OBJECTIVE: After being presented with the four types of sentences and participating in a Language Arts relay race, students will be able to
1) name the four types of sentences with 100% accuracy
2) apply this knowledge in identifying which of the four types a given sentence is with at least 85% accuracy, and
3) compose their own sentences of each type, using correct capitalization and punctuation, with at least 85% accuracy.

PA ACADEMIC STANDARDS:
1.5.3 D – Write with an awareness of the stylistic elements of composition.
1.5.3 F – Edit writing using the conventions of language.

MATERIALS:
- Access to whiteboard and whiteboard markers in at least four different colors
- Basket of 8 slips of paper; each slip of paper will have one of the four sentence types written on it
- Practice handout prepared for each student (see attached)

PROCEDURE:
a) Anticipatory Set: Write the following sentences on the board:
   1) Here is a sack of money for each of you.
   2) Spend it wisely, and always be careful of strangers.
   3) Why are you wasting your time on such a hard house to build?
   4) You will be sorry!

   Ask students to look at the sentences and determine how they are different. Ask for volunteers to identify which sentence
   - Shows strong feeling
   - Tells someone to do something
   - Asks someone something
   - Simply tells something
   and ask how they know (emphasize the punctuation at the end of each sentence).

   As each student responds, label each sentence with the correct sentence type (IN A DIFFERENT COLOR FOR THE BENEFIT OF VISUAL LEARNERS) and write over the punctuation mark in each sentence with the correct color. The four sentence types are:
   - Statement
   - Question
   - Exclamation
   - Command

   (If desired, hint that commands and statements can be told apart because commands almost always start with an action word [verb].)
b) Practice: Explain that students will be playing a game in teams in order to show that they have learned the four sentence types.

Divide students into five teams according to the rows in which they sit (one or two students may be moved if necessary; five students sit on the far side of the room, while only three sit on the near side).

Explain that you will randomly choose a sentence type from a collection of slips of paper in a basket. Each team must then work together to write a sentence at least five words in length of that sentence type with correct punctuation and capitalization. After the sentence has been devised COOPERATIVELY and approved of by every team member, one designated “board writer” for each team must approach the board and copy the sentence on to it. Each correct response will earn teams one point IF AND ONLY IF THEY RESPOND CORRECTLY. Sentences must begin with a capital letter, end with the correct punctuation mark, and contain appropriate capitalization in the middle (no superfluous capitals; names and places which require capitalization must have it; etc.). The team (or teams) with the most points at the end of the game will be declared the winners.

Emphasize that shouting out answers is not only disruptive and disrespectful, but may give away answers to other teams and hurt your team’s score. Any team caught shouting or yelling will not get credit for their answer. If students wish to encourage their classmates, they should clap or WHISPER encouragement. If shouting gets too out of hand, the sentences assignment may be completed as individual seatwork.

Also emphasize that although each team will have a designated board writer (designed to facilitate the activity for a few students in the class who cannot write well due to learning or other disabilities), the teams must work TOGETHER to come up with their answers.

3) Closure: To review the four types of sentences and ensure that students will remember them, ask students to engage in the following KINESTHETIC SYMBOLS:

- Command – Stomp feet twice
- Statement – Form hands into speaking “beaks,” a la the Chicken Dance
- Question – Scratch head
- Exclamation – Raise arms in air

Repeat these motions a few times, asking students to say the four types of sentences chorally as they do the motions.

ASSESSMENT: Pass out either of the attached assessments: students must identify types of sentences related to their current reading selection, “The Three Little Hawaiian Pigs and the Magic Shark” and then develop four sentences of their own (one of each type). (This may be assigned for homework.)