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| Topic: | Punctuation Marks |
| Grade: | 2-3 |
| Content: | Students will learn to recognize and use common punctuation marks. |
| Learning Standard: | <p>Common Core Standards</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>http://www.corestandards.org/the-standards/english-language-arts-standards/language-standards-k-5/grade-3/</p> |
| Goals: | <ul style="list-style-type: none"> teaching students to use common punctuation marks including periods, exclamation points, question marks and commas. |
| Introduction: | <p>Punctuation marks make reading and writing easier. These symbols help us to organize our sentences. They let readers know when a question is being asked. They let readers know when to pause. They can also help readers to understand when someone is excited. There are over a dozen punctuation marks in English, but today we are going to learn about four. They are the period, question mark, exclamation point, and comma.</p> <p>Period: use at the end of a sentence that makes a statement, gives a command, or asks an indirect question. Periods are also used at the end of abbreviations. Here are some examples:</p> <p>I like chips and salsa. Please pick up your socks. I asked David why he was late. Mr. Schultz lives on Starling Rd.</p> <p>Question mark: use at the end of a sentence that asks a question. Here are two examples:</p> <p>Where did you put the cheese tray? How do I get to the train station?</p> <p>Exclamation point: use at the end of the sentence to show extreme emotion or excitement. Examples:</p> <p>I can't believe I won! That's the biggest bird Shana's ever seen!</p> <p>Commas have a lot of different uses. Spend more time discussing commas than</p> |

the other three marks above. Put multiple examples of each type of comma usage on the board.

1) Use commas to separate the items in a list. I'd like a cheeseburger, fries, milkshake and soda.

2) Use commas to separate two clauses in a sentence. James spends his time doing homework, while Martha prefers to practice piano.

3) Commas set off transition words or the name of a person being addressed directly. Next, put the cookies in the oven. Jane, please call me later. Stop eating all my food, Aiden.

4) Commas set off parts of a sentence that can be taken out without changing the meaning of the sentence. Kate, who was flying to Florida on Thursday, was very happy.

5) Commas set off quotes in a sentence. Jessie said, "I need more time."

6) Use a comma to separate the name of a city from the name of its state. I like to visit Chicago, Illinois.

7) Use a comma to separate the day of the month from the year. He was born December 1, 2002.

Activities:

Punctuation Dance

Have everyone get up and push desks back so there's some room to move. Explain that you'll read a sentence aloud and it will be the students' job to let you know which punctuation mark it should get at the end. Instead of shouting out the answer, they'll reveal the answer by dancing.

Choose a simple dance move to represent the period. Choose another dance move (or pose) to represent the exclamation point. Choose a third pose to represent the question mark. Start to play. Clue students as to the correct punctuation mark by using voice inflection. After some practice, break the large group into smaller groups and take turns playing the game with each of the smaller groups. For more fun, choose a student volunteer to read some sentences and do the punctuation dance yourself.

Comma Connection

Divide the class into four big groups. Explain that you're going to have a comma competition. How it works is simple: you'll put a sentence on the board that needs a comma inserted (or two, or three). A member from one of the groups will come up to the board and place commas in the sentence after quickly talking it over within the group. One point is given for each correct comma placement. The

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| | <p>groups will take turns until the time is up. Try to keep the game moving quickly by only giving the groups 10-15 seconds to place their commas. Leave all the sentences from the game on the board as you play. At the end, have a class discussion about where the commas were placed and why the placement was either correct or incorrect.</p> <p>Punctuation Grab Bag Have students pair up and give each pair a plastic baggie with a half-dozen slips of paper inside. On each slip of paper there should be one punctuation mark. Explain that each pair of students will write a short story about anything they want, using all the punctuation marks in their grab bag. The first pair to finish, and to use all their punctuation marks correctly, wins the game.</p> |
| <p>Practice:</p> | <p>When students have quiet writing time, remind them to think about how they are using punctuation marks. Ask students to think about how these marks make their stories easier to read and to understand.</p> <p>Check students' writing for correct comma usage and have a one-on-one discussion with the student if it is incorrect.</p> <p>Model noticing commas when you read aloud to the class. Put a paragraph from a story or newspaper article on the board with all the punctuation missing. As a class, work together to fill in the needed marks.</p> |
| <p>Checking:</p> | <p>Hand out a list of ten sentences. Ask students to fill in the correct punctuation mark for each one. In some cases, there is more than one correct answer.</p> <ol style="list-style-type: none"> 1. David scored a basket at the very last second and won the game 2. Can you please tell me how to fix my computer 3. It is freezing outside yet I am very warm 4. I am behind on my homework 5. Chelsea is wearing a sweater with stripes of pink green blue and white 6. I am shocked at that movie ending 7. Where is the peanut butter 8. Mrs Sullivan does not like loud noises 9. I am visiting Nashville Tennessee on March 4 2012 10. What is the difference between black tea and green tea |