**Plan of English lesson**

**Subject**: The types of sentences - grammar practice

**Learning aims:**

Students will be able to differentiate between the four different types of sentences.

**Introduction:**

* To begin the lesson, write a simple declarative sentence on the board. You should be able to change the tone of this sentence by switching out the punctuation. Some great examples include: *I have a hat. I like ice cream.*
* Next, change the period at the end of the sentence to a question mark. Ask students to share their thoughts on how the question mark changes the meaning of the sentence.
* Then, change the question mark into an exclamation point. Again, ask your students how this changes the meaning of the sentence.
* Explain to your students that the meaning of a sentence is determined by the type of sentence format used to write it.
* Tell your students that they will be learning about the four different types of sentences today. Ask the class for volunteers to list the different types of sentences.

**Instruction**

Once students have made educated guesses, write the following four words on the board: **declarative, imperative, interrogative, exclamatory**.

* Tell your students that a **declarative sentence** makes a statement or expresses an opinion. Give your students an example to illustrate the meaning. Examples include: *I love my dog. The flower is pretty.* Write the meaning and example on the board.
* Define an **imperative sentence** as a sentence that gives a command. Give your class an example that is similar to the declarative sentence, to help illustrate what a command looks like. Write the meaning and example on the board. Examples include: *Feed my dog. Smell the flower.*
* Explain that an **interrogative sentence** asks a question. List a concrete example to illustrate this, such as: *What is my dog doing? Where do these flowers grow?* Write the meaning and example on the board.
* Finally, tell your class that an **exclamatory sentence** is used to show excitement or another strong emotion. Finish up with an example, such as: *My dog is loud! The flower is beautiful!* Write the meaning and example on the board.

**Guided practice**

* Ask students to find a partner.
* Pass out piece of paper to each pair
* Instruct each pair of students to write four sentences together, one of each type.
* Set the timer to 10 minutes.
* After the timer goes off, encourage each pair of students to share the sentences they wrote. Invite some volunteers to write their sentence (and the type of sentence it is) on the board.
* Ask the rest of the class to ensure that each of the sentences on the board are labeled correctly, and have students fix sentences with incorrect labels.

**Independent work with Scratch:**

* Ask your students to create a quizz in Scratch
* Each pair crate a Spirit which give the 12 sentences to a player

The Script should be written to give the player opportunity to choose 4 possible anwers if each sentence is **declarative, imperative, interrogative, exclamatory**.

The winner gets 12 points.

* Once everyone has finished, pairs change their seats and try out the games created by friends.

**Review :**

* Write declarative, interrogative, imperative and exclamatory on the prepared cards.
* Go around the class and have each student pull out a card and say the sentence for their type they choosen.