

Lesson Plan: Sentence Scene Directors

Subject: English Language Arts

Student: Phoebe (Age 12)

Time Allotment: 60 Minutes

Materials Needed

- 15-20 index cards or small slips of paper
 - Markers or pens in different colors
 - Notebook paper or a word processor
 - A timer or stopwatch
 - (Optional) A phone or camera to record the final "scene"
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1. Learning Objectives (What we'll accomplish today)

By the end of this 60-minute lesson, Phoebe will be able to:

- **Identify** the five types of sentences (declarative, interrogative, imperative, exclamatory, conditional) with 90% accuracy.
 - **Construct** original examples of each of the five sentence types.
 - **Apply** knowledge of sentence types to create a short, creative script that uses each type purposefully to convey emotion and action.
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Lesson Activities & Procedure

Part 1: The Director's Toolkit - Introduction (5 minutes)

1. **Hook:** "Phoebe, today you're not just a student; you're a movie director! A great director knows exactly how to tell actors what to do, what to ask, and how to feel. Your main tools for this are the five types of sentences. Each one has a different job in a script."
 2. **Quick Review:** Briefly go over the five sentence types, writing each one on an index card with its name, purpose, and punctuation.
 - **Declarative:** Makes a statement. (Ends in a period .)
 - **Interrogative:** Asks a question. (Ends in a question mark ?)
 - **Imperative:** Gives a command or makes a request. (Ends in a period . or exclamation point !)
 - **Exclamatory:** Shows strong emotion. (Ends in an exclamation point !)
 - **Conditional:** Shows a cause-and-effect relationship, often using "if/then." (Ends in a period .)
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Part 2: The Audition - Sentence Sorting Game (15 minutes)

Goal: To quickly and accurately identify sentence types in a fun, hands-on way.

1. **Preparation (before the lesson):** On 10 separate index cards, write one sentence on each. Include two examples of each of the five types.
Examples: "The key glowed with a soft blue light." (Declarative) / "What could possibly be inside?" (Interrogative) / "Don't open it!" (Imperative) / "It's a trap!" (Exclamatory) / "If you turn the key, the box might open." (Conditional)
2. **Activity:**
 - Lay out the five "title cards" from Part 1 (Declarative, Interrogative, etc.) on a table.
 - Hand Phoebe the stack of 10 pre-written sentence cards.
 - "Action! For this audition, you need to sort these lines from the script under the correct sentence type title card. Let's see how fast you can do it!"
 - Time her as she sorts the cards. After she finishes, quickly review them together, correcting any mistakes and discussing **why** a sentence belongs to a certain category. This is a great chance for formative assessment to check for understanding.
3. **Support:** If she struggles, work through the first few cards together, pointing out clues like punctuation or keywords ("if," "who," "what").
4. **Challenge:** Ask her to try to beat her time on a second round, or have her create one new sentence for each category on a blank card.

Part 3: Writing the Scene - Creative Application (25 minutes)

Goal: To move beyond identification and apply the sentence types in a creative context.

1. **The Prompt:** "Okay, Director. Now it's time to write your own scene. Your movie is about a character who finds a mysterious, locked box. Your script must be 5-10 lines long and **must include at least one of each of the five sentence types.**"
2. **Brainstorming (5 mins):** Talk with Phoebe about the scene. Who is the character? What do they feel? What happens?
 - "What question could they ask?" (Interrogative)
 - "What command might they give to themselves or someone else?" (Imperative)
 - "What statement could describe the box?" (Declarative)
 - "What happens if they try to open it?" (Conditional)
 - "How would they express a sudden shock or excitement?" (Exclamatory)
3. **Writing Time (20 mins):** Give Phoebe quiet time to write her scene on paper or a computer. Encourage her to think about how each sentence type affects the mood and pacing of the scene. Remind her to check off each sentence type as she uses it.

Part 4: The Director's Cut - Performance & Wrap-Up (15 minutes)

Goal: To assess her understanding of the purpose and tone of each sentence type and to celebrate her creative work.

1. **Rehearsal (5 mins):** "Great directors rehearse! Read your scene aloud a few times. Think about your tone of voice. How should an interrogative sentence sound compared to an exclamatory one?"
2. **Performance (5 mins):** Phoebe performs her scene, reading it aloud with feeling and expression. (Optional: Record it with a phone for a fun "final cut"!)
3. **Review & Feedback (5 mins):**
 - Praise her creativity and performance!

- Ask her to point out the five sentences she wrote. For example, "Which line was your imperative sentence? Why did you choose to make it a command?"
 - This serves as a final, summative assessment where she demonstrates her mastery of the concept in a meaningful way.
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Assessment & Evaluation

- **Formative (during lesson):** Observe Phoebe's accuracy and confidence during the Sentence Sorting Game. Listen to her reasoning and questions during the brainstorming session.
- **Summative (end of lesson):** The "Writing the Scene" script is the main assessment.
 - **Criteria for Success:**
 1. Does the script contain at least one of each of the five sentence types?
 2. Is each sentence type used correctly (e.g., the interrogative sentence asks a question, the imperative gives a command)?
 3. During the performance, does Phoebe's tone reflect the purpose of each sentence type?