

**GED 2002 Teachers' Handbook of Lesson Plans**

| Area/Skill - LA, Writing  | Cognitive Skill Level - Application | Correlation to Framework - 01.03 | Lesson Number - 08   |
|---|-------------------------------------|----------------------------------|--|
| <p><b>Activity Title - Sentence Fragments and Run-Ons</b></p> <p><b>Goal/Objective</b><br/>To recognize and correct fragments and run-ons</p> <p><b>Lesson Outline</b><br/><b>Introduction</b></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><b>Activity</b></p> <p>Have the students identify whether the sentences contained in the handout are sentence fragments, complete sentences or run-on sentences.</p> <p><b>Debriefing/Evaluation Activity</b></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 semicolon or a period should separate the sentences. You can ask them to do this in small groups or individually.</p> |                                     |                                  | <p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• Handout—Sentence Fragment and Run-ons Rules</li> <li>• Handout—Fragments and Run-ons Worksheet</li> <li>• Handout—Sentence Fragment and Run-ons Answer Key</li> <li>• Paper and pencils</li> </ul>  |
| <p><b>Real-Life Connection</b></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>   |                                     |                                  | <p><b>Extension Activity</b></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><b>ESE/ESOL Accommodations</b></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> |