

Lesson Plan for Writing Statements (Declarative Sentences)

Learning Objective: Students will write declarative sentences to give information and end each sentence 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 statements 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 declarative, or statement, sentences."

2. Teach the parts of an declarative sentence.

Show the Four Types of Sentences anchor chart and point to the Declarative Sentence type. Say, "Declarative sentences make a statement, so they're used to give information. These sentences always contain a noun (*who* or *what*) and a verb (*did what*). They start with an uppercase letter and end with a period."

I DO

• Model examples.

Display several declarative sentences and model appropriate phrasing. Say, "Listen as I read each sentence. I'll scoop my *who* and my *did what* to be sure I have both parts."

The tree fell.

Lesson Plan for Writing Statements (Declarative Sentences)

- Think aloud as you write a statement.
Display a picture and say, "I can come up with a statement to share information about what I see. For example: *The farmer works in the field.*"
- Review and discuss the complete sentence.
Reread your sentence and say, "Let's check my work. Do I have a *who* or *what*? (The farmer) Do I have a *did what*? (Works in the field) Did I start with an uppercase letter? (Yes) Did I end with a period? (Yes)"



WE DO

- Engage your students in guided practice using oral language.
Display another picture. Say, "Look at the picture and imagine your're talking about the picture to someone who can't see it. What information could you tell them about it? Turn and tell your partner a statement you've come up with."
- Discuss student responses.
Invite your students to share their sentences and write them on board. Point out that every sentence has an uppercase letter and period. Ask students to name the *who* or *what* and the *did what* to be sure it's a statement and makes sense.



YOU DO

- Students independently practice.
Display a new image. Generate your own statement and write it as a model. Then say, "Now write your own statement to share information about this picture. Read it back to yourself and check to be sure you have a *who* or *what* and the *did what*. Make sure you've started with an uppercase letter and ended with a period."
- Share and reflect.
Once students have written their statement sentence, say, "Switch papers with your partner and review each other's work."





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.

Name _____ Date _____

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance. The page contains 10 sets of these three-line guides.

Name _____ Date _____

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





