SPaG: Questions and Commands

Aim:	**Prior Learning:**	**Resources:**
To use sentences with different forms, such as questions and commands. I can understand the difference between questions and commands and use them in my writing.	It will be helpful if children have a good understanding of basic sentence punctuation.	**Lesson Pack** Whiteboards/jotters
Success Criteria: I can understand there are different types of sentences. I can understand what questions and commands are. I can use full stops or exclamation marks to end a command. I can use question marks to end a question. I can write my own questions and commands.	**Key/New Words:** Question, command, exclamation mark, full stop, question mark.	**Preparation:** Differentiated **Question or Command Activity Sheet** - 1 per child Review Activity **Question and Command Cards** - 1 per child, as required **Making the Difference with Questions and Commands Activity Sheet** - as required **Assessment Activity Sheet** - 1 per child **Application Activity Sheet** - as required

Introductory Activity: Types of Sentences

Explain to children that there are four basic types of sentence and give them an example of each.
Explain that this lesson is concerned with questions and commands. Read through the information on each then ask the children to use their **Question and Command Cards** to decide which is which when the sentences in the presentation are read aloud.
Progress to asking the children to write examples of each on white boards.
Show the children how questions can be turned into commands and vice versa. Ask them to practise on their whiteboards.
Can the children identify the difference between questions and commands using tone of voice as a guide?
Can the children differentiate between fact and emotion to write their own statements and exclamations?

Independent Focused Activity: Question or Command?

Children read through the sentences on the **Question or Command Activity Sheet** to decide which are questions and which are commands. They then add the appropriate punctuation mark and finish the activity by converting questions to commands and vice versa.
Can children identify questions and commands, punctuate them correctly and convert sentences between questions and commands?

★ Children identify questions and commands. They choose the right punctuation to finish sentences and match questions and commands.	★★ Children identify questions and commands. They then choose the right punctuation to finish sentences. They then turn questions into commands and vice versa.	★★★ Children choose the right punctuation to finish pairs of sentences. They then turn questions into commands and vice versa.

Note: Some of the answers for commands can be full stops or exclamation marks depending on the tone in which the sentence is read.

Review Activity: Which Is It?

Read the sentences surrounding the object on the review slide aloud. Children may wish to assist with the reading. Ask the children to identify whether the sentences are questions or commands by reusing the **Question and Command Cards** from the beginning of the lesson. Discuss any that have a divided response. Ask the children to think of one more statement and one more exclamation to accompany the picture.
Can children identify questions and commands correctly and think of similar examples?

Consolidation Activity: Making the Difference

Using the **Making the Difference with Questions and Commands Activity Sheet** the children get a chance to write their own questions and commands. Children write a set of 5 commands and questions which make the difference between one picture and another.
Can the children write their own correctly punctuated questions and commands?

Assessment
The children complete the **Mini Test** in order to test their understanding.
The children complete the **Application Activity** as required.