

## **Lesson Plan: Run-on sentences & sentence fragments**

**Level:** Intermediate (B1/B2)

**Time:** 60 minutes

**Skill Focus:** Writing & Grammar

### **Objectives**

By the end of the lesson, students will be able to:

- Identify run-on sentences and sentence fragments
- Explain why they are incorrect
- Correct them using proper sentence structure
- Write complete, clear sentences

### **1. Warm-up (10 minutes)**

**Activity: "Correct or Incorrect?"**

Write these sentences on the board:

1. I like English it is interesting.
2. Because I was tired.
3. She studied all night, she passed the test.
4. We went home early.

Ask students:

*"Which sentences sound wrong?"*

*"Why do they sound wrong?"*

Do **not** give grammar names yet—just get students noticing problems.

## 2. Presentation: Key concepts (15 minutes)

### A. Sentence fragment

#### Definition:

A sentence fragment is **incomplete**. It is missing:

- a subject,
- a verb, or
- a complete idea.

#### Examples:

- Because I was tired. ✗
- After the movie ended. ✗

#### Corrected:

- I went to bed because I was tired. ✓
- After the movie ended, we went home. ✓

### B. Run-on sentence

#### Definition:

A run-on sentence has **two or more complete sentences joined incorrectly**.

#### Examples:

- I like pizza I eat it every day. ✗
- She was late she missed the bus. ✗

#### Ways to fix run-ons:

##### 1. Add a period

- I like pizza. I eat it every day.

##### 2. Use a conjunction (and, but, so, because)

- I like pizza, so I eat it every day.

##### 3. Use a semicolon (optional for stronger students)

- I like pizza; I eat it every day.

### **3. Guided practice (15 minutes)**

#### **Activity 1: Identify the problem**

Students work in pairs. Give them these sentences and ask them to label each one:

- Fragment (F)
  - Run-on (R)
  - Correct (C)
1. When I finished my homework.
  2. I was hungry I made a sandwich.
  3. She enjoys reading books.
  4. Because it was raining, we stayed inside.

#### **Answers:**

1. Fragment, 2. Run-on, 3. Correct, 4. Correct

#### **Activity 2: Fix the sentence**

Students rewrite incorrect sentences correctly.

### **4. Independent practice (10 minutes)**

#### **Activity: Sentence repair**

Give students a short paragraph with errors:

I like learning English it is important. Because I want a good job. I practice every day I watch videos and read articles.

Students:

- Underline fragments
- Circle run-on sentences
- Rewrite the paragraph correctly

## 5. Production / Writing Activity (5–10 minutes)

### Activity: Mini Paragraph

Students write **4–5 sentences** about:

- their hobbies
- their school day
- their favorite movie

Requirements:

- No fragments
- No run-on sentences

Teacher circulates and gives quick feedback.

## 6. Review & exit ticket (5 minutes)

Ask:

*"What is a fragment?"*

*"What is a run-on sentence?"*

*"Name one way to fix a run-on."*

### Exit Ticket:

Students correct this sentence before leaving:

I was tired I stayed up late studying.

## Optional homework

- Worksheet: identify and correct fragments/run-ons
- Write a short paragraph and highlight one corrected fragment and one corrected run-on