

# Different Types of Sentences

Year 3



## Lesson overview

This lesson consists of three activities exploring letter writing conventions and culminating in students writing a letter to their own pen pal. Schools may wish to set up a pen pal system with students at another school in Australia or encourage the students to choose their own pen pal. Register for **The Pen Pal Club** at [auspost.com.au/penpalclub](https://auspost.com.au/penpalclub) to assist you in arranging pen pals for your students.

The activities throughout this lesson will use the book *The Pen Pal Club* by Sally Morgan as a stimulus for writing letters to pen pals and exploring features of writing, from the very basic to the more complex. This lesson will primarily focus on the Literacy strand of the English curriculum however students will also explore aspects of the Language and Literature strands. Year 3 students will be exploring different types of sentences; the sentence types that appear in *The Pen Pal Club*; improving sentences of their own content and constructing a letter to their chosen pen pal containing a range of sentence types to show their learning.

Teachers may choose to organise an excursion to the local Post Office for students to post their letters at the end of these activities. This is a great opportunity for students to ask questions and expand their knowledge about the Australian postal system. Email [penpalclub@auspost.com.au](mailto:penpalclub@auspost.com.au) to arrange a tour of your local Post Office.

## Learning intentions

Students will understand:

- How to use detail to add interest to their writing
- How to recognise different types of sentences
- How to write different types of sentences

## Resources

- *The Pen Pal Club* by Sally Morgan
- Envelopes
- Stamps
- Supplementary interactive whiteboard (IWB) resources

For schools that do not have access to an IWB, please be aware that the resources can be downloaded or accessed on personal devices or used as a reference if teachers choose to provide their own resources.

## Assessment

- Group discussions
- Group work (supervised)
- Self assessment activities
- Peer assessment activities
- Summative tasks (addressed envelope and letter)

## Australian Curriculum links Year 3 - English Outcomes

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (**ACELY1682**).
- Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (**ACELY1683**).
- Write using joined letters that are clearly formed and consistent in size (**ACELY1684**).

## Differentiation

As with all our lessons teachers are encouraged to change or update the activities in order to cater to diverse student needs.

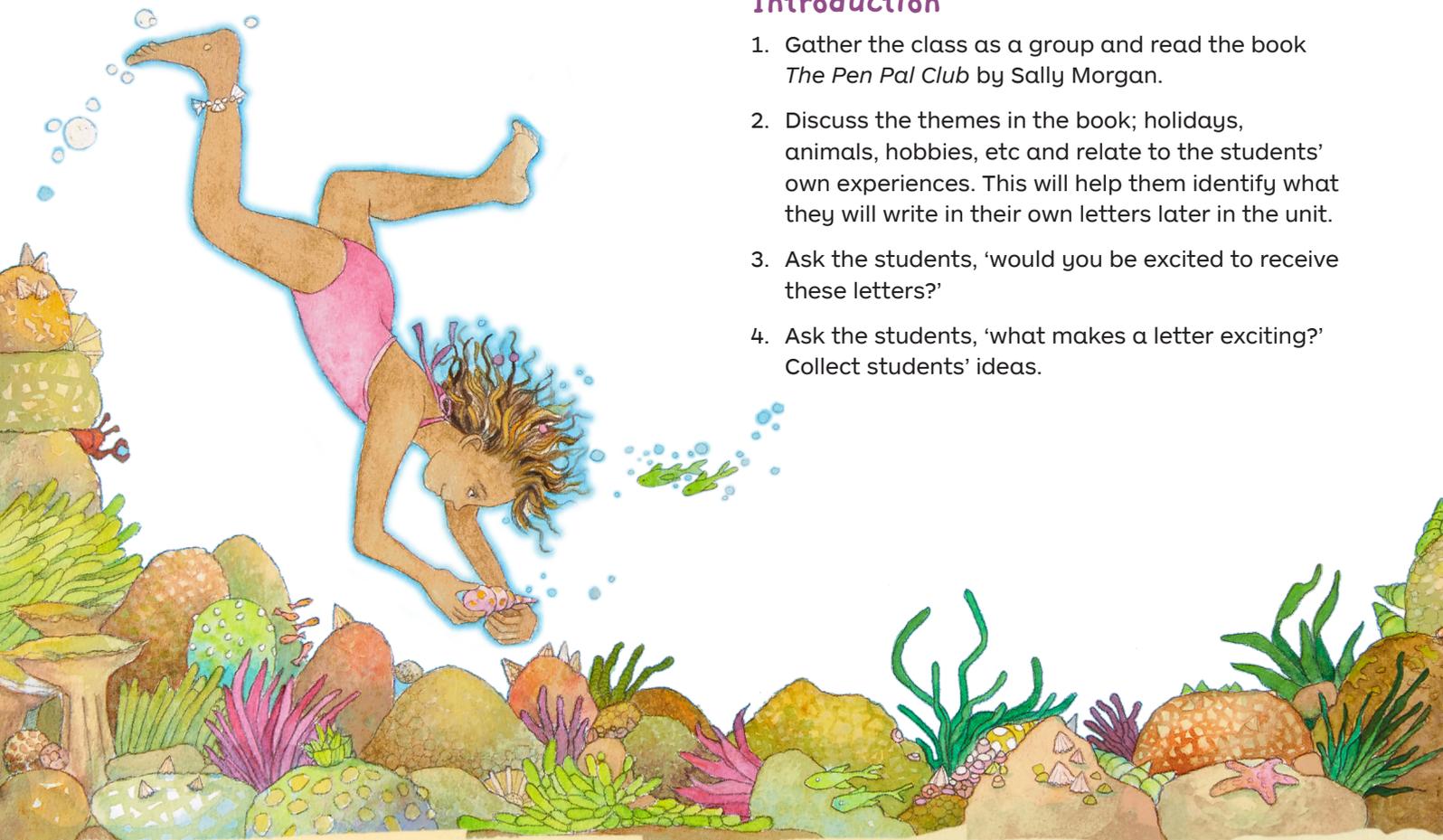
The activities in this unit have been differentiated for three ability levels (support, core and extension) with differing levels of support.

## General capabilities

-  Literacy
-  Critical and Creative Thinking
-  Personal and Social Capability
-  Intercultural Understanding

## Cross curriculum priorities

-  Aboriginal and Torres Strait Islander Histories and Cultures (depending on school context)



## Introduction

1. Gather the class as a group and read the book *The Pen Pal Club* by Sally Morgan.
2. Discuss the themes in the book; holidays, animals, hobbies, etc and relate to the students' own experiences. This will help them identify what they will write in their own letters later in the unit.
3. Ask the students, 'would you be excited to receive these letters?'
4. Ask the students, 'what makes a letter exciting?' Collect students' ideas.

## Activity 1

### Introduction

1. Explain to the class that you will be recapping how to write a complete sentence today, so we can write a letter at the end of this unit.
2. Ask the students, 'How do we make our writing exciting?' Collect students' ideas and identify any gaps in their learning. This is a good opportunity to assess student understanding and recap information and skills as necessary before moving forward.
3. Begin with a warm up. Display one single noun on the board and challenge the students to write the most creative / funny / detailed sentence they can think of using the provided noun within a specified time limit.  
**Teacher note:** you may choose to give students who need an extra challenge a timer so they can direct their own time!
4. Introduce or recap question marks and exclamation marks and when to use them. You may also want to recap statements and remind students when to use full stops.  
**Teacher note:** Questions usually begin with one of the following words; how, what, why, when, where, who, can, do and is!
5. Teachers may choose to go through *The Pen Pal Club* and identify sentences that use question mark and or exclamation marks.

### Main body - Part 1

1. Briefly recap the three types of sentences; statements, questions and exclamations and relate them to the relevant punctuation.
2. Challenge the students to have a conversation with a partner using just one type of sentence, either statements, questions or exclamations.
3. Choose some volunteer pairs to demonstrate their conversation.

### Main body - Part 2

1. Bring the class back together as a group. On the board, display the following sentence; 'what time should i be at the beach.'
2. Using the students' suggestions, improve the sentence until it has correct punctuation.
3. Discuss the type of sentence this is and how we can tell.

4. Hand out the *What Type of Sentence?* activity sheet to each student and direct them to decide whether each sentence is a statement, question or exclamation by putting the correct punctuation at the end of it. For students that need extra support you may choose to sit them in a small group with an adult to scaffold their thinking.

### Part 3

1. Hand out the *Different Types of Sentences* activity sheet to each student.
2. Challenge them to write a sentence for each type and remind students to use capital letters in appropriate places. This activity could be finished for homework if required.

### Plenary

1. Bring the class back together as a group.
2. Organise a self assessment activity where students can react to each statement to show their understanding. 'Thumbs up' for 'I think I understand that well,' 'thumbs sideways' for 'I think I might need some more practice at that' and 'thumbs down' for 'I do not understand that yet.' This self assessment encourages a growth mindset and teachers may choose to record student's responses for assessment purposes. The statements are as follows:
  - I understand that there are different types of sentences.
  - I understand that questions need question marks.
  - I understand that questions start with special words.
  - I understand that some sentences use exclamation marks for different emotions.
  - I can write these different types of sentences.

## Activity 2

### Introduction

1. Start with a writing warm up. Display the sentence 'You wake up in an empty room...' on the board and set up a timer of a period between 2 and 5 minutes depending on your students' needs. Challenge your students to write what they imagine happens next!
2. Recap the different types of sentences from last session. Read through *The Pen Pal Club* and identify the different types of sentences.

## Main body - Part 1

1. Give the students a topic to think and write about. This may be linked to something you have already explored in class or something entirely unfamiliar. Challenge the students to write five questions about the topic using the question words from the previous lesson. Students needing extra support should work in a small group with an adult to complete this activity and generate five questions between them.
2. Bring the class back together and ask the students, "who would you most like to ask a question to?" and follow up with "what would you ask them?" Open a class discussion around the student's ideas.

## Main body - Part 2

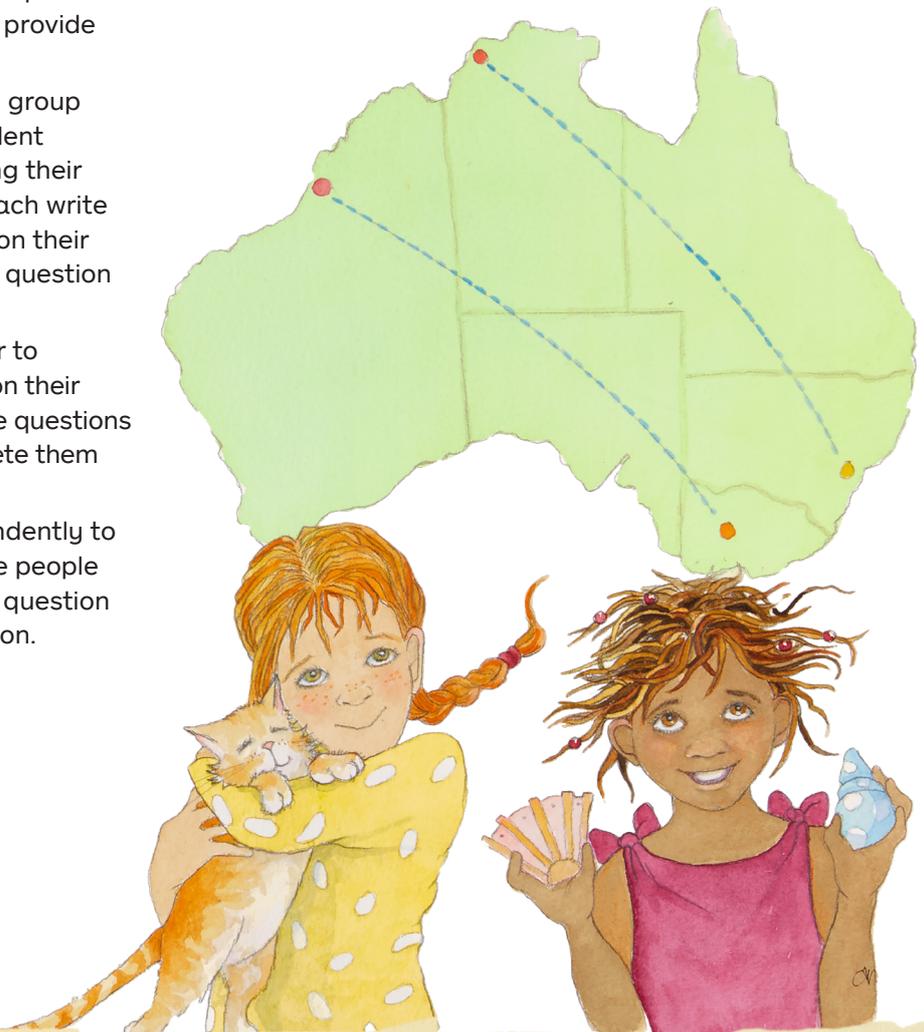
1. Hand out the *Ask a Question* activity sheet to each student.
2. Explain that they will be using their knowledge of question writing to write questions for each of the people on the sheet. Three differentiated activities have been provided below. Teachers are encouraged to select the most appropriate activity according to student ability, or provide another, more appropriate activity.
  - **Support** - Students work in a small group with an adult who will scaffold student thinking and support them in writing their ideas as questions. Students will each write at least one question for a person on their sheet and complete it by putting a question mark at the end.
  - **Core** - Students work with a partner to generate questions for the people on their sheet. They will each write down the questions they pose and remember to complete them with a question mark at the end.
  - **Extension** - Students work independently to generate a question for each of the people on their sheet. They will write each question with correct spelling and punctuation.

## Plenary

1. Bring the class together as a group and review what students have learned about writing questions.
2. Invite students to share some of the questions they generated for each of the people on their activity sheet. Celebrate the diversity and creativity of students' work.
3. Homework activity - begin to brainstorm questions that you would like to ask your pen pal.

## Activity 3 Introduction

1. Start with a writing warm up: Invent a new creature. Draw it and write about it! Give the students a time limit of 2 - 5 minutes depending on student needs.
2. Revisit the book *The Pen Pal Club*, by Sally Morgan and look at how the letters are displayed. Display the letter template on the board and talk about each of the sections.



## Main body

1. Explain that students will be drafting letters to their pen pals in this session.
2. Remind students of the features they need to include in their work to make it an interesting and well-written letter, i.e. capital letters, full stops, adjectives, compound sentences and different types of sentences, including questions for their pen pal.
3. Three differentiated activities have been provided below. Teachers are encouraged to select the most appropriate activity according to student ability, or provide another, more appropriate activity.
  - **Support** - Students sit in a small group with an adult. They use the *Letter Template* activity sheet to draft a letter consisting of two or three sentences to their pen pal, one of which is a question for their pen pal. On the back they may choose to illustrate their letter with a picture like Jack or Ruby in *The Pen Pal Club*.
  - **Core** - Students work independently to draft a letter to their pen pal in the *Letter Template* activity sheet. Their letter should consist of at least three compound sentences, containing adjectives, separated by full stops. Their letter must include at least one question for their pen pal. On the back they may choose to illustrate their letter with a picture like Jack or Ruby in *The Pen Pal Club*.
  - **Extension** - Students work independently in their writing books or on paper to draft a letter to their pen pal, using the template on the board as a guide. Their letters should consist of at least five compound sentences, containing adjectives, and using correct punctuation for each type of sentence. Their letter must include at least two questions for their pen pal. Once they have finished, students may choose to draw a picture for their pen pal to describe something they wrote about in the letter.

During this activity, teachers should play the role of facilitator, assessing and filling gaps in students' learning by observing work, answering questions and providing guidance where necessary.

4. Using the *Assess my Writing* (peer assessment) or the *Self Check* (self assessment) activity sheet, students should aim to check a partner's or their own writing for capital letters, full stops, adjectives and different types of sentences.

## Plenary

1. After gaining appropriate feedback, teachers may choose to provide a further opportunity for students to produce a final draft of their letter.
2. Support the students in putting their letters into envelopes and applying a stamp. Their homework will be to address the envelope and post it! If you have signed up to **The Pen Pal Club**, distribute the school address and assign each student a pen pal from the corresponding class to write to.



## Going further

1. Encourage students to think of some questions they would like to ask a postie.
2. Brainstorm with students what they think happens to letters when we post them.
3. Discuss writing a letter to a person in another country; what considerations would you have to make?
4. Discuss writing a letter to a person you do not know; how would you sign off?
5. Discuss writing a letter to the school principal. Would you ask for anything to be different? How might your language change?
6. Create your own quills by taping feathers or cut paper to a pencil or pen and explore calligraphy and letter shapes through history!

# What Type of Sentence?

For each sentence, write whether it is a **statement**, a **question** or an **exclamation**.

1. Dave likes to bring his dog to ballet class. \_\_\_\_\_
2. Do you like to do ballet? \_\_\_\_\_
3. Dave's dog has his own tutu! \_\_\_\_\_
4. The ballet teacher gets cross. \_\_\_\_\_
5. The dog tries his best to be dainty, but knocks the other dancers over!  
\_\_\_\_\_
6. Dave has to take his dog home. \_\_\_\_\_
7. Will the dog ever dance again? \_\_\_\_\_

**Extension task:** Write an ending sentence for this silly story on the back of your sheet.

# Different Types of Sentences

Write a sentence for each of the points below. Remember to include the correct punctuation for statements, questions and exclamations!

1. Jesse wonders where his favourite book is.

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2. Grant is angry that someone broke his laptop.

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3. Harry is upset that he lost his homework.

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4. Maddy asks her mum if she can go out with her friends.

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5. Dani is surprised when her puppy jumps out at her.

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6. Sarah demands that someone brings her juice.

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7. Taylor knows what she will get for her birthday.

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8. Bill wonders when it will stop raining.

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# Ask a Question

What question would you ask the following people?

1. The Queen? \_\_\_\_\_

2. An Alien? \_\_\_\_\_

3. A sports star? \_\_\_\_\_

4. Your dog/ cat? \_\_\_\_\_

5. Someone from history? \_\_\_\_\_

6. Someone from the future? \_\_\_\_\_

7. A character from your favourite book? \_\_\_\_\_

8. Who else would you most like to ask a question? What would you ask them?

\_\_\_\_\_

\_\_\_\_\_

# Assess my writing!



Partner assessment. Read your partner's writing and draw a smiley face if they have included the following.

	Name:	Name:
Capital letter at the start of every sentence		
Full stop at the end of every sentence		
Some interesting details		
Adjectives		
Some questions for my pen pal		
Different types of sentences		

# Self check!

Self assessment. Draw a smiley face if your writing has:

A capital letter at the start of every sentence	
A full stop at the end of every sentence	
Adjectives in my sentences	
Compound sentences Using 'for', 'and', 'nor', 'but', 'or' 'yet' 'so'	
Different types of sentences	

# Letter template

Dear .....

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From,

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# The Pen Pal Club

Year 3



# Question Words



- Where?

- When?

- Who?

- Can?

- What?

- How?

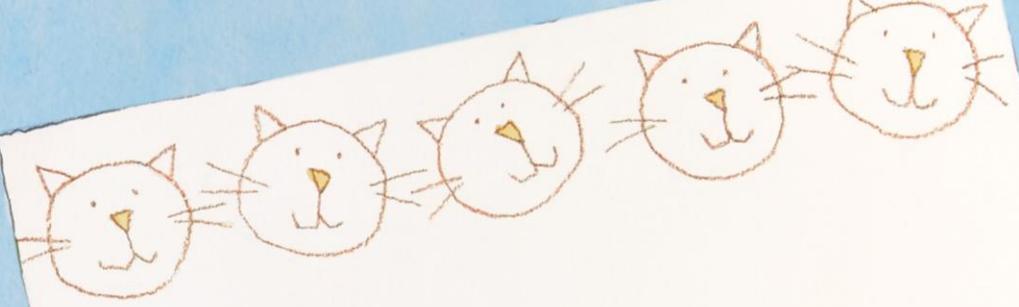
- Do/Does?

- Is?

# Types of Sentences

Different types of sentences have different punctuation.

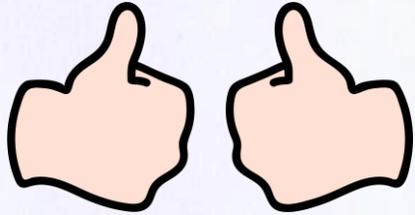
Type	Punctuation	When to use?
<b>Statement</b>	<b>G</b> eorge had a pet lizard.	<ul style="list-style-type: none"><li>• Normal sentences</li><li>• When you are stating or declaring something</li></ul>
<b>Question</b>	<b>D</b> o you know anyone with a pet lizard?	<ul style="list-style-type: none"><li>• When you want to ask a question</li><li>• When you are wondering</li></ul>
<b>Exclamation</b>	<b>I</b> finally got a lizard as a pet!	<ul style="list-style-type: none"><li>• When something is surprising</li><li>• When you are angry</li><li>• When you are being bossy</li><li>• When you are excited</li></ul>



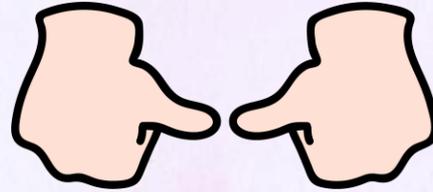
what time  
should i be at  
the park

# Self Assessment

For each statement, show how you would rate your own understanding



*"I understood that well"*



*"I might need some more practice"*



*"I do not understand that yet"*

- I understand that there are different types of sentences.
- I understand that questions need question marks.
- I understand that questions start with special words.
- I understand that some sentences use exclamation marks for different emotions.
- I can write different types of sentences.

# Letter template

Dear .....

.....  
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.....  
.....  
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From,  
.....

## Letter Template

- Greeting - Who are you writing to?
- Main letter - What will you write about?
- Sign off - your name