**Sentence Types Unit Plan**

**Grade Level:** 2nd Grade

**Subject Area:** Language Arts 🡪 Grammar

**Materials Needed:** SMART Board, Super Teacher worksheets, sentence strips, May I Have a Word with You?, Brain Pop video, pencils, Sentence Types Coloring Page, crayons

**Standard:**

* ***2.L.1.f (2-A.1) –*** Produce, expand, and rearrange complete simple and compound sentences (Is the sentence a statement, question, command, or exclamation?)

**Objectives:**

* Students will distinguish between the four types of sentences.
* Students will complete sentences with proper punctuation.
* Students will identify types of sentences by their punctuation.
* Students will read sentences with appropriate inflection.

**Learning Activities:**

Day 1:

* We know that we have a lot of power as writers. We can give our readers lots of information. The way we write that information can change the way our reader reads it. Mrs. Jacobson and I are always reminding you to write in complete sentences. What does a complete sentence need? Something as little as the type of punctuation we use can completely change the way our reader reads our sentence.
  + Teacher will hand two students slips of paper with sentences written on them.
  + Students will be asked to read sentences aloud. (How would you read this sentence?)
    - Remaining classmates will vote on what type of punctuation this sentence had.
  + Teacher will write sentences on the board.
    - Students will choral read the sentences with appropriate inflection.
* Teacher will show a Brain Pop Jr. Video
  + Talk about all four types of sentences. Make a list on the board.
  + ***Super Teacher Punctuation*** page together on SMART Board.
  + ***Super Teacher Types of Sentences*** page individually. Review together.

Day 2:

* Review 4 types of sentences.
* Hand out ***Sentence Strips*** and have students complete them with correct punctuation.
  + Play a round of 3 corners.
    - Sentence types will be posted in 3 places of the room.
    - Students will walk to the part of the room they believe their sentence falls under.
    - Students will read their sentences aloud with appropriate inflection.
* Students will complete ***May I Have a Word with You?*** Individually.

Day 3:

* Review 4 types of sentences.
  + Complete a few examples on the board.
* Students will complete ***4 Types of Sentences Coloring*** page individually.

**Assessment:**

* ***Formative***: Verbal discussions and the above work pages will serve as formative assessments.
* ***Summative***: Authentic student writing and reading will be analyzed as summative assessment of proper punctuation and inflection.