

Lesson Plan for Writing Exclamations (Exclamatory Sentences)

Learning Objective: Students will write exclamations to express a strong emotion and end each sentence with an exclamation point.

The purpose of this activity is to teach your students when to use an exclamation mark, how to read this type of sentence, and how to write exclamations. This will help your students read these sentence types with expression and incorporate them in their own writing.

DIRECTIONS

1. Introduce the lesson.

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

2. Teach the parts of an exclamatory sentence.

Show the Four Types of Sentences anchor chart and point to the Exclamation sentence type. Say, "An exclamation shows a strong emotion like excitement or fear. An exclamation point gives the reader a clue that the author wants us to read with intense emotion."

I DO

• Model examples.

Display several exclamatory sentences and model appropriate expression. Say, "Watch as I read each sentence. I'll circle the exclamation point so you notice that important clue."

You can use the examples provided or pull together sentences from curriculum content.

- *Marcus saved the day!*
- *Thank you for your help!*
- *I can't believe we won!*
- *A storm is coming!*

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

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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- Think aloud as you write an exclamation.
Display a picture and say, "I want to show excitement or fear, so I'll choose my words carefully and use my voice to let you know this. I'll also end this sentence with an exclamation mark. On the farm, the farmer might say: *Let's get to work!*"
- Review and discuss the complete exclamation.
Reread your sentence and say, "Let's check our work. Do my words show emotion? (Yes) Which emotion am I showing? (Excitement, eagerness) Did I start with an uppercase letter? (Yes) Did I end with an exclamation point? (Yes)"

WE DO

- Engage students in guided practice through oral language.
Display a new picture and say, "Think of an exclamation sentence that shows a strong emotion. When you're ready, turn and tell a partner."
- Discuss student responses.
Invite your students to share their sentences as you write them on the board. Ask them to talk about the emotion they're conveying in the sentence to check for understanding.

YOU DO

- Students practice independently.
Display another picture, tell your students an exclamatory sentence based on it, and write your sentence on the board. Then say, "Now write your own exclamation about this picture. Read it back to yourself to make sure you've expressed emotion, started with an uppercase, and ended with an exclamation point."
- Share and reflect.
Once students have written their exclamation, say, "Read your exclamation to a partner."





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Name _____ Date _____

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance. There are 10 sets of these lines across the page.

Name _____ Date _____

Handwriting practice lines consisting of solid red top and bottom lines and a dashed yellow middle line. There are 10 sets of these lines for practice.





