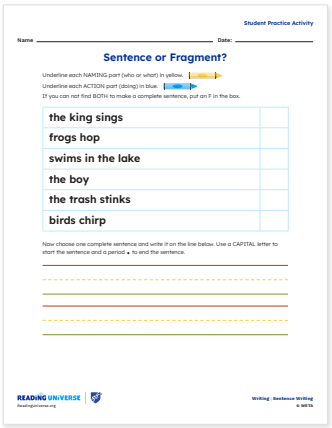
Sentence or Fragment?

Teacher Instructions

Skill Focus: Basic Parts of a Sentence

Teacher Instructions:

The purpose of this activity is for students to identify the difference between a complete sentence and a fragment both orally and in written form.


Student Practice Activity

Name _____ Date: _____

Sentence or Fragment?

Underline each NAMING part (who or what) in yellow.
Underline each ACTION part (doing) in blue.
If you can not find BOTH to make a complete sentence, put an F in the box.

the king sings	
frogs hop	
swims in the lake	
the boy	
the trash stinks	
birds chirp	

Now choose one complete sentence and write it on the line below. Use a CAPITAL letter to start the sentence and a period . to end the sentence.

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Writing - Sentence Writing
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Materials:

- Sentence strips
- Sentence or Fragment? Student recording sheet
- Writing utensil
- Blue crayon/marker for each student
- Yellow crayon/marker for each student

Directions:

You will need to model this activity with your students before you let them do it independently. Here are instructions for students.

Say, **"Fragments are just pieces of a sentence. They leave the reader confused and asking questions to complete the thought. For example, if I said to you, 'The birds are ... ' and then said nothing else, you would be left with questions. What are they doing? It is confusing. If I said, or we read, 'swims away,' you would also be left with questions. Who or what swims away? 'The birds are ... ' and ' ... swims away' are fragments. They are broken, or incomplete sentences."**

Go through an example with your students. Let students know that they will do the following:

1. Place a sentence strip with the fragment "*the teacher*" in a pocket chart or on the board. Read it aloud and say: **"'The teacher' ... hmm ... is doing what? I need more for this to be a complete sentence. It has a *who* or *what* (subject), but there is no *did what* (predicate)."**
2. Repeat with a second sentence strip with the fragment, '*asks a question.*' Read the sentence strip aloud and place it under the first fragment. Say, **"'Asks a question' ... hmm ... do I know who asks a question? I am confused because this piece is missing the *who* or *what* (subject). It is a fragment because it is not a complete thought."**
3. Move the two fragments together on the same line ("*the teacher asks a question*") and read it aloud to students. Say, **"This is a complete sentence because it has a *who* or *what* (subject), and *did what* (predicate). Who or what the sentence is about — the teacher — is answered. What the teacher does is also answered (asks a question)."**
4. Explain that to finish the sentence, we need to make sure there is a capital letter and end punctuation. Add the capital and period to the example. (Capitals and punctuation are initially removed so students don't use them as clues.)
5. Students will now work individually or with a partner on the Sentence or Fragment? student recording sheet. Review the directions with students.

Sentence or Fragment?

Teacher Instructions

the teacher

asks a question

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Name _____ Date: _____

Sentence or Fragment?

Underline each *who or what? (subject)* in yellow. 

Underline each *did what?* (predicate) in blue. 

If you can not find BOTH to make a complete sentence, put an F in the box.

the king sings	
frogs hop	
swims in the lake	
the boy	
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