Sentence Signal Hunt

Students listen, then mark whether words make a whole thought and what a sentence does.

1.L.GC.2.a "Distinguish between complete and incomplete simple sentences, and identify sentence type (i.e., declarative, imperative, interrogative, and exclamatory). (I)"

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 WHOLE THOUGHT

a	Yes	No	Unsure
b	Unsure	Yes	No

2 SENTENCE JOB

a	Tell	Ask	Do	Wow
b	Ask	Wow	Do	Tell
c	Do	Wow	Tell	Ask
d	Wow	Ask	Tell	Do

ANSWER KEY

Sentence Signal Hunt

GRADE 1 · 1.L.GC.2.a

HOW TO RUN THIS PAGE

Read each prompt and its choices aloud. In Part 1, students decide whether the spoken words tell a whole thought. In Part 2, students identify a telling, asking, doing, or excited sentence, which are declarative, interrogative, imperative, and exclamatory sentence types.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · WHOLE THOUGHT

SAY "A complete sentence tells a whole thought. I will say some words, then read the choices. Does it tell a whole thought? Circle Yes, No, or Unsure."

ROW	SAY	STUDENTS CIRCLE
a	Listen: "The bus is here." Does it tell a whole thought? Circle your answer.	**Yes**
b	Listen: "After lunch." Does it tell a whole thought? Circle your answer.	**No**

PART 2 · SENTENCE JOB

SAY "I will say a complete sentence. In each row, the choices are Tell, Ask, Do, and Wow. What job does the sentence do? Circle the word that names its job."

ROW	SAY	STUDENTS CIRCLE
a	Listen: "We bake bread." What job does this sentence do? Circle your answer.	**Tell**
b	Listen: "Please close the book." What job does this sentence do? Circle your answer.	**Do**
c	Listen: "Where is my hat?" What job does this sentence do? Circle your answer.	**Ask**
d	Listen: "That is a huge bubble!" What job does this sentence do? Circle your answer.	**Wow**

WHAT TO ACCEPT

Part 1 answers are Yes, then No. Part 2 answers are Tell, Do, Ask, and Wow, in order. Accept pointing or circling when a student cannot yet make a clear circle.