Sample Hochman Resources

Example 1: Sentence or Fragment?

**Why should I do this?**

* This is a starter activity that helps students tell the difference between sentences and fragments
* By making the fragments and sentences about key vocab words, students get to learn math and grammar!

Tips:

* To drive home some important words, have the students circle the vocab word.
* If you want your Group A students to focus on sentences vs. fragments, have the vocab word bolded for them!
* Don’t capitalize the sentences or add periods to have students focus on sentence mechanics

Algebra:

|  |
| --- |
| **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                                        Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **The Parts of a Graph**  **Directions:**   1. **If the words make a sentence, write ‘S’ on the line.** 2. **If the words only make a fragment, write ‘F’ on the line.**   **1. \_\_\_\_\_\_\_\_\_ the scale is**  **2. \_\_\_\_\_\_\_\_\_ the origin is the starting point of the graph**  **3. \_\_\_\_\_\_\_\_\_ the y-axis is the line that goes up and**  **4. \_\_\_\_\_\_\_\_\_ title is located**  **5. \_\_\_\_\_\_\_\_\_ the slope of the line is found by using the formula m =y2 -y1                                                                                                                                     \_\_\_\_\_\_\_\_\_                                                                                                                                      x2-x1** |

Example 2: Changing Fragments to Sentences?

**Why should I do this?**

* This is a starter activity that helps students identify the components of a complete sentence.

Tips:

* Make the sentences include vocab words relevant to class, so students have to come up with definitions.
* Don’t capitalize the first word of the sentence or use punctuation.

Social Studies:

|  |
| --- |
| Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_        Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Directions:**               1. Change the fragments into complete sentences and rewrite on the line below.  1.  system of writing       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2.  mohenjo-daro       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3.  social class in ancient Egypt       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4.   the Code of Hammurabi       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5.  used oracle bones to communicate with ancestors and god    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Example 3: Identifying and Correcting Fragments

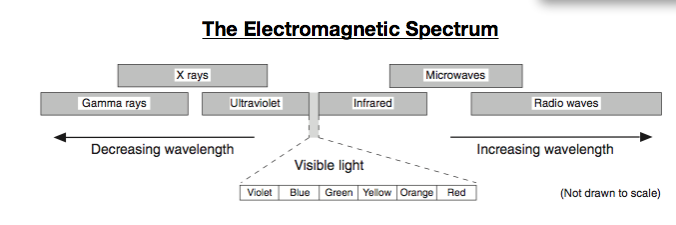
**Why should I do this?**

* This helps students to learn what the components of a complete sentence are.
* This provides students part of the information to make the material more accessible for our students.
* This combines skills of differentiating fragments from sentences as well as correcting and rewriting sentences.

Tips:

* Always start with an example, and ask guiding questions about the example to have students explain the process.

Science:



|  |
| --- |
| Directions:  Using the chart above, do the following:   1. Put an **F** next to each **fragment.**  Put an **S** next to each complete **sentence.** 2. Capitalize and punctuate the sentences and rewrite on the line below. 3. Change the fragments into sentences and rewrite on the line below.   Ex.  \_\_\_\_**F**\_\_\_\_   gamma rays           Gamma rays have the shortest wavelength.   1. \_\_\_\_\_\_\_\_ energy travels as a wave               \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. \_\_\_\_\_\_\_\_ longest wavelength              \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_       3.  \_\_\_\_\_\_\_\_ the wavelength gets smaller as you move towards the left side of the                       spectrum.            \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_      4.  \_\_\_\_\_\_  radio waves are the           \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Example 4: Finding Fragments in Paragraphs

**Why should I do this?**

* This is a more advanced activity to help students work towards editing completed paragraphs.
* This helps students progress in both writing and reading.
* Gives students a purpose for reading, kind of like a treasure hunt!

Tips:

* Paragraphs should be content specific, so students learn grammar and the topic.
* **For students who need more support, try chunking the paragraph into shorter bits like in the example below.**

Alternate Assessment:

|  |
| --- |
| Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_             Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Directions:** 1.  Underline the sentence fragment in the given paragraph.                             2.  Use the lines below the paragraph to change the                                   fragment to a complete sentence.  Public schools across the country. are going on a health kick. Students are saying good- bye to junk food and hello to better eating habits. Kids are also exercising more during the school day.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The goals of the new law are to promote good health. and to fight obesity**.** Obesity is the condition of being very overweight. Experts say the percentage of young people who are overweight has tripled since 1980. Being obese can lead to serious health problems.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Example 5: Subject and Predicate Matching

**Why should I do this?**

* This helps students break down the parts of a sentence.
* This is great for introducing content specific vocabulary in any subject.
* This helps students develop the skills to use context clues when reading.

Tips:

* Before doing the exercise, explicitly teach what a predicate is and provide several examples.
* **Make sure to put an example for students.**
* **Directions: Draw a line connecting the subject to the proper predicate.**

**Example:** The Hochman Program teaches students how to write.

The Hochman Program --------------------------------------------------------------------------- teaches students how to write

|  |
| --- |
| **The soccer player                                                                                                                                               barked at the cat.**  **The boat                                                                                                                                                             needed glasses.**  **The squinting boy                                                                                                                                              flapped its wings.**  **The bird                                                                                                                                                               scored a goal.**  **The dog                                                                                                                                                                sank into the water.** |