

Fix the Fragments

Purpose

Students will practice changing incomplete sentences into complete sentences and distinguishing the difference between the two.

Materials

For the teacher: chalk, chalkboard

For the students: copies of Black Line Master (BLM) *Fix the Fragments*, pencils

Activity

A. Pre-Activity Preparation

Make a copy of the BLM *Fix the Fragments* for each of your students.

B. Pre-Activity Discussion

1. Review the definition of a sentence [a group of words that makes up a complete thought].
2. Ask students how they know when a group of words makes a complete thought [it has a *noun* (person, place, or thing) and a *verb* (action)].
3. Have students dictate to you a simple sentence, and write it on the chalkboard (e.g., “The boy ran to the park.”).
4. Remove the subject part of the sentence and make it a fragment (e.g., “Ran to the park.”).
5. Tell students that this is a sentence fragment because it is missing the noun that tells you who or what ran to the park.
6. Remove the verb part of the original sentence and make it a fragment once again (e.g., “The boy.”).
7. Tell students that this is a sentence fragment because it is missing the verb that tells you what the boy did.

C. Activity

1. Pass out copies of the BLM *Fix the Fragments* to each student.
2. Read through the directions with the student and demonstrate what they are to do on the sample fragment.
3. Allow the students enough time to complete the worksheet in class.

(continued)

MEETING INDIVIDUAL



NEEDS

Students who find this activity too difficult may be given prompts to help them. Example: “Who or what ran down the street?”

EXTENDING THE



ACTIVITY

Give students a list of complete sentences and sentence fragments that are mixed together. Have them determine which are fragments and which are complete sentences.

Standards Link
2.6.3

Activity (continued)

4. Students may help each other figure out which part of the sentence is missing from each fragment.


D. Close the Activity


1. Correct and discuss the BLM *Fix the Fragments*.
2. Allow students to correct their own papers.
3. Have students explain which part of the sentence is missing and give their addition to make it a complete sentence.


Questions for Review


Basic Concepts and Processes

As you complete the activity, check for student understanding by asking the following questions:

 What is a sentence?

 Is this [*insert example*] a complete sentence or a fragment?

 How do you know?

 What can you add to make this a complete sentence?

Name: _____

Fix the Fragments

Directions: Rewrite each sentence fragment and make it a complete sentence.

Sample: **Fragment:** My brother and I.
 Correction: My brother and I play soccer.

Fragments

Corrections

1. The little girl _____

2. stepped out of the woods _____

3. The school bus _____

4. played in the water _____

5. loud cracks of thunder _____

6. A very big fish _____

Fix the Fragments

Teacher Directions

Distribute the BLM *Fix the Fragments* and go over the instructions with students. Have students complete the BLM.

Answer Key

Answers will vary.