

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Writing	Cognitive Skill Level - Application	Correlation to Framework - 01.03	Lesson Number - 08
<p>Activity Title - Sentence Fragments and Run-Ons</p> <p>Goal/Objective To recognize and correct fragments and run-ons</p> <p>Lesson Outline Introduction</p> <p>A sentence fragment is just a piece of a sentence. It is incomplete. There may be a period at the end, but the punctuation mark should not be there. Run-on sentences are just the opposite. Not only is there one complete sentence, there is a second. The run-on sentence needs a period, but it is often left out. In fact the run-on sentence should normally be written as two separate sentences. This lesson will provide students with the tools necessary to effectively recognize both problems and avoid them in their writing. Review the handout and the examples contained therein of each type of sentence structure flaw, and then do the exercises contained in the worksheet.</p> <p>Activity</p> <p>Have the students identify whether the sentences contained in the handout are sentence fragments, complete sentences or run-on sentences.</p> <p>Debriefing/Evaluation Activity</p> <p>Once the students have completed these on their own, review the answers together as a class. Ask the class to consider whether the run-ons should be corrected by adding a comma and a connecting word, or whether a semi-colon or a period should separate the sentences. You can ask them to do this in small groups or individually.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout—Sentence Fragment and Run-ons Rules • Handout—Fragments and Run-ons Worksheet • Handout—Sentence Fragment and Run-ons Answer Key • Paper and pencils
			<p>Extension Activity</p> <p>Have students write a letter requesting a refund for a defective product. As the group to review the letter and correct any errors.</p>
			<p>ESE/ESOL Accommodations</p> <p>Pair students who need help with another student who will help them.</p> <p>Provide a peer helper for those students who need help.</p>
<p>Real-Life Connection</p> <p>Writing grammatically correct sentences is very important. This is especially true when preparing for the GED essay as well as in real life. Everyone should know how to write well. The effectiveness of a letter asking for a job, a raise, or for a refund often depends on how well the writer conveyed his/her message. Invite the students to name situations in their lives where they or someone they knew had to write a letter in order to get something important.</p>			

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Activity Title—Sentence Fragments and Run-ons

Introduction

Say: A sentence fragment is just a piece of a sentence. It is incomplete. There may be a period at the end, but the punctuation mark should not be there. Run-on sentences are just the opposite. Not only is there one complete sentence, there is usually a second sentence, and in the case of run-ons, the period has been left out.

Main Activity

Say: The worksheet contains some exercises that require you to identify on your own whether a sentence is a fragment or a run-on. But watch out, some sentences may be correct. Distribute the worksheet. *Say:* Please write whether the sentence is a fragment, a run-on, or correct. If the sentence is a fragment or run-on, you must correct it. When you've finished, we'll go over them together.

Debriefing/Evaluation Activity

Review the students responses. Answer any questions that may have arisen. If students have difficulty deciding on how best to deal with a run-on sentence—write the sentence several different ways on the board. *Ask:* Which version is easier to read? Emphasize that students should work on developing clear, concise writing. *Say:* Effective writing begins with correct grammar, spelling and punctuation. These are the basics. If you don't understand the basics you will have difficulty in writing effectively. When the readers review your essay on the GED Test, they will determine if your writing is effective or not. If it is not effective, then you receive a lower score.

When you write things at work or at home, you also need to use correct grammar, spelling and punctuation. Remember you always want the reader to clearly understand the message you are trying to convey. *Ask:* In what circumstances would you have to write letters in real-life? List the students responses on the board. Discuss the importance of writing clear, concise letters when trying to obtain something, such as a refund, a job interview, etc.

Sentence Fragments and Run-Ons Answer Sheet

In the space provided, write F for fragment, R for run-on, or C for complete sentence. For those that are run-ons or fragments, write a corrected version of the sentence in the space below.

_____ R 1. It was an important day for Patricia her first day at work.

_____ R 2. Her new boss showed her all around the office introduced her to the other members of the staff were very friendly.

_____ F 3. A very nervous and exciting day.

_____ C 4. When Pavlova, a poodle, saw Patricia coming home from work, she barked and danced all over the house.

_____ F 5. Pavlova at home.

_____ R 6. Jimmy spends a lot of money he is often broke.

_____ F 7. Can't afford to go on vacation this year.

_____ F 8. In the last 10 years, the number of computers at home compared to the number of television sets.

_____ F 9. Compared to most other working mothers, much more free time.

_____ R 10. Now they caution that eating meat and cheese may be dangerous, mad cow disease could infect dairy products.

Corrected sentences may vary – check for the accuracy of the student's response.

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