

Lesson Plan

Sentences - Identifying statements

First (1) - ELA

LEARNING TARGET

- Students will be able to define and identify what a statement is.
- Students will be able to differentiate between a statement, a question, an exclamation, and a command.
- Students will be able to identify the punctuation mark that ends a statement.

LEARNING PROGRESSION

PREREQUISITE SKILL

Sentences - Find the question sentence

EXTENSION SKILL

Sentences - Statement, question, command, or exclamation

DURATION

- 45 minutes

MATERIALS

- Whiteboard and markers
- Sentences written on sentence strips (at least one example of each type of sentence)
- Pencils and paper

VOCABULARY

- Statement
- Question
- Exclamation
- Command
- Period
- Question mark
- Exclamation point

INTRODUCTION

1. Begin the lesson by displaying a sentence strip that is a statement, for example, "The sun is shining."
2. Ask the students to identify the sentence type and the punctuation at the end of the sentence.
3. Define a statement as a sentence that tells about something and ends with a period.

INSTRUCTION

1. Display sentence strips with examples of the four types of sentences: statement, question, exclamation, and command.
2. Read each sentence aloud and have the students identify the type of sentence and the punctuation at the end of the sentence.
3. Discuss the differences between each type of sentence and their functions in communication.
4. Review that statements are sentences that tell about something and end with a period.

GUIDED PRACTICE

1. Provide each student with a sentence strip.
2. Have students identify whether the sentence is a statement or not and identify the punctuation at the end of the sentence.
3. Monitor the students as they work and provide guidance and feedback as needed.
4. Encourage students to share their answers with the class and discuss why they identified the sentence as a statement or not.

INDEPENDENT PRACTICE

1. Give students a worksheet with a list of sentences and ask them to identify whether each sentence is a statement or not and identify the punctuation at the end of the sentence.
2. Monitor the students as they work and provide feedback as needed.

HOMEWORK

1. Assign homework that involves identifying and writing sentences that are statements.
2. Encourage students to seek help from their classmates or the teacher if they are struggling.

EXIT TICKET

1. Have students write down one example of a statement and one example of a question on an exit card.
2. Collect the exit cards and review them to determine if the students have a clear understanding of the differences between statements and questions.

SUMMATIVE

1. Assess students' understanding of identifying statements using a worksheet or quiz.
2. Use the results of the assessment to determine if any additional instruction or review is necessary.

CLOSING

1. Summarize the key points of the lesson, emphasizing the definition of a statement and its punctuation.
2. Ask students if they have any questions or if there is anything they would like you to review in the next lesson.

TEACHING TIPS

- Use a variety of sentence examples to engage students.
- Encourage students to work in pairs and share their answers with the class.
- Provide opportunities for students to practice identifying statements in their own writing.

MISCONCEPTIONS

- Students may confuse statements with questions or commands.
- Students may struggle with identifying statements with compound or complex sentence structures.
- Students may not recognize the importance of punctuation in identifying statements.

EXTENSION

1. Provide more challenging sentences for students to identify as statements or not, such as compound or complex sentences.
2. Have students create their own sentences and identify whether they are statements or not.
3. Encourage students to use statements in their writing and speaking to communicate effectively.

INTERVENTION

1. Provide additional practice and reinforcement for students who are struggling with identifying statements, such as using manipulatives or sentence frames.
2. Use visual aids, such as posters or anchor charts, to illustrate concepts and provide additional reinforcement.
3. Provide opportunities for students to practice identifying statements in small groups or one-on-one with the teacher.

COMMON CORE STANDARD

L.1.1.J - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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