GRAMMAR: Sentences & Punctuation

Do you like candy and potato chips?

Why do birds migrate in formation?
**LEARNING TARGETS:**
- We can name the 4 different types of sentences and define them
- We can use the correct punctuation marks for specific sentences.
- We can create different types of sentences with punctuation marks.
- We can work together collaboratively.

**MATERIALS:**
- Mentor-text - *Exclamation Mark* By Amy Krause Rosenthal & Tom Lichtenheld
- chart paper
- laminated sentence strips
- dry erase markers

**STANDARDS:**
- L.1.1J & L.1.2
- L.2.1 & L.2.2
- L.3.1 & L.3.2

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**MINI-LESSON:**

1. Before reading the mentor-text, ask your students if they know what a sentence is. Discuss. Then ask if all sentences are the same. Discuss. Try to elicit some information from your students about different types of sentences. You can write their ideas down on chart paper.

2. Read the story *Exclamation Mark*. Discuss the story and ask guiding questions throughout.
   - Why was the exclamation mark sad?
   - When did things change for the exclamation mark?
   - What mark became his friend first?
   - What is that mark called?
   - What did the question mark always do?
   - Why did the exclamation mark yell STOP!?
   - Why did the author write “He didn’t know he had it in him?”
   - What types of things was the exclamation mark saying? Describe them.
   - What do you notice about the things the exclamation mark was saying?

3. Now ask the students what three types of punctuation marks were seen in the book.

4. Show the students your PRE-MADE anchor chart with the three pictures on the top.

5. Ask the students to define a period, a question mark, and an exclamation mark.
   - A **question mark** is used at the end of a question or Interrogative sentence.
   - A **period** is used at the end of a telling (declarative) sentence or a command (imperative) sentence.
   - An **exclamation point** is used to show excitement or strong emotion.

6. It’s important to introduce the vocabulary terms for the different types of sentences and have the students repeat the vocabulary word.

7. Under each column of the chart, begin to brainstorm a few simple sentences using the punctuation mark and writing the “type” of sentence it is after the punctuation mark.
MINI-LESSON {CONTINUED}:

8. Now, using a pocket chart, show students a sentence on the laminated strip. Ask a student to read it aloud, tell the punctuation mark that should be added, AND the type of sentence it is. You can ask the student to come up and draw the punctuation mark at the end of the sentence.

9. Do this 3 or 4 more times with the 4 different types of sentences so that each type of sentence is up in your pocket chart.

10. {PREP WORK}: Around your carpet or classroom, set up 4 or 5 pocket charts depending on how many groups of students you will have working together. I like to keep the pocket charts around my carpet area and I use my book bins in my library to keep them up against the bookshelves. See images below:

![Pocket Charts](image1.jpg)

11. {Guided Practice}: Now tell the students they will work with a few children in a group and figure out what type of sentences they have and add the correct punctuation mark to each sentence using their dry erase markers. Then, as a group, they MUST share the pen and write two different types of sentences that end with the correct punctuation mark and be able to tell the group the type of sentences they are.

12. Give students a few different types of sentences and some blank laminated sentence strips to write their own sentences. Give each group 8-9 minutes to complete this activity.

13. When each group has finished, ask the group members stand up and take turns reading their sentences, telling the type of sentence it is, and what type of punctuation mark is needed.

14. Depending on the amount of time that you have alloted for your lesson, you can decide whether or not to give your students an independent activity to do right after the lesson or they can do the independent activity the following day.

15. You will have the option of TWO different independent activities to choose from that aligns with this lesson.
INUE: DAY 2:

1. The next day, meet on the carpet again and review the lesson from the day prior.
2. On your chart paper, write the names of the 4 types of sentences. Ask students to EXPLAIN what each type of sentence is and the type of punctuation mark that is needed on the end.
3. Ask students for an example for each type of sentence and write it underneath each type of sentence so the students can refer to it.
4. Definitions of types of sentences:
   • A Declarative Sentence makes a statement or expresses an opinion and ends with a period.
   • An Interrogative Sentence asks a question and ends with a question mark.
   • An Exclamatory Sentence is a sentence that shows a strong emotion or feeling and ends with an exclamation mark.
   • An Imperative Sentence gives a command or makes a request and ends with a period (but can at times end with an exclamation point – Eg. “I need you to sit down now!”)
5. {Independent Practice}: Now that you have reviewed the different types of sentences and punctuation marks, the students can do an independent practice activity to apply their new knowledge.
6. I have included two different independent activities to choose from: I'm a Sentence Sleuth Tab-Its booklet or the Punctuation People Interactive Notebook pages.

EXTENSION ACTIVITY:
Independent Practice: Sentence Sleuth and/or the Interactive Notebook Cutouts

RESOURCES:
YouTube video on types of sentences: https://www.youtube.com/watch?v=GjbGI-3rIFA
Below are the mentor-text/s that I use for this lesson/unit. CLICK on the image/s below to check them out on Amazon.com. These are my affiliate links.

Exclamation Mark
by
Amy Krouse Rosenthal & Tom Lichtenheld
EXCLAMATION POINT
QUESTION MARK
PERIOD
Declarative and Interrogative Sentence Jumbles

Thank you for downloading my 4 Types of Sentences FREEBIE. I hope you can find this useful in your own classroom. I printed these sentences on Astrobrights cardsock, laminated them, and sliced them into strips. I also laminated the blank sentence strips so that my students could use Expo markers to write their sentences. The black pocket chart below is the one that I used for this lesson. They are AWESOME!

You can click the images below to see them on Amazon.com!
I saw a brown bear in the woods.
The boy's favorite color is red.
She went to the ice cream shop.
His favorite subject in school is math.
The young girl wore a red dress.
Will you go to the store with me?
What is your favorite season?
How many people live in America
Do you like candy and potato chips___
Why do birds migrate in the winter? 
Imperative and Exclamatory Sentence Jumbles

The slides below include Imperative and Exclamatory sentence jumbles for the pocket chart.

You can click the images below to see them on Amazon.com!
Make your bed right now
Clean your room right away
Take me to the library
Pour me a glass of water.
Leave the package at the door.
Put that down

on the table
Hang up your clothes...
Turn off the television now.
You must talk quietly
Do your homework right now
Our team won the championship.
I just won two hundred dollars.
I can't figure this out...
Wow, that was a thrilling ride.
Ouch, that really hurts.
Awesome, you solved the puzzle…
We are going on a great field trip
I scored
three goals
today
No, you can’t
cut the dog’s hair
Eeek, you scared me...
Cut ON the gray dotted line AROUND the entire shape.

I’m a Sentence Sleuth

L.3.1 Sentences I can make and expand complete simple and compound sentences.

Cut ON the gray dotted line AROUND the entire shape.

I’m a Sentence Sleuth

L.3.1 Sentences I can make and expand complete simple and compound sentences.
Cut ON the gray dotted line AROUND the entire shape.

I’m a Sentence Slouch

L.2.1 Sentences
I can make and expand complete simple and compound sentences.

Cut ON the gray dotted line AROUND the entire shape.

I’m a Sentence Slouch

L.2.1 Sentences
I can make and expand complete simple and compound sentences.
Sort the types of sentences by cutting them out and gluing them in the boxes. Write the meaning of each type of sentence and then write your own sentences.

**Declarative**

What is a Declarative sentence?

Write two of your own Declarative sentences.

**Interrogative**

What is an Interrogative sentence?

Write two of your own Interrogative sentences.

Cut ON the gray dotted line AROUND each shape.
What is an Imperative sentence?

Write two of your own Imperative sentences.

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Cut ON the gray dotted line AROUND each shape.

What is an Exclamatory sentence?

Write two of your own Exclamatory sentences.
Read each sentence. Think about the type of sentence it is. Write the correct punctuation mark at the end of the sentence. Cut them out, sort the sentences on the correct page of the Tab-It book, and glue them on the page.

Clean your room
Do you want to play a game
I like ice cream
Brush your teeth
I got a new puppy
How are you feeling today
I won $100
That is so cool
Go to sleep
What grade are you in
My name is John
I am seven years old

Read each sentence. Think about the type of sentence it is. Write the correct punctuation mark at the end of the sentence. Cut them out, sort the sentences on the correct page of the Tab-It book, and glue them on the page.

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How are you feeling today
I won $100
That is so cool
Go to sleep
What grade are you in
My name is John
I am seven years old
Fold the paper on the solid black line. Then, cut on the dotted gray line around the entire shape. Open the booklet. On the lines, write the definition of a Declarative Sentence and write 3 examples of declarative sentences. Color the front and glue the booklet to your notebook.
Fold the paper on the solid black line. Then, cut on the dotted gray line around the entire shape. Open the booklet. On the lines, write the definition of an Interrogative Sentence and write 3 examples of interrogative sentences. Color the front and glue the booklet to your notebook.
Fold the paper on the solid black line. Then, cut on the dotted gray line around the entire shape. Open the booklet. On the lines, write the definition of an Imperative Sentence and write 3 examples of imperative sentences. Color the front and glue the booklet to your notebook.
Fold the paper on the solid black line. Then, cut on the dotted gray line around the entire shape. Open the booklet. On the lines, write the definition of an Exclamatory Sentence and write 3 examples of exclamatory sentences. Color the front and glue the booklet to your notebook.
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Click the links below…
Check out my Grammar Tab-It's that include the *I am a Sentence Sleuth* Tab-It's!

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