

English 9 – Run-on & Fragmented sentences

Unit – Monday Mechanics

Curriculum:

- 2.2 adapt vocabulary, sentence structure, and rate of speech to the speaking occasion
- 10.1 demonstrate an awareness of what prewriting, drafting, revising, editing, proofreading, and presentation strategies work for them with various writing and other representations
- 10.4 demonstrate a commitment to crafting pieces of writing and other representations

Considerations:

- **ADHD** - Some students have ADHD and are prone to distraction or boredom. Serve as a motivator by creating an engaging, interactive learning environment that emphasizes discussion rather than extended lectures. This approach can help maintain their focus.
- **Outburst** – A student is prone to argumentative outbursts. Ensure you keep them in check and avoid any potential subjective/sensitive topics. The student understands to relax when prompted.
- **Learning Disabilities** – Some students have documented learning disabilities (list will be provided). These students can use their Chromebooks for assistive technology.

Notes:

- **Extra time** – Extra time is allotted in the lesson plan as a buffer. This time can be used to complete previous activities, re-explain, increase class discussion, or for any other use deemed fit.
- **Roam** - ensure you roam around the class and observe students. Some students may be shy to ask questions.

Lesson plan

Time (75mins)	Lesson	Material	Assessment
10-15mins	Prompt (think-pair-share) <ul style="list-style-type: none"> • What makes a sentence, a sentence? • Have a class discussion to gauge student's knowledge Introduction – Agenda <ul style="list-style-type: none"> • Slidedeck <ul style="list-style-type: none"> ○ What is a run-on sentence? (examples) ○ What is a fragmented sentence? (examples) ○ 4 types of sentences <ul style="list-style-type: none"> ▪ Simple 	Slide deck	Observation

	<ul style="list-style-type: none"> ▪ Compound ▪ Complex ▪ Compound + Complex ○ Conjugating words <ul style="list-style-type: none"> ▪ FANBOYS ○ Examples of the 4 types ○ How to fix run-ons and Fragmented 		
10mins	<p>Run-on practice</p> <ul style="list-style-type: none"> • Complete individually to start • On the slides are 6 examples of run-on sentences • Students are to fix them using the knowledge from the slides. <ul style="list-style-type: none"> ○ During observation, if you feel students are struggling, put the “Fix it” slide on the board • Think-pair-share <ul style="list-style-type: none"> ○ After completion, let students discuss with a partner – share with the class 	Use Writer’s Notebook	Non-graded – Run-on practice Observation Speaking and listening
10mins	<p>Fragment Practice</p> <ul style="list-style-type: none"> • 5 examples are provided • Same instructions and procedure as before 	Use Writer’s Notebook	Non-graded – Fragmented practice Observation Speaking and listening
15-20mins	<p>Paragraph creation</p> <ul style="list-style-type: none"> • Students will create a 4-5 paragraph story using one of each: <ul style="list-style-type: none"> ○ Simple ○ Compound ○ Complex • Swap with a partner – have them figure out which sentence is what type 	Use Writer’s Notebook	Formative - Paragraph creation pair-share
Last 10 mins	<p>Exit Ticket</p> <ul style="list-style-type: none"> • Prompt: <ul style="list-style-type: none"> ○ I woke up late I missed the bus my teacher was mad at me. • Use two different correction methods to fix this sentence 	Exit Ticket	Formative – Exit Ticket (not graded)