

LONGWOOD LESSON PLAN TEMPLATE

Subject(s) & Grade Level: English Grade 6

Teacher Name: Emily Hays

Title of Lesson: Fragment or Sentence?

Length of Class Period: 50 minutes

Standards of Learning: 6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Essential Skills: To be successful with this standard, students are expected to use complete sentences with appropriate punctuation and avoid comma splices and fused sentences.

Essential Understandings: All students should proofread and edit drafts with teacher assistance, peer collaboration, and growing independence. Students are expected to diagram sentences with phrases and clauses. The students should also replace colloquial expressions with correct usage (e.g., I could of rode my bike becomes I could have ridden my bike.).

Specific Learning Objectives

Instructional Procedures

Introduction	
<i>The student will be able to. . .</i> 1. evaluate the importance of writing in complete sentences, 2. demonstrate the difference between a sentence and a fragment, 3. determine the difference between the subject and the verb in a sentence, and 4. construct different fragments and sentences and define them as such.	<i>The teacher will. . .</i> 1. Ask the students why they think it might be better to speak in sentences than in incomplete thoughts. When are sentences important and when is it okay to write in incomplete thoughts? Why? Give a few examples of sentences. They can discuss with their group members. Write a few of their ideas on the board and ask the students to comment on them. 2. Set up the overhead projector with the PowerPoint and ask the students to take out their notebooks. 3. Introduce the topic of the differences between sentences and fragments with the PowerPoint, while surveying the class by walking around the class. Also make sure that their notebooks are open and they are writing their own ideas, rather than someone else's.

	- While they play the Song Game, survey them by walking around the room and helping them come to the correct answers. - After the PowerPoint, ask the students to move back into their groups. Also ask them to clear the desks, with the exception of a pencil.
Main Lesson	
<i>The student will be able to. . .</i> - determine the difference between a sentence and a fragment, - contrast different fragments and sentences and define them as such, and - discuss with peers the difference between sentences and fragments.	<i>The teacher will. . .</i> - Show a video illustrating the importance of speaking in sentences. http://youtu.be/mlX5BEadCkI - Watch the video again, pausing when the words come up on the screen. Ask the class to indicate when there is a fragment or a sentence and what makes it a fragment or a sentence. - Ask them if they felt that using sentences all the time makes them feel like their words don't reflect their true feelings. - Then, explain that fragments are a very important part of language and ask them why they might think that fragments are important. - Have the students open their notebooks to the page titled "Fragments vs. Sentences." They will write out three fragment statements and then, with my help and scaffolding, turn them into sentences.
Closure	
<i>The student will be able to. . .</i> - determine the difference between a sentence and a fragment, - arrange sentences and fragments by category, - complete an assessment that evaluates their knowledge on sentences and fragments, and - apply these lessons to their own writing, both formal and informal.	<i>The teacher will. . .</i> - Ask the students to discuss what they learned in this lesson with their group members. They will then share their discussion as a class, especially on how they changed their fragments into sentences. - Help them complete a worksheet assessing them on their knowledge of the topic. Make sure that they do their own work. - Collect their worksheet and ask them how they felt about what they just learned. - Also ask them how they feel about applying what they just learned from this

	class to their writing, especially their Mars Rover papers.
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Extension/assignment: Have the student go home and look through their favorite novels/magazines. They will pick out five sentences. They will write them down on their notebook page “Sentences vs. Fragments” and identify their subject and verbs. This will prepare them for their Mars Rover papers.

List accommodations/provisions for individual differences:

- ELL & students with a dialect other than EAE: Ask them about their own experiences with fragments and sentences.
- Gifted students: Ask the student to open up one of their favorite books on the bookshelf, have them pick out three sentences or fragments, and have them write them in their notebooks. They will then identify them either sentences or fragments, then pick out their subjects and/or verbs.
- Special needs students: See IEP or 501

Describe evaluation:

- Formative
- Peer
- Summative
- Self

List and paste in materials/resources in the order they are used:

- Laptop
- Flashdrive with PowerPoint
- Overhead Projector
- Notebooks
- Pencils
- Assessment worksheet

Rationale

- This lesson is important because students will need to form their own style of writing that stays within the boundaries of proper grammar, but creates an individualistic voice. By mastering the properties of this lesson, they can begin to develop their own voice in both formal and informal writing.

Sources for ideas/materials (in APA format):

Benjamin, A., & Berger, J. (2010). *Teaching grammar: What really works*. Larchmont, NY: Eye on Education.

Inside the palace, the princess appeared distracted, distant. She behaved as if the girls were invisible. She spoke to Ivan, in Russian, her voice conveying increasing frustration. When Ivan stammered what sounded like an excuse, she stalked up the stairs.

Cathryn Constable, *The Wolf Princess*

Ann steps into the pooled fabric, snakes her arm through. Franny loops the small pearl buttons at the back. It's lovely. Ann twirls in it as if she can't believe the girl in the mirror could be her own reflection.

For fun, I step into one of Felicity's frocks, a deep green satin. Ann fastens the hooks and a shapely waist comes into view. It is startling to see myself this way.... Is this the girl that everyone else sees?

To Felicity and Ann, I'm a means into the realms.

To Grandmama, I am something to be molded into shape.

To Tom, I am a sister to be endured.

To Father, I am a good girl, always one step away from disappointing him.

To Simon, I'm a mystery.

To Kartik, I am a task he must master.

My reflection stares back at me, waiting for an introduction. Hello, girl in the mirror. You are Gemma Doyle. And I have no idea who you really are.

Libba Bray, *Rebel Angels*

Flora watches Ulysses fly over her, his tail extended at full length and his paws delicately pointed. It was just like her dream. He looked incredibly, undeniably heroic.

Kate Dicamillo, *Flora and Ulysses*.

Fragment or Sentence?

Let's review!

- The subject is what, where, and who the sentence or fragment is talking about.
- The verb is an action word that describes the action in the sentence. It can be in present, past, or future tense. There can be more than one verb in a sentence.
 - Ex: The man loved to dance.
 - Man is the subject. Loved and dance are the verbs.

The wind blows.

Sentence or fragment?

This is a **sentence** because it has a subject and a verb. It is also a complete thought. What are some other reasons it is a sentence?

What makes a sentence a sentence?

- What do you think makes a sentence a sentence?
- Get out your notebooks and start a page with the title "Fragment vs. Sentence."
- Write down three things you think makes a sentence a sentence.
- Now, share with the other people in your group.

"Guess What?"

- One way to make sure a sentence is a sentence is by adding "Guess What?" to the beginning of a sentence. If you can begin the sentence with that and it is a complete thought, then it is a sentence.
- Ex.: The sky is blue. Guess what, the sky is blue. It's a sentence!
- Ex.: Love having you again. Guess what, love having you again. That isn't a sentence.

Guess what?

- Honey is my favorite food.
- Enjoy looking at flags.
- Bananas smell bad when they rot.
- Kids watching TV.
- Mittens itch.

To eat some pudding.

Sentence or fragment?

This is a **fragment** because it has a verb, but no subject. To have a sentence, you must have both a subject and a verb. What are some other reasons it is a fragment?

What makes a fragment a fragment?

- What do you think makes a fragment a fragment?
- Write down three things you think makes a fragment a fragment.
- Now, share with the other people in your group.

What did we learn?

- A sentence has a subject and a verb. It is also a complete thought. If you can begin a sentence with "Guess What?," it is a sentence. It can be long or short.
- A fragment has either a subject or a verb, but it cannot have both. It cannot express a whole thought. It can have a capital letter and punctuation, but that does not mean it is a sentence. It can be long or short.

It's game time!



Are you ready to sing?

- In your groups, find a partner. Once you find that partner, move into a corner or other part of the room where you can concentrate.
- One partner is going to sing or say a song title. For instance, you might sing "Mary Had a Little Lamb." Is that a sentence or a fragment? Keep the song titles appropriate!
- The other partner will have to state whether it is a fragment or a sentence.
- Each person will sing three song titles, then switch. Are you ready?

Name _____ Date _____

Fragments and Sentences Assessment

Matching Put each sentence or fragment into the correct category by writing the letter into the correct column.

Sentence	Fragment

- a. I enjoy eating sandwiches at lunchtime.
- b. When I was five.
- c. Like looking in a mirror and seeing yourself for the first time.
- d. Margie and Ned were enjoying the view when all of a sudden, a storm came up out of nowhere and swallowed up the beautiful sky.
- e. Was about a girl who enjoyed reading books, writing letters, eating cupcakes, and listening to classical music.
- f. We sang.
- g. All the time, my friends and I giggled and talked like annoying parrots.
- h. Bobbing for apples.
- i. He chewed.
- j. Having lots of fun, we danced until dawn.

Subject and Verb Circle the subject of the sentence and underline the verb(s). Be careful, there may be more than one verb!

1. My skin itches all over!
2. I hated all my teachers.
3. You must take a few risks to fly away.

4. My mother would eat all the ice cream in the world if she could.

5. Even though it hurts, I enjoy skateboarding.