



# Protocol: Oral Practice with Sentence Fragments

	<ul style="list-style-type: none"><li>• <b>Setting:</b> This activity can be used whole group or in a targeted small group.</li><li>• <b>Knowledge Goal:</b> Complete sentences contain a who (subject) and a do (predicate). Sentence fragments are one part of a sentence, the who (subject) or the do (predicate).</li><li>• <b>Definitions to know:</b><ul style="list-style-type: none"><li>◦ Subject: a noun or noun phrase that states who or what the sentence is about (the namer or “who”)</li><li>◦ Predicate: a verb or verb phrase of that states what the subject is doing (the action or “do”)</li><li>◦ Complete Sentence: a group of words that includes a subject (the namer or “who”) and predicate (the action or “do”)</li><li>◦ Fragment: a group of words that is not a grammatically complete sentence, usually lacking a subject, a predicate, or both</li></ul></li></ul>
 <p><b>Why This Matters:</b></p>	<p>The structures of oral language are simpler than the structures of written language. Therefore, introducing new language concepts through oral language provides the opportunity for “rehearsal” before children transition to print. Practice with sentence-defining activities supports student understanding around complete sentences, sentence boundaries, correct word order, and punctuation. These activities also serve as a comprehension check.</p>
 <p><b>Activity:</b> <b>Oral Practice with Sentence Fragments</b></p>	<p><b>Teacher Tip:</b> Consider using sentences from text connected to current content. (i.e., If students are studying animal adaptations in science, select sentences from a text on this topic.) Consider using picture cards to assist students needing additional support with identifying the “who” or the “do.”</p> <p><b>Step 1:</b> Prepare a list of fragments that contain EITHER a “who” or a “do.”</p> <p><b>Step 2:</b> Say each fragment out loud to students. Have students identify whether each fragment contains a “who” OR a “do.”</p> <p><b>Step 3:</b> After students have identified the “who” or “do”, have them add to each fragment to make it a complete sentence.</p> <p><b>Step 4:</b> Do several more examples following this same structure. Utilizing a gradual release of responsibility, provide guided and independent practice.</p> <p><b>Sample:</b> Today we are going to practice working with fragments. A fragment is a group of words that does not make a complete sentence. It does not have both a subject, or “who” and predicate, or “do.” I’m going to say a fragment and try to figure out if it is identifying the “who” or the “do.” My first example is “virginia has lots of.” I hear Virginia in this fragment, and I know that Virginia is a place, so it must be a noun, or a who. It’s not complete, though, because it doesn’t tell me what Virginia has lots of. I can add to this fragment to make it complete. Since we’re talking about Virginia in social studies, I know that it has a lot of mountains. My complete sentence is Virginia has lots of mountains!</p> <p><b>Do several more examples following this same structure.</b></p> <p>Utilizing a gradual release of responsibility, provide guided and independent practice.</p>