



Protocol: Oral Practice with Sentence Types

	<ul style="list-style-type: none">• Setting: This activity can be used in whole group or a targeted small group.• Knowledge Goal: Knowledge of the four basic sentence types and punctuation for each• Definitions to Know:<ul style="list-style-type: none">◦ Complete Sentence: a group of words that includes a subject (the namer or “who”) and predicate (the action or “do”)◦ Statement: a type of sentence that states an idea or argument and ends with a period◦ Command: a type of sentence that tells you to do something and ends with a period◦ Question: a type of sentence that asks a question and ends with a question mark◦ Exclamation: a type of sentence that expresses a strong emotion and ends with an exclamation point
 <p>Why This Matters:</p>	<p>The structures of oral language are simpler than the structures of written language. Therefore, introducing new language concepts through oral language provides the opportunity for “rehearsal” before children transition to print. This activity helps students learn to orally recognize sentence variations. Explicit instruction in the four different types of complete sentences helps students understand how sentence type impacts the structure of the sentence, the meaning of the sentence, and the prosody used when saying the sentence.</p>
 <p>Activity: Oral Practice with Pictures</p>	<p>Teacher Tip: Use sentences from the text you are reading aloud or from content students are learning in science or social studies. This helps to reinforce what is being learned while also working on their sentence-level skills.</p> <p>Step 1: Review the four types of sentences (previously taught) with students. Remind them of the purpose and characteristics of each sentence.</p> <p>Step 2: Read aloud a short, unpunctuated sentence with appropriate expression. Make sure your voice reflects the feeling of the sentence to cue students about the differences among statements, commands, exclamations and questions.</p> <p>Step 3: Ask students identify which type of sentence it is.</p> <p>Step 4: Ask students to identify what type of punctuation is needed.</p> <p>Step 5: Do several more examples following this same structure. Utilizing a gradual release of responsibility, provide guided and independent practice.</p>

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Sample: *The sentence used in this example came from Jabari Jumps by Gaia Cornwall, a complex text that could be part of unit on courage that answers the essential question: What does it mean to act with courage? The unit includes fiction and nonfiction complex text that integrate ELA and social studies content.*

Today we will be doing an activity to help you recognize different types of sentences so that we can vary our sentences when speaking and writing. We have learned four basic sentence types – statement, command, question, and exclamation.

Statements are the most common type of sentence and state an idea or argument. Statements end with a period. *Animals live in habitats* is an example of a statement so the sentence would end with a period (write a period on the board and have students air write a period). When we say a statement, our voice usually goes down and then stops at the end.

Next, we learned about command sentences. These sentences give a command and end with a period. *Get your shoes from the closet* is an example of a command so the sentence would end with a period (write a period on the board and have students air write a period).

Then, we learned about question sentences which ask a question and end with a question mark. For question sentences, the pitch of our voice changes at the end of the sentence. Listen to my voice when I say the following question: *When did George Washington become president?* Did you notice my voice went up at the end? This is an example of a question so the sentence would end with a question mark (write a question mark on the board and have students air write a question mark).

And lastly, we learned about exclamation sentences which are sentences that express a strong emotion and end with an exclamation point. For exclamation sentences, our voices rise at the end of the sentence. Listen to my voice when I say the following sentence: *It's freezing outside!* Did you notice the rise of my voice as I said this sentence? Did you notice how my voice got louder? This is an example of an exclamation sentence so the sentence would end with an exclamation point (write an exclamation point on the board and have students air write an exclamation point).

Now we're going to complete an activity where I will say sentences and you will listen to the wording of the sentence and to the inflection in my voice to determine which sentence type I am using. I'm going to say a few sentences from our read-aloud today and model for you how I would think through each of them.

This was Jabari speaking. Listen to my voice as I read. He said, "I forgot to do my stretches!" I noticed the rise of my voice as I said this sentence. I also noticed how my voice got louder. I know that when my voice rises as I say the sentence and it gets louder, it means the sentence should end with an exclamation point. Let's check in our book! Yes, the author used an exclamation point to show Jabari's emotion!



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Do several more examples following this same structure.

Utilizing a gradual release of responsibility, provide guided and independent practice.

- **Extension:** Once students are fluent in the recognition of sentence types, have students orally rearrange the sentence or change their expression to create a new sentence type. For example:
 - **T:** I'm going to say a sentence and you will determine if the sentence is a statement, command, exclamation, or question. "What a magnificent ecosystem that thrives in the rainforest!"
 - **S:** That is an exclamation sentence because your voice went up during the sentence and at the end. Your voice also got a little louder. It uses an exclamation mark!
 - **T:** That's right! Now change the sentence to a question.
 - **S:** What makes rainforest ecosystems magnificent?
 - **T:** Great work! You turned an exclamation sentence into a question sentence. It's important to use different types of sentences when we speak and write.

Protocol: Written Activities with Sentence Types

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 <p>Why This Matters:</p>	<p>Sentences are the foundation of written language. Explicit instruction at the sentence level helps students to write in a way that reflects the structures of written language, instead of the way they speak. Additionally, when students understand more complex sentences and how they work, it improves their ability to comprehend what they read. This activity helps students learn to vary sentences in their writing.</p>
 <p>Activity: Writing Different Types of Sentences</p>	<p>Step 1: Provide students with a word that relates to the content your class has been studying and a sentence type (i.e., say to students: Use the word habitat in a question sentence.)</p> <p>Step 2: Have students write the sentence using the word and sentence type.</p> <p>Step 3: Repeat steps 1 and 2 above using new words and different sentence types as many times as necessary (still related to the content (i.e. Use the word ecosystem in an exclamation sentence.)</p> <p>Step 4: Do several more examples following this same structure. Utilizing a gradual release of responsibility, provide guided and independent practice.</p> <p>Sample: Today we will be learning how to make our writing more interesting by varying our sentences. One way we can vary our sentences is by changing the sentence types that we use when writing. We're going to complete an activity where we learn how to vary our sentences when writing about a topic. I'll go first. Ready?</p> <p>I'm going to use the word mammal in a statement. Here is my sentence (write on board): <i>Mammals are warm-blooded.</i> Notice I used correct capitalization and punctuation, and it states an idea.</p> <p>Do several more examples following this same structure.</p> <p>Utilizing a gradual release of responsibility, provide guided and independent practice.</p> <ul style="list-style-type: none">• Extension: Once students have had practice writing sentences for each sentence type, ask them to expand on each sentence they wrote using sentence expansion.