

Types of Sentences Lesson Plan

Lesson: Four Types of Sentences

Length: 45 minutes

Age or Grade Level Intended: 5th grade

Academic Standard(s):

Writing: E.L. 5.5.6 2006 Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.

Performance Objective(s):

The students will write a narrative given the four types of sentences to demonstrate skill of writing interrogative, exclamatory, imperative and declarative sentences based on the given rubric.

Assessment:

The students will be assessed on their narratives using the four types of sentences. This will show the teacher how well they understand the types of sentences there are and how to accurately use them. It will also help students with narratives and having a purpose and audience to focus on when writing.

Advance Preparation by Teacher:

- Create rubric for the narrative
- Make copies and print out the Identifying Sentence Types Worksheet
- Make sure YouTube clip is ready and prepared for the day

Procedure:

Introduction/Motivation:

Today we will be discussing the four types of sentences. Does anyone know what four types of sentences there are in writing? (Bloom: Knowledge) Can you tell me the definition of each of the types of sentences? (Gardner: Verbal/Linguistic) After giving students time to think about this, tell students that they will now watch a YouTube clip that is a song and an explanation for each type of sentence. Watch clip with students.

https://sn2prd0102.outlook.com/owa/redir.aspx?C=1VZ72DVfbE6cJRR43r1EPzFzOgQb2s4I3_Y9IQOENZOaWt6k40ufPLigt-8PRgr7-TYxnpnzhI.&URL=http%3a%2f%2fwww.youtube.com%2fwatch%3fv%3d9fTIalGqR4Q

(Gardner: Visual/Spatial, Musical)

Step-by-Step Plan:

1. Now that we know the four types of sentences, let's make sure that we can use what we have learned and practice it. Hand out practice for students. Explain directions.
2. On the practice students will place the correct punctuation in the boxes at the end of each sentence. They will then label the sentences with one of the four types of sentences. Do first problem together.

3. Give students time to work on this on their own (Gardner: Intrapersonal)
4. When students have completed assignment they will then write a narrative using all four of the types of sentences. What is a narrative? What are the parts of a narrative? Your assignment is to write a short narrative using all four of the types of sentences. (Bloom: Comprehension)
5. If you are writing a story what should your story have?
6. Give students time to work on narrative and help with them. Make sure students are following components of a story.

Closure:

Students will present their narratives if there is time and if they volunteer. After students have presented their narratives ask them to point out each of their four types of sentences.

Adaptations/Enrichment:

Student with Learning Disorder

This student has a learning disorder that specifically is within reading. He is able to write fairly well so he should be able to do most of the assignments. However, I will help him with the worksheet that follows the video clip. The worksheet should be short enough for him to be able to do it on his own but he will still have difficulty reading the sentences. His narrative will also be allowed to be shorter in order to shorten his workload, but he still has to have four types of sentences.

Student with Gifts and Talents in Creativity

These students will do the same assignment but they will have more to add with the narrative. They should be able to do the assignment fairly quickly so they can add more examples of each sentence in their narrative.

Self-Reflection:

- Was this lesson enough of an explanation for the topic?
- Was it good practice for the students to write a narrative with the four types of sentences?
- Will they remember this lesson during testing and within their other writing?
- How can I make sure to incorporate these sentences in future lessons and writing?

NARRATIVE WRITING RUBRIC - GRADE 5

Student _____ Teacher _____

Score _____

4-EXCELLENT 3-ACCEPTABLE 2-BELOW AVERAGE 1-UNACCEPTABLE

Score Traits

___4___3___2___1

CLEAR, WELL ORGANIZED, WELL DEVELOPED IDEAS

Narrative is **logically sequenced**, with clear **beginning**, **middle**, and **end**.

Transition words or **phrases** connect paragraphs smoothly. (First, Later, Finally)

___6___5___4___3___2___1

SENTENCE VARIATION IN PARAGRAPHS

Introductory sentence

Imperative Sentence

Interrogative Sentence

Declarative Sentence

Exclamatory Sentence

Closing Sentence

Variety of sentences

___4___3___2___1

WORD CHOICE

Vivid, lively **verbs** are used. (Weak: Lea was bossy. Strong: Lea bossed her brother constantly.)

Imaginative, unusual **adjectives** are used. (beautiful, angelic, magnificent, awe-inspiring)

Vague, **overused**, **repetitive language** is avoided (a lot, very, really, then, big, pretty, and, like . . .)

___4___3___2___1

EDITING FOR GRAMMAR, USAGE, MECHANICS

No **run-on sentences** (Incorrect: Janie left school early, she had to go to the doctor.)

No **sentence fragments** (Incorrect: If Janie went to the doctor.)

Subject/verb agreement (Incorrect: One of the toys are missing. Correct: One of the toys is missing.)

Correct, consistent **verb tense usage** (Don't accidentally mix present and past tenses.)

Punctuation is correct.

Capitalization is correct.

Spelling is correct.

Paragraphs are **indented** correctly.