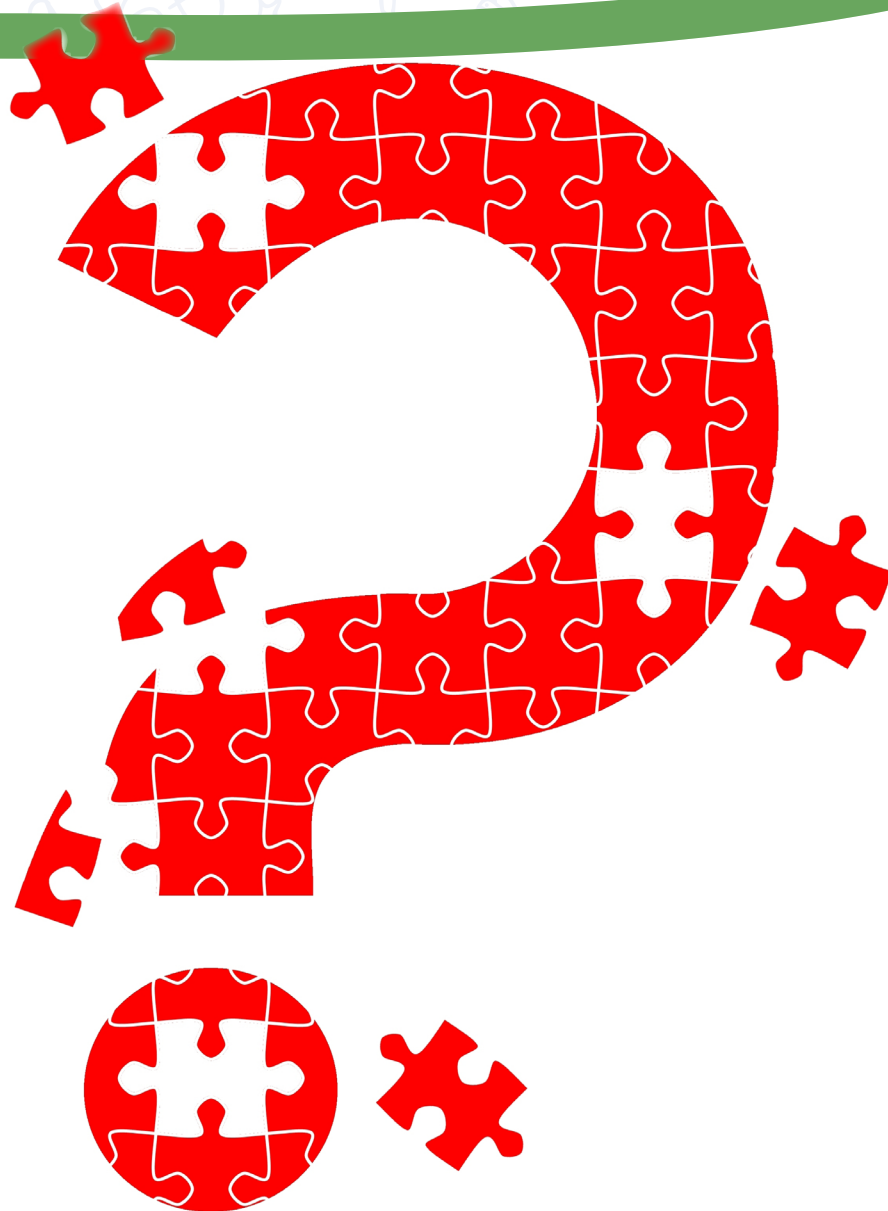


SENTENCE FRAGMENTS & RUN-ONS



GRADE 3-6

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Classroom Procedure:

1. Display two or three sentence fragments and two run-on sentences. Ask students: What is the difference between the two sets of sentences? What is alike between the sentences?
2. Allow for responses and discussion. (Responses may include, made up of words, subjects, verbs, etc. One is just part of a sentence, other is too long, needs a period or comma, etc.)
3. Ask students how they can make the sentences better.
4. Allow for responses. Introduce Fragments and Run-ons.
5. Distribute *Sentence Fragments & Run-ons* content pages. Read and review the information with the students. Save the final directive for lesson closing. Use the additional resources to enhance understanding.
6. Distribute Activity page. Read and review the instructions. Allow students sufficient time to create the fragments, and encourage creativity. Once completed, choose exchange partners for the class.
7. Allow students sufficient time for students to create complete sentences from the fragments. Students will share aloud the new complete sentences they created from the partner's fragments.
8. Distribute Practice page. Check and review the students' responses. Orally, ask students to correct each run-on and fragment.
9. Distribute the Homework page. Review the instructions. The next day, read aloud the "before" story". Allow student volunteers to read the corrected story. Stories will vary, but each run-on and fragment must be corrected.
10. In closing, direct students: *Correctly write one single sentence you would hope everyone in the world would read.* If necessary, distribute paper.
11. Allow students to share their sentences. Ask students what their motivation was for writing the sentence. Check each for correctness.

Approximate Grade Level: 3 – 6

Objectives: The students will be able to identify a sentence fragment and a run-on sentence, and correct sentence fragments and run-ons to effective and clear sentences.

State Educational Standards*

LB.ELA-LITERACY.L.3.1.I

LB.ELA-LITERACY.L.4.2.C

LB.ELA-LITERACY.L.4.1.F

LB.ELA-LITERACY.L.5.3.A

None for Grade 6

Class Sessions (45 minutes):

At least 2 class sessions.

Teaching Materials/Worksheets:

Sentence Fragments & Run-ons content pages (2), Activity pages (2), Practice page, Homework page

Student Supplies: handouts

Prepare Ahead of Time:

Fragments and run-ons for lesson opening.
Copy handouts.

Options for Lesson: Students may vote on the most creative new sentence. For the activity, increase number of sentences students must write. If teaching more than one section, student sentences are exchanged between sections. Give students a list of words to use to create fragments, run-ons, and complete sentences. Ask students which sentences are more difficult to write. (often, it will be the fragments and run-ons.) Create a one-page handout of the sentences students create during the lesson closing, ask students how they can get the most people to read the sentences.

*Lessons are aligned to meet the education objectives and goals of most states. For more information on your state objectives, contact your local Board of Education or Department of Education in your state.



Teacher Notes

Students are most likely able to write simple sentences, but as students desire to write longer and more complex sentences, they often use run-ons and fragments. The lesson helps students identify fragments and run-ons as they write essays and other text. They are instructed in methods for writing more effective sentences, avoiding run-ons and fragments. The lesson may be used in conjunction with the 3 Types of Sentences, simple, compound, and complex.

Sentence Fragments and Run-Ons

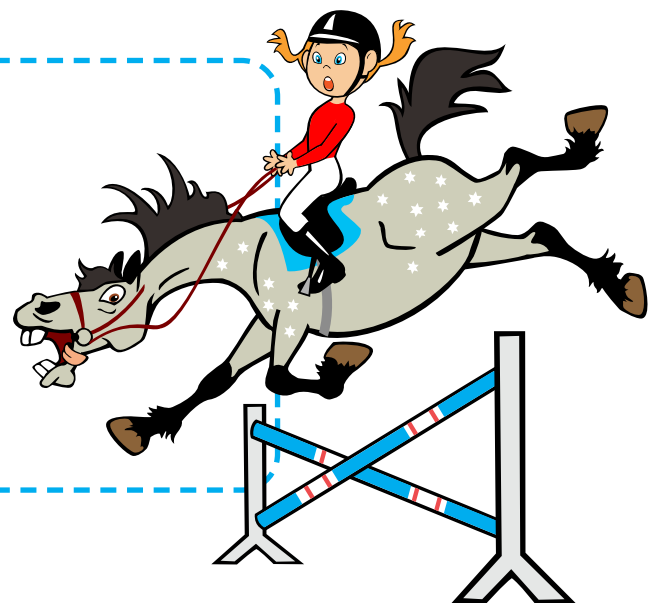


Sentences

Most people use sentences to communicate. Whether written down, spoken aloud, or through sign language, the basic sentence helps everyone. You are reading sentences at this exact moment. Most of the time you use complete sentences.

Complete sentences must have a subject, predicate, and a complete thought. The subject is performing the action, which is the predicate or verb, and there is a complete thought stated, meaning it can be independent and need no other words. Complete sentences may be two words, five words, or more. Besides ending punctuation, complete sentences may include commas, semi-colons, quotation marks, or colons. Review the examples of complete sentences and note the variety.

Mike waited. Tanesha jumped. I smiled. The dog ran. The cat chased the dog. Mike waited for the bus. Tanesha jumped over the fence. I smiled when the joke was read. The team lost the final game, but they had they a winning record. Because the clouds rolled in, and it looked like a storm was coming, the soccer game was scheduled for another day. It was my best birthday ever! Are you hungry.



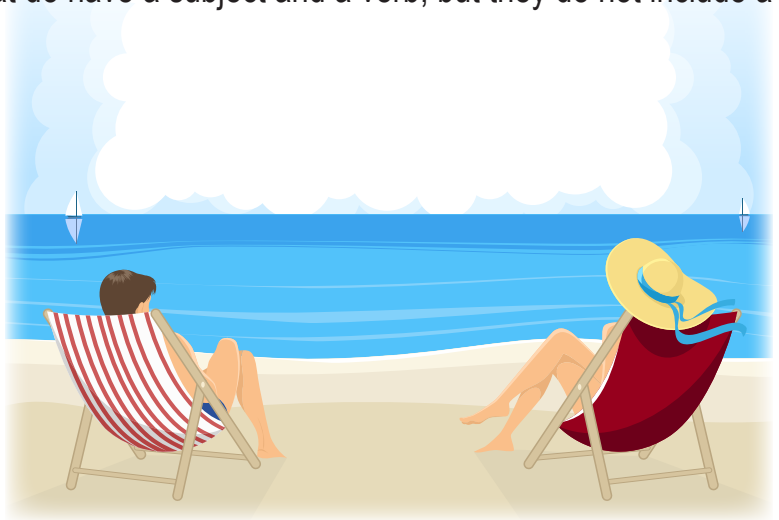
There are many varieties of sentence lengths. Each has a subject, verb, and a complete thought.

When learning about doing things correctly, sometimes it is important to be able to identify when something is not correct. For example, a basketball player most likely started shooting the ball incorrectly, but then later learned to shoot more effectively. This will work with sentences as well. If you can identify incorrectly written sentences, it will be easier for you learn how to correctly write effective sentences. [Image: basketball shooter]

All correctly written sentences must have a complete thought. However, there are two types of incorrect sentences. One is not a complete thought, called a sentence fragment, and the other tries to include too many thoughts without using correct punctuation and is called a run-on.

Sentence Fragments

Incomplete sentences are **sentence fragments**. Many sentence fragments either lack a subject, verb, or both. However, there are sentence fragments that do have a subject and a verb, but they do not include a complete thought.



FRAGMENTS: MISSING A SUBJECT, VERB, OR BOTH	NEW COMPLETE SENTENCE
A dog in my neighborhood.	A dog in my neighborhood likes to chase cars.
Running and jumping all day long.	The kids were running and jumping all day long.
On the beach while it rained.	The people sat on the beach while it rained.

Sentence fragments with a subject and verb, but without a complete thought are called **dependent clauses**. A dependent clause needs more information to make it a complete thought, and therefore, a complete sentence. Complete sentences are often called **independent clauses**.

Review the differences in the following “before” and “after” sentence fragments:

FRAGMENTS: SUBJECTS AND VERBS, BUT NOT A COMPLETE THOUGHT, DEPENDENT CLAUSES	NEW COMPLETE SENTENCES, NOTE THE <u>CONJUNCTIONS</u> AND NEEDED COMMA PLACEMENTS
After the rain stopped.	<u>After</u> the rain stopped, the baseball game resumed in the middle of the sixth inning.
If you would like milk with your coffee.	Please let me know <u>if</u> you would like milk with your coffee.
Even though the team won every regular season game.	<u>Even though</u> the team won every regular season game, they lost the championship.

Run-Ons

A **run-on sentence** includes joining two or more complete sentences together in a single sentence, but not correctly separating them. Run-on sentences usually are difficult to follow and confuse the reader.

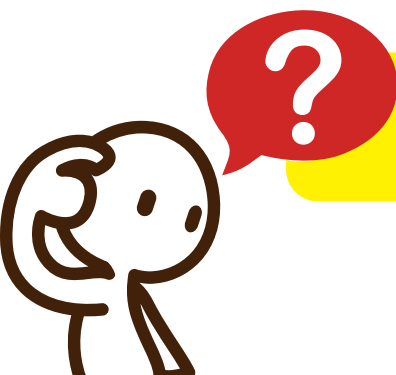
There are several methods used for correcting run-on sentences. You could add a conjunction and a comma, semi-colon, make two new sentences, or use a dash. You cannot simply place a comma between two sentences to fix a run-on. There must be a conjunction.

Review the differences in the following “before” and “after” run-ons:

RUN-ONS: 2 COMPLETE SENTENCES JOINED INTO ONE SENTENCE	COMPLETE SENTENCES: REPAIRED USING COMMAS, CONJUNCTIONS, OR OTHER METHODS
The geese fly over my home every morning they wake me with their loud honking.	The geese fly over my home every morning, and they wake me with their loud honking.
Dogs are very friendly pets sometimes dogs scare the people who they do not know.	Dogs are very friendly pets. Sometimes dogs scare the people who they do not know.
My favorite ice cream flavor is vanilla I always enjoying topping it with chocolate syrup.	My favorite ice cream flavor is vanilla; I always enjoying topping it with chocolate syrup.

IMPORTANT REMINDER: If a sentence is long, it does not automatically mean it is a run-on sentence. There are some sentences that can be long and still be correctly written.

In summary, identifying incorrectly written sentences will help you learn how to use and correctly write sentences. Fragments may or may not have subjects or verbs, but they are not complete thoughts. Run-ons are usually two sentences joined together as one. Correct sentence usage is vital for effective writing.



Correctly write one single sentence you would hope everyone in the world would read.



Instructions

1. In the space below, make up 10 sentence fragments. Be creative. Leave the space next to the fragment blank.
2. In the space next to each fragment, another student will change your fragment into a correctly written sentence.
3. Once you write the 10 fragments, you will exchange this page with another student.
4. You will receive 10 fragments from another student. Change the fragments into correctly written sentences. (You will need to add more details.)
5. Next, create three run-on sentences using only the fragments.
6. You will be asked to share one or more of the new sentences.

<u>Sentence Fragment</u>	<u>Change into Complete Sentence</u>
1	
2	
3	
4	
5	



6	
7	
8	
9	
10	

Create 3 Run-on Sentences using the Fragments only:

- 1. _____

- 2. _____

- 3. _____



Identify each as a Fragment (F), Run-On (R), or Complete (C) sentence.

- 1 _____ The two teams will play each other again in New York City in about three weeks.
- 2 _____ The snow came down quickly nearly three feet of it it caused schools to be closed.
- 3 _____ My mother enjoys cooking big dinners, but with just three of us at home, it rarely happens.
- 4 _____ The red, white, and blue brightly colored flag.
- 5 _____ Teasing me every day for nearly a year.
- 6 _____ NASA has discovered many new things about space there is much more to learn.
- 7 _____ There would not be as many fights or arguments if everyone cooperated with each other.
- 8 _____ The clear, cold, refreshing water from the tall expensive bottle.
- 9 _____ The mouse squeaked loudly it must have been hungry.
- 10 _____ The bird.
- 11 _____ The dog barked.
- 12 _____ Before the start of the movie, there was a crowd forming they all wanted popcorn.
- 13 _____ Because the movie was starting too late, the boy was unable to watch it.
- 14 _____ Did Moesha win her soccer game did she score any goals what was the score?
- 15 _____ Through the woods, hiding, climbing, running, and identifying trees, plants, and animals.

Match each to the best term.

- | | |
|--|-----------------------------|
| 16 _____ Does not include a complete thought, subjects, or verbs. | A Complete sentence |
| 17 _____ A sentence may be called this because it can stand alone. | B Dependent clause |
| 18 _____ Includes subjects, verbs, and a complete thought. | C Independent clause |
| 19 _____ It has subjects and verbs, but not a complete thought. | D Run-on sentence |
| 20 _____ Sentences incorrectly joined together in one single sentence. | E Sentence fragment |



Homework

Name _____ Date _____

Carefully read the story. Identify the fragments and run-ons.

Once upon a time. The boy's name was Jason he was eleven years-old. The girl's name was Jessie she was about twelve years-old. Before waking up one morning. The two children. Met at the usual place under the apple tree at the end of their street it was raining. Neither of the children had an umbrella. What were they going to do how could they keep dry? Fortunately, Jason and Jessie. Their special powers. There now was no way they would become drenched their super powers could save the day. The day went well as they. Jason and Jessie went to their homes. Before falling asleep. Both looked forward to the dreams they would have they slept peacefully.

Rewrite the story using complete sentences, proper punctuation, and add needed details.



Identify each as a Fragment (F), Run-On (R), or Complete (C) sentence.

- 1 C The two teams will play each other again in New York City in about three weeks.
- 2 R The snow came down quickly nearly three feet of it it caused schools to be closed.
- 3 C My mother enjoys cooking big dinners, but with just three of us at home, it rarely happens.
- 4 F The red, white, and blue brightly colored flag.
- 5 F Teasing me every day for nearly a year.
- 6 R NASA has discovered many new things about space there is much more to learn.
- 7 C There would not be as many fights or arguments if everyone cooperated with each other.
- 8 F The clear, cold, refreshing water from the tall expensive bottle.
- 9 R The mouse squeaked loudly it must have been hungry.
- 10 F The bird.
- 11 C The dog barked.
- 12 R Before the start of the movie, there was a crowd forming they all wanted popcorn.
- 13 C Because the movie was starting too late, the boy was unable to watch it.
- 14 R Did Moesha win her soccer game did she score any goals what was the score?
- 15 F Through the woods, hiding, climbing, running, and identifying trees, plants, and animals.

Match each to the best term.

- | | |
|---|-----------------------------|
| 16 <u>E</u> Does not include a complete thought, subjects, or verbs. | A Complete sentence |
| 17 <u>C</u> A sentence may be called this because it can stand alone. | B Dependent clause |
| 18 <u>A</u> Includes subjects, verbs, and a complete thought. | C Independent clause |
| 19 <u>B</u> It has subjects and verbs, but not a complete thought. | D Run-on sentence |
| 20 <u>D</u> Sentences incorrectly joined together in one single sentence. | E Sentence fragment |



Carefully read the story. Identify the fragments and run-ons. (must be corrected)

Once upon a time. The boy's name was Jason he was eleven years-old. The girl's name was Jessie she was about twelve years-old. Before waking up one morning. The two children. Met at the usual place under the apple tree at the end of their street it was raining. Neither of the children had an umbrella. What were they going to do how could they keep dry? Fortunately, Jason and Jessie. Their special powers. There now was no way they would become drenched their super powers could save the day. The day went well as they. Jason and Jessie went to their homes. Before falling asleep. Both looked forward to the dreams they would have they slept peacefully.

Rewrite the story using complete sentences, proper punctuation, and add needed details.

Once upon a time there was a young girl and boy. The boy's name was Jason, and he was eleven years-old. The girl's name was Jessie, and she was about twelve years-old. Before waking up one morning the children had a strange dream. The two children called each other. The children met at the usual place under the apple tree at the end of their street. It was raining. Neither of the children had an umbrella. What were they going to do? How could they keep dry? Fortunately, Jason and Jessie each had a dream and knew this would happen. Their special powers included seeing the future in their dreams. There now was no way they would become drenched because their super powers could save the day. The day went well as they could turn off the rain whenever they were outdoors. Jason and Jessie went to their homes. Before falling asleep, they spoke on the phone. Both looked forward to the dreams they would have that night, and they slept peacefully.