

Lesson Plan for Writing Commands (Imperative Sentences)

Learning Objective: Students will write imperative sentences to give commands and end each one with a period.

The purpose of this activity is to teach your students how to read and write this type of sentence, including when to use imperative sentences and how to punctuate them. This will help your students incorporate them in their own writing.

DIRECTIONS

1. Introduce the lesson.

Say, "Writers use different kinds of sentences. We can make a statement, ask a question, show emotion, or give a command. Today we will focus on imperative sentences."

2. Teach the parts of an command sentence.

Show the Four Types of Sentences anchor chart and point to the Imperative Sentence type. Say, "Imperative sentences give a command, so they might even use a bossy voice. These sentences usually start with a verb (did what?) and end with a period."

I DO

• Model examples.

Display several imperative sentences and model appropriate expression. Say, "Watch as I read each sentence. I'll underline the verb at the start of each sentence that signals the command so you notice that important clue."

- Tell the truth.
- Hold the door.
- Bring an umbrella.

Duration:

Plan to spend:

- 10 minutes on explicit instruction
- 5 minutes on guided practice
- 5 minutes on independent practice

Total lesson time = approximately **20 minutes**.

Materials Needed:

- ☐ whiteboard or easel with chart paper
- ☐ picture prompts
- ☐ Four Types of Sentences Anchor Chart
- ☐ lined paper and pencil for independent practice

READING UNIVERSE

Four Types of Sentences

Sentence Type	Purpose	Punctuation	Sentence Example
Statement (declarative)	Make a statement	.	The ball is red.
Question (interrogative)	Ask a question	?	Where is the red ball?
Exclamation (exclamatory)	Convey excitement or strong emotion	!	Watch out for that red ball!
Command (imperative)	Give a command or use a bossy voice	.	Give me the red ball.

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Writing | Types of Sentences
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- **Think aloud as you write a command.**
Display a picture. Say, "I'm thinking of a command that could occur on a farm. *Water the crops* is a command."
- **Review and discuss the command.**
Reread your sentence and say, "Let's check my work. Did I start with a telling part to give a command? (Yes) Did I start with an uppercase letter? (Yes) Did I end with a period? (Yes)"



WE DO

- **Engage students in guided practice through oral language.**
Display a new picture and say, "Let's think of a command sentence that the kids might say or you might say while playing this game."
- **Discuss student responses.**
Invite students to share their sentences as you write them on the board. Ask which *did what* (verb) they started the sentence with to be sure it's a command and makes sense.



YOU DO

- **Students practice independently.**
Display another picture. Then say, "Now write your own command that might be given in this situation. Read it back to yourself and check to be sure you began with a did what (*italicize did what*, no quotes) (verb). Also, make sure you started the first word with an uppercase letter and ended the sentence with a period."
- **Share and reflect.**
Once students have written their sentence, say, "Switch papers with your partner and review each other's work."





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Name _____ Date _____

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.

Name _____ Date _____

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid red line, middle dashed yellow line, bottom solid green line).





