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| **Teacher Candidate Name:** | Sue Ellen Burriss/ READ 4280-61 |
| **Content Area(s):** | English Language Arts |
| **Grade Level:** | 4th  |
| **Unit or Sequence of Lessons:** | Writing |
| **Lesson Title:** | Sentence Structure: Run-on sentences and sentence fragments |
| **Time Frame:** | 1 day- 60 minutes |
| **Date:** | June 11, 2014 |
| **Learning Central Focus** |
| * **Essential Question/Learning Objectives:** *What are the students to learn?*

Students will analyze sentence structures in *Alice’s Adventures in Wonderland* to explore how the structure of sentences has main components: verb and a noun. Students will learn to identify sentence run-ons and sentence fragments based on the criteria of components of a sentence.  |
| * **Standards:** L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**Lesson Goal:** Students will be able to identify the basic elements of a sentence and learn to identify and correct fragments and run-on sentences.  |
| * **Learning Outcomes: [Emerging]** *What will* ***every*** *student learn?* Every student will be able to identify the basic components of a sentence (subject-verb, word ending and predicate) – the pattern. Every student will be able to identify fragments and run-on sentences. Every student will be able to produce complete sentences (simple or compound).**[Proficient]** *What will* ***most*** *students learn?*  Most students will be able to correct run-on sentences using more than one solution (comma splices, periods, semi-colons) or fragments by adding the missing subject or verb. **[Advanced]** *What will a* ***few*** *students learn?* Some students will be able to correct both run-on sentences (using more than one solution) and fragments by adding the missing subject or verb.
 |
| **Academic Language Demand(s)** |
| * **Language Function Development:** *What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?* To classify elements of sentences based on rules governing structure (syntax) and solve (correct) run-on sentences and fragments.
 |
| * **Content Specific Terms / Vocabulary:** *What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson?*

Noun: person, place or thing (something or someone) you are writing about, the subjectVerb: what the noun/subject is doingPredicate: statement about the noun/subjectRun-on sentence: when you join sentences incorrectlyFragment: Missing a subject or missing a verb. |
| * **Language Use:** *What specific way(s) will students need to use language (reading, writing, listening, and/or speaking) to participate in leaning tasks and demonstrate their learning for this lesson?*

Reading: Through reading trade book student will be provided inappropriate examples and appropriate examples of sentence structure. Writing: Students will demonstrate their ability to write a sentence with verb-noun agreement for comprehension using knowledge of sentence structure. (Sentence fan Activity)Listening: Students will be able to identify improper sentence structure in listening examples. Speaking: Students will be able to explain the pattern or structure of a complete sentence and verbally identify each component of a complete sentence. (“Mad Libs” Activity and paired work with sentence fan)Reading: Students will be able to identify the structure of a sentence as correct or incorrect based on requirements of a complete sentence, run-on and fragments. (Sentence fan Activity) |
| * **Support for Students:** *How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?*

Modeling, explicit instruction of the academic language (vocabulary visual organizer), provide examples and guided exercises to instruct students. Differentiated assessment and activities (visual, auditory, kinesthetic and tactile) and multi-leveled application (activities will provide additional steps for students to apply level of understanding further). |
| **Assessments** |
| * **Description:** *Describe the tools/procedures that will be used to monitor learning objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*
 |
| **Assessment Type** | **Description of Assessments** | **Modifications / Accommodations** | **Evaluation Criteria** |
| 1. Pre-assessment (Formative)
 | A. Display a photo from trade book and students write a sentence about photo. Underline subject and label “person, place or thing”. Circle the verb. B. Read a sentence (based on trade book) aloud and have students identify if sentence is correct or incorrect and possibly what is missing.  | Large, printed assessment material, use demonstration medium (white-board, chalk-board). Conduct assessment verbally, written or with manipulatives (individual dry-erase boards or if ESL, have manipulatives in their language “Alicia”, “sentada” and student can place placard over item in picture or in the order as per native language and have a prefabricated pocket for structure in English of a sentence).  | Does student demonstrate understanding of the structure of a sentence based on subject-verb agreement?Check for required benchmarks: identify subject verb. Knowledge of punctuation, subject-verb agreement and spelling.  |
| 1. During: Formative
2. Conduct a “Mad Libs” exercise on board or projected. Write identified pattern of sentence structure on board for reference during “c”.
3. Paired groups to work on sentence fan.
4. Work independently on a sentence fan (extension of activity).

 | A. Student uses academic language to explain structure of sentences. B. Have students analyze structures and identify a pattern. Use a “Mad Libs” (excerpt from trade book) structured activity in which students will fill in blanks with a verb or noun based on syntax. C. Sentence fan activity; fan a piece of paper, describe the structure of the sentence, pass from student to student in a group and student will write a word according to the descriptor.  |

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| --- | --- |
| Descriptor | Word choice |
| Subject – Person | Matt |
| Verb | Jump |
| Adjective | below  |
| Precedent | The |
| Noun-thing | Elephant. |

Example of sentence fan.Themed around trade book: *Alice’s Adventures in Wonderland*. Sentence fans can be used to build sentences based on structure or identify elements of a sentence. On one side the sentence will be written and the reverse is the description of the component of a sentence.  | What is the level of student’s use of academic language to express the process?Express nouns as person, place or thing (evident on sentence fan). Identify elements in sentence as verb, noun, adjective, etc. Does student attempt to combine sentences? Identifies incorrect sentences and provide corrections.  |
| 1. Post-assessment: Summative

**Proofreading excerpt from *Alice’s Adventures in Wonderland*.**  | Students will read an excerpt from trade book and identify the structure of three sentences, identify a run-on sentence and a fragment. If possible student can rewrite the run-on and fragment correctly.  | Large printed assessment material, project or use demonstration medium (white-board, chalk-board) Have students conduct assessment verbally, written, with manipulatives or through a polling device. Simplified assessment, fewer questions on assessment. Allow use of manipulatives to identify elements in each sentence (cutouts stating verb, noun, etc.) or have sentences cut so with punctuation cutouts to rearrange. Have vocabulary visual organizer displayed for reference during post-assessment. | Student demonstrates thorough understanding of simple sentence structure. Student is able to identify a run-on sentence, a fragment and can correct.  |
| **Instructional Strategies and Learning Tasks** |
| **Description:***Concisely describe each phase of the lesson.* | **Materials/Resources:***Specifically identify items.* | **Differentiation / Planned Support:***Consider learning styles and IEPs.* |
| * **Anticipatory Set:** [ 5-7 Minutes ]

*How will the teacher candidate engage/hook/motivate the learners? What is your hook?*Project a sentence with nonsense words in place of the noun and verb. Have students read the sentence and identify the nonsense word that is in the verb place and the nonsense word for noun. Example: *On Monday, actle umphed over a laven.*  |
| Have students identify the components. Where is the noun? What did the noun do? What is real word we can use for the noun? What is a real word we can use for the verb? | White-board or projection medium to display question.  | Write a response or discuss in cooperative group. Use magnets labelled verb and noun to place under the appropriate nonsense word.  |
| * **Instructional Activity:** [ 30 Minutes ] *List the Steps.*

*Be sure to demonstrate/model concepts, check for understanding, use guided practice, and independent practice.* |
| Step 1: (modeling – 5 minutes)Using a sample sentences from trade book, teacher will identify the subject of the sentence and the verb. After completing 3 or more sentences ask students to look for a pattern. Introduce various maps of the organization of a sentence as reference.  | *Alice’s Adventures in Wonderland* by Lewis Carroll. White board and dry erase markers (multiple colors).  |  |
| Step 2: (guided by teacher – 5 to 7 minutes)Project a photo from our trade book and have students write a simple sentence about the photo. (see Instructional Outline for specific photos and page numbers). Share some sentences, write on board and color-code sentence structures.  | Projection medium such as an ELMO, PowerPoint or Prezzie. Individual sheets with the photos printed for each student. Students have own book.  | Large print, visual organizer (simple sentence structure written or displayed). |
| Step 3: (guided by students – 12 minutes)“Mad Hatter Libs” ActivityExplores use of sentence structure to make a complete sentence. Discussion of combining sentences. Display and identify fragments and fill in the missing sentence component. Derive student language and use to create the definition of a run-on sentence and fragment.  | White-board or projection medium. | Highlight each step of the process, use different colored markers. Use activity sheets with examples for students to follow along at a closer range. |
| Step 4: Group work activity (15-20 minutes): Sentence Fans | Pre-cut paper strips appropriate to activity. Activity sheets to assist students throughout. Posted references (what we reviewed as a class, vocabulary visual organizer).  | Pre-made sentence fans or examples of sentence structures. Simplified instructions, additional guided instruction.  |
| Step 5: Individual practice (0-5 minutes):Sentence Fans (modified for individual practice on activity sheet).  | Pre-cut paper strips appropriate to activity. Activity sheets to assist students throughout. Posted references (what we reviewed as a class, vocabulary visual organizer). | Same as Step 4:Pre-made sentence fans or examples of sentence structures. Simplified instructions, additional guided instruction. |
| * **Closing:** [ 4 Minutes ]

*What will be said or done to conclude the lesson? What feedback will be provided to students?*Review the components of a complete sentence. Review run-on sentences and techniques to correct. Review fragments and how to correct.  |
| Motivation for learning: Reading, writing, speaking and listening are all modes of communication. You will write slightly different than the way you speak. Your writing will not have hand gestures to point to the subject of your statement. In listening, you can hear when something is missing, and now you will be able to explain what the missing part is and how to fix. Learning these basics well will make writing a smooth process.  | Feedback: Vocalize what students’ strengths are and identify areas that students need more practice. Identify that students now know two methods to divide fractions by fractions (common denominator and reciprocal). |  |

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| **Planning Commentary** |
| * *How will you connect the new content (skill, concepts, and strategies) to students’ prior academic learning and their personal/cultural and community assets?*

Writing is a powerful and required method of communication. If we bake a cake and an ingredient is missing, the cake may not be sweet or may be flat. If we cannot get the recipe (rules) of writing mastered, our ability to communicate effectively will be hindered. By learning the basics of writing and learning ways to remedy our writing, we will thrive in our education, community and be more effective in life. Frederick Douglass taught himself how to read and write and he made leaps and bounds in his lifetime through effective communication. In our daily life you may need to write your alderman about the need for more police presence on your block and you need to know how to communicate to accomplish this task. Writing using the rules will enable the reader to not get distracted from your message. You may be able to think through your message, but it will not affect another person unless you can communicate that message effectively.  |
| * *What will you do to engage students in developing understanding of the lesson objective(s)?*

Using a trade book that contains many examples of compound sentences and other writing complexities that we will explore sequentially. In comprehending complex sentences, students must be able to identify the required elements of a sentence. Our trade book demonstrates the use of our objectives well.  |
| * *What questions will you ask that will incorporate higher order thinking?*

Using excerpts have students compare compound sentence structures. Students can be asked to compare the writing of our trade book and the writing in our basal reader. Students will be asked to analyze sentences for required elements.  |
| * *How will you determine if students are meeting the intended learning objective? If they are not, what will you do?*

I will determine if students are meeting learning objective through formative and summative assessments. I will use tiered instruction by grouping students of similar skill levels to work with in small groups and pairs. I will also use amalgamation of groupings to have below-level students experience on-level discourse. If students are not meeting learning objective, I will incorporate technology, different manipulatives, more examples, identify area of need and additional real-life applications.  |
| **Theoretical Principles and/or Researched Based Methods*** *Why are the learning tasks for this lesson appropriate for these students?*

This lesson uses the constructivist theory of learning in that learners should use what they already know as the foundation for exploring and creating new knowledge. In the introductory activity, students are asked to create a sentence based on a photo. The information students use to create a sentence will then be written for analysis of our objective (components of sentence structure). After obtaining and analyzing a few student sentences, students are asked to look for a pattern. The pattern identified should be every sentence has a subject and a verb. Students will explore this theory of education through a paired activity in which they explore multiple sentence structures. Constructivism is perceived through many theorist based on context in which it is applicable. For this context I am referencing the work of von Glaserfeld.  von Glaserfeld, E. (1984. An introduction to radical constructivism. In P. Watzlawick (Ed.),  *The invented reality* (pp.17-40). New York: W.W. NortonMultiple intelligences theory is used as a means of differentiating the delivery of instruction and the collection of evidence of student learning. Multiple intelligences theory explains that there are many ways in which people learn best and produce. I will utilize instructional strategies that vary from visual, kinesthetic and auditory to appeal to the individual student strength in learning. I will accumulate assessment of student learning through their production of tactile demonstrations, written and spoken demonstrations of their acquisition of learning. Howard Gardner is the psychologist who developed this theory that humans have different and multiple strengths in specified areas (musical, kinesthetic, intrapersonal, interpersonal, etc.) Gardner, H. (1993). *Multiple intelligences: The theory in practice.* New York: Basic Books.The Zone of Proximal Development is a theory coined by Lev Vygotsky. In this lesson, I utilize a pre-assessment and informal assessments throughout the gradual release to assess the actual level and zone of learning in which each student has attained. I use this assessment to guide the instruction to reach our objective. The objective of the lesson is broadened to capture what every student will learn, what most students will learn and what a few students will learn. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.Gradual release of responsibility theory is utilized in a strategy where the teacher models the objective through direct instruction and demonstration. Next, the gradual release of tasks to student begins starting with guided demonstration, and then peer-assisted demonstration until the student can perform the objective individually. So the teacher gradually releases the task duties to the student when they have had enough practice to obtain the skill. Gradual release is a model based on Vygotsky’s work, yet coined by Pearson and Gallagher.  Pearson, P.D., & Gallagher, M.C. (1983). “The Instruction of Reading Comprehension.” *Contemporary Educational Psychology, 8,* 317-344.  |
| **Analysis of Teaching** *[To be completed after the lesson has been taught]* |
| * **Reflection / Evaluation:** *Evaluate the instructional delivery, student engagement, instructional materials, assessment/culminating activity, and evaluation criteria. Note what worked and what did not work.*
 |
| * **Adjustments:** *What instructional changes are needed for the next lesson?*
 |
| * **Proposed Changes / Justification:** *What changes would you make to this lesson for the future? What research or theory supports these changes?*
 |
| **Resources** |
| * **List of Attached Resources:** *Examples include handouts, assessments, evaluation criteria / rubrics.*

Instructional Outline (includes “Mad Hatter Libs”)Sentence Fan Activity SheetRubricPost Assessment |

INSTRUCTIONAL OUTLINE

“MAD HATTER LIBS”

Introductory excerpt from *Alice’s Adventures in Wonderland* by Lewis Carroll

Page 11

“Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it.”

Preparation for lesson: Students have previewed the book, discussed initial impressions and thoughts about the book and know the name of the main character – Alice.

Project or display the following:

 CLASS DIRECTIONS: Knowing the structure of a complete sentence we are either missing a noun or a verb. Please identify a noun and a verb to place in the blank spaces. They will use the picture on page 10 to derive possible verbs.

\_\_\_\_\_\_\_\_\_ was beginning to get very tired.

\_\_\_\_\_ was \_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_ was \_\_\_\_\_\_\_ by her sister on the bank.

\_\_\_\_\_\_ was tired of having nothing to \_\_\_\_\_.

Using the photo of the rabbit looking at his watch or running (page 12), students will complete the following “Mad Hatter Libs”

“There was nothing so very remarkable in that; nor did Alice think it so very much out of the way to hear the Rabbit say to itself, “Oh dear! Oh dear! I shall be too late!” (when she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural); but when the Rabbit actually took a watch out of its waistcoat-pocket, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and burning with curiosity, she ran across the field after it, and was just in time to see it pop down a large rabbit-hole under the hedge.”

“\_\_\_\_\_\_ shall \_\_\_\_ too late!”

The \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ out a watch of its waistcoat-pocket.

Using the photo of Alice trying to climb the leg of the glass table (page 23); have students complete the following “Mad Hatter Libs”.

\_\_\_\_\_ tried her best to \_\_\_\_\_\_ up one of the legs of the table.

Verbally read the following excerpts and have students identify what is incorrect.

(Page 24)

*Soon her eye fell on a little glass box that was lying under the table; she opened it, and found in it a very small cake, on which the words “****ME EAT****” were beautifully marked in currants. “Well,* ***eat I’ll*** *it,” said Alice, “and if it makes me grow larger, I can reach the key; and if it makes me grow* smaller, I can creep under the door: so either way **get I’ll** into the garden, and I don’t care which happens!”

Display excerpt if necessary and identify that the order of the noun and verb is important.

Sentence fragment introduction:

1. \_\_\_\_\_\_\_\_\_ was beginning to get very tired.
2. \_\_\_\_\_ was \_\_\_\_\_\_\_\_.
3. \_\_\_\_\_\_\_\_ was \_\_\_\_\_\_\_ by her sister on the bank.
4. \_\_\_\_\_\_ was tired of having nothing to \_\_\_\_\_.

Using sample one of “Mad Hatter Libs” students will remove a noun or verb and decide if the sentence is correct.

Step One: Tell students, using sentence one, to say the sentence without a noun.

Step Two: Ask students if the sentence is complete with the missing noun. Ask why the sentence is incomplete. Possible answers may include, *we do not know who or what was getting tired*.

Repeat exercise for 3 more minutes. Using student discourse, unveil the definition of a sentence fragment.

Run-on sentence Introduction:

Using same except on page 11:

Step one: Ask students if we can combine the four sentences to make one statement. Have a student attempt on individual whiteboard or on classroom board. Highlight the need for additional punctuation. We used a comma, semi-colon, etc.

Reveal definition of a Run-on sentence attempting to use student discourse to demonstrate the importance of their ideas (a student may state *you need a pause or a “connecting” word).* Translate student discourse into academic language.

Three ways to correct:

1. Join the sentences with a comma and a coordinating conjunction (as, but, so or and)
2. Make two sentences.
3. Add a sentence connector to show a connection to previous sentence (however, also, secondly, additionally).

Sentence Fan

You are going to create a sentence fan, but first let’s explore a completed fan.

PRACTICE:

 First try building a fan with this example:

Side one: \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_.

Side two: Noun – Person Verb Adjective – how noun verb Adjective – how

Now, let’s prepare our fan.

Step One: Fold a strip of paper (Top and bottom are both 4 inches

across and sides are both 8 inches or more). Fold from the bottom, a

portion about one inch.

Step Two: turn paper over and fold a portion of same size in opposite

direction.

Step Three: repeat step two until you can no longer make a fold.

Next, we will decide on a sentence structure.

Example 1: Introduction / Subject / Verb / Adjective.

 Ex: The / cow / swim / fast. (there is something incorrect about

this sentence, but we will fix in next step)

Example 2: Subject / adjective / verb

Be creative: Create your own sentence using the guidelines of what makes a complete sentence.

Practice: Write the sentence structure on one side of fan. First person looks at sentence component and fills in an answer (if noun – place, student can write “school”). Fold the portion you wrote on over so your partner cannot see your answer. Next person will view the component and fill in. Keep going until you complete. It may take a few attempts to create some very silly sentences.

Correct: If you notice something is not quite right with the sentences, correct the sentence. Did you make some silly sentences?

Now, you have mastered sentence fan building. What else can we do with our sentence fans?

 Option 1: Combine sentences that you made:

 Comma and coordinating conjunction (***as, so, but*** or ***and***).

 Use a sentence connector. Can you create a short story?

 Option 2: Build backwards. Write a sentence and then have your

partner identify each of the components. Use this structure to create a new silly sentence.

Sam sat quietly on the fish tank.

Subject Verb Adjective noun-thing

Advanced learners:

Using a randomizing system (drawing pre-created samples that include run-on sentence structures and fragment sentence structures), have students create a sentence fan and identify incorrect elements and explain why. Can the student correct?

Need help for ideas? Use our book *Alice’s Adventures in Wonderland*. Looking at a picture, design a sentence fan.

Rubric

|  |  |  |  |
| --- | --- | --- | --- |
|  | ADVANCED | PROFICIENT | BEGINNER |
| CRITERIA | 3 points | 2 points | 1 point |
| Identifies components of a sentence.  | Identifies noun and verb as two main components of a sentence. Uses academic language and can specify the type of noun (person, place or thing, proper) and verb (action, supporting) | Identifies that a sentence must contain a noun and a verb. Able to locate the noun and the verb in sample sentences. | Knows that a sentence must contain a noun and a verb. Inconsistent in ability to identify the noun and verb of a sentence. |
| Identifies a run-on (x2) | Able to identify a run-on sentence and apply method to correct the sentence (100% accuracy). Able to verbally explain how the sentence meets criteria for a run-on sentence using vocabulary terms.  | Able to identify and correct some (80% accuracy) run-on sentences. Able to explain why the sentence is a run-on with some use of vocabulary terms.  | Able to identify run-on sentences. Attempts to or is unable to explain why the sentence is a run-on, no use of vocabulary terms.  |
| Identifies a sentence fragment (x2) | Able to identify a sentence fragment and apply method to correct the sentence (100% accuracy). Able to verbally explain how the sentence meets criteria for a sentence fragment.  | Able to identify and correct some (80% accuracy) sentence fragments. Able to explain why the sentence is a run-on with some use of vocabulary terms.  | Able to identify a sentence fragment. Attempts to or is unable to explain why the sentence is a fragment with little or no use of vocabulary terms.  |
| Production of complete sentences | N/A | Able to produce simple and compound sentences with provided format and without a format. | N/A |

Grading Scale:

Possible points = 0-18

A = 18-16 100 – 88% (\*5.555 per point awarded) (All from proficient and advanced column)

B = 15-14 87 – 77% (All from proficient and advanced column)

C = 13-12 72 – 67 (From multiple columns and not missing a score from any column)

D = less than 12 points, missing a score from a column

Post-assessment: Sentence Structure Version: Written

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Identify sentence structure

Directions: In the excerpt\* below, pick a sentence and rewrite on provided space. Circle the noun and underline the verb.

*“Down, down, down. Would the fall never come to an end? ‘I wonder how many miles I’ve fallen by this time?’ she said aloud. ‘I must be getting somewhere near the centre\*\* of the earth. Let me see: that would be four thousand miles down, I think---‘”*

\*Excerpt is the portion of something. In this example, the “excerpt” is a portion of our book.

\*\*Centre is referring to the “center”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Identify Run-on sentences and Fragments

Directions: Read the excerpts from our book. Circle if the excerpt is a run-on or fragment. On the line, rewrite the sentence correctly. You can use one of the three ways we learned to correct the run-on sentence.

*“There were doors all round\* the hall they were all locked when Alice had been all the way down one side and up the other.*

*\*round is an old way of stating “around”.*

 Is the above excerpt a: RUN-ON FRAGMENT (CIRCLE ONE)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use lines above to write correctly.

“Presently began again.”

Is the above excerpt a: RUN-ON FRAGMENT (CIRCLE ONE)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use lines above to write correctly.

Post-assessment: Sentence Structure Version: Verbal

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Identify sentence structure

Read aloud: In the excerpt\* below, pick a sentence and rewrite on provided space. Point to and state where the noun is located in a sentence and point to and state where the verb is in the same sentence.

*“Down, down, down. Would the fall never come to an end? ‘I wonder how many miles I’ve fallen by this time?’ she said aloud. ‘I must be getting somewhere near the centre\*\* of the earth. Let me see: that would be four thousand miles down, I think---‘”*

\*Excerpt is the portion of something. In this example, the “excerpt” is a portion of our book.

\*\*Centre is referring to the “center”

Identify Run-on sentences and Fragments

Read Aloud: Read the excerpts from our book. Point to run-on or fragment if you believe this excerpt is either. Restate the sentence correctly, use a symbol with finger to indicate use of a comma. You can use one of the three ways we learned to correct the run-on sentence.

*“There were doors all round\* the hall they were all locked when Alice had been all the way down one side and up the other.*

*\*round is an old way of stating “around”.*

 Is the above excerpt a: RUN-ON FRAGMENT

“Presently began again.”

Is the above excerpt a: RUN-ON FRAGMENT

Post-assessment: Sentence Structure Version: Manipulatives

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Identify sentence structure

Read aloud: In the excerpt\* below, pick a sentence and rewrite on provided space. Use verb card and place below the verb in a sentence. Using the noun card, place below the noun in the same sentence.

*“Down, down, down. Would the fall never come to an end? ‘I wonder how many miles I’ve fallen by this time?’ she said aloud. ‘I must be getting somewhere near the centre\*\* of the earth. Let me see: that would be four thousand miles down, I think---‘”*

\*Excerpt is the portion of something. In this example, the “excerpt” is a portion of our book.

\*\*Centre is referring to the “center”

Identify Run-on sentences and Fragments

Read Aloud: Read the excerpts from our book. Place the card “fragment” next to the excerpt you believe is a fragment. Place the card “Run-On” next to the excerpt you believe is a run-on sentence.

*“There were doors all round\* the hall they were all locked when Alice had been all the way down one side and up the other.*

*\*round is an old way of stating “around”.*

“Presently began again.”

Post-assessment: Sentence Structure Version: Manipulatives

*Cut the sentence into pieces and rearrange into a correct sentence. If you need to add a noun or verb to a fragment, write on a blank card and place in position you feel is correct. You do not have to use entire excerpt, just create one complete sentence.*

*“There were doors all round the hall they were all locked when Alice had been all the way down one side and up the other.*

 “Presently began again.”

Post-assessment: Sentence Structure Version: Visual

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

SENTENCE STRUCTURE

**DIRECTIONS:** In the excerpt\*, pick a sentence and rewrite on lines.

*“Down, down, down. Would the fall never come to an end? ‘I wonder how many miles I’ve fallen by this time?’ she said aloud. ‘I must be getting somewhere near the centre\*\* of the earth. Let me see: that would be four thousand miles down, I think---‘”*

\*Excerpt is the portion of something. In this example, the “excerpt” is a portion of our book.

\*\*Centre is referring to the “center”

REWRITE ONE SENTENCE HERE:

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Draw a line under the verb

Post-assessment: Sentence Structure Version: Visual

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

RUN-ON sentences and FRAGMENTS

 Is the excerpt a (circle one):

 RUN-ON FRAGMENT

*“There were doors all round\* the hall they were all locked when Alice had been all the way down one side and up the other.*

*\*round is an old way of stating “around”.*

REWRITE THE SENTENCE CORRECTLY HERE:

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Post-assessment: Sentence Structure Version: Visual

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

“Presently began again.”

Is the above excerpt a (circle one):

 RUN-ON FRAGMENT

REWRITE THE SENTENCE CORRECTLY HERE:

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Post-assessment: Sentence Structure Version: Tactile

Using a polling technology (such as a promethean program on a smartboard), have students use polling clickers to obtain post-assessment results.

 *‘I must be getting somewhere near the centre\*\* of the earth.*

Which word in the above sentence is the verb?

Response type is “type in answers”.

Which word in the above sentence is the subject?

 Response type is multiple choice

1. “I”
2. “centre”
3. “earth”

 Which sentence is a run-on?

Response type is multiple choice

1. *“There were doors all round\* the hall they were all locked when Alice had been all the way down one side and up the other.*
2. “Presently began again.”

Describe a run-on sentence in your own words.

Response type is “type in answers”.

Describe a fragment in your own words.

Response type is “type in answers”.

What is the correct way to rewrite the following sentence?

“Alice was beginning to get tired sitting by her sister on the bank having nothing to do.

Response type is “type in answers”.

References:

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Ross-Larson, Bruce. *Stunning: The Effective Writing Series: Sentences.* 1999. W.W. Norton & Company, Inc., New York, New York.