Then eats breakfast.

Class Review

Discuss how to correct a fragment that is missing a person.

Say: We know a complete sentence, no matter how many descriptive phrases, needs to have at least one action word. But there's another essential piece of a complete sentence.

Say: Let's look at an example.

Ask a student to read the fragment example out loud.

Say: Here we have a pair of sentences. Take one minute to discuss with your partner what is missing from this pair of sentences.

Ask a student to share what is missing from the sentences.

Anticipated Student Response: someone to do the action, eat.

Say: Yes! Here we have two action words. What are they?

Anticipated Student Response: wakes up and eats

Say: A complete sentence must have at least one action word--we've got that here. But there also must be a person or thing doing each action word.

Slide 6/9: Interactive Slide

Mark finally wakes up in the morning. Then eats breakfast.



Students Input Sentences

Paired Practice

Ask pairs to complete the sentence.

Say: With your partner, take a minute and correct this fragment. Remember, there are many different ways you could make this sentence complete.

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

Under the sand in a beautiful wooden box, the treasure and a map that would lead them to the city of Atlantis.



Students Input Sentences

Individual Practice

Ask individual students to complete the sentence.

Say: Now try one on your own. Read this fragment and add the missing piece to make the sentence correct. Your version must include all the words from the existing 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. Each night, the kids meet under the bridge to discuss their secret plans for escape.
2. Underneath the house a hidden tunnel that goes across the entire town.
3. On top of the cabinet, a key is placed carefully where no one can see it.



Students Input Sentences

Individual Practice

Ask students to identify and correct the fragment.

To finish up, you're going to practice correcting one of these different types of fragments. You have one fragment and two complete sentences. First, figure out which one is the fragment. Then, in the box below, rewrite the fragment to make it complete.

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

Slide 9/9

Today, I learned to identify fragments by looking for:

- Missing action words
- Missing people or things doing the action

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.