

Common Core Georgia Performance Standards

(*CCGPS implementation year 1: 2012-2013)

ENGLISH LANGUAGE ARTS

GRADE K

ELACCKRL1: With prompting and support, ask and answer questions about key details in a text.

ELACCKRI10: Actively engage in group reading activities with purpose and understanding.

ELACCKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

ELACCKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELACCKL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

GRADE 1

ELACC1RL1: Ask and answer questions about key details in a text.

ELACC1RI10: With prompting and support, read informational texts appropriately complex for grade 1.

ELACC1RF1: Demonstrate understanding of the organization and basic features of print

ELACC1W1: Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

ELACC1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

ELACC1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELACC1L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELACC1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

GRADE 2

ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELACC2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

WIDA English Language Proficiency Standards

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE K

ELAKR5: The student acquires and use grade-level words to communicate effectively.

ELAKW2: The student begins to understand the principles of writing.

ELAKLSV1: The student uses oral and visual skills to communicate.

GRADE 1

ELA1R5: The student acquires and uses grade-level words to communicate effectively.

ELA1W1: The student begins to demonstrate competency in the writing process.

ELA1LSV1: The student uses oral and visual skills to communicate.

GRADE 2

ELA2R3: The student acquires and uses grade-level words to communicate effectively.

ELA2W1: The student demonstrates competency in the writing process.

ELA2LSV1: The student uses oral and visual skills to communicate.

THEATER

GRADE K

TAESK.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

GRADE 1

TAES1.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

GRADE 2

TAES2.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

National Standards

ENGLISH LANGUAGE ARTS

NL-ENG.K-12.5: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

NL-ENG.K-12.6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

NL-ENG.K-12.12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

THEATER

Standard 2: Acting by assuming roles and interacting in improvisations

Theater • Punctuation • Interrogative Sentences • Imperative Sentences • Exclamatory Sentences • Declarative Sentences



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This lesson invites students to gain deeper understanding of the fundamental differences between interrogative, exclamatory, and declarative sentences. As students embody question marks, exclamation marks and periods, they will be engaged and enlightened in a brand new way!

Essential Questions:

How can the structure of sentences improve written communication? How can movement with sound be used to help students correctly identify punctuation?

Process A: Punctuation Junction

Use the following script to guide your process:

- When I say the word “punctuation,” what do you think of? Tell me the first thing that comes to your mind. (Allow time for student responses.)
- The dictionary defines the word “punctuation” as the marks used in writing to separate words and numbers.
- Can you tell me what some of those marks or punctuations are called? (Allow time for students responses.)
- Today we are going to explore three types of punctuation: periods, questions marks, and exclamation marks.
- See if you can guess which mark I am as I act them out. Wait until I’m finished before you call out your answers! (Teacher then forms his/her arms into a circle around head to symbolize a period. Have students identify.) (Teacher then makes his/her whole body into one very straight line. Have students identify.) (Teacher then curves his/her whole body into the shape of a question mark. Have students identify.)
- Now tell me what we call the types of sentences that go with these types of punctuation marks. (Allow students time to respond.) (Teacher writes the name of each type of sentence on the board as he/she discusses the definitions of asking, telling and exclamatory sentences.)
- Telling sentence – a sentence that tells information; also called a statement.
- What is an example of a telling sentence?
- Asking sentence – a sentence that asks for information; also called a question.
- What is an example of an asking sentence?
- Exclamatory sentence – a sentence that shows strong emotion or feeling, such as surprise, anger, or joy.
- What is an example of a exclamatory sentence?
- Now let’s bring these types of sentences and punctuation marks to life.

Process B: Act it out!

- Close your eyes and think of your favorite flavor of gelatin or pudding. Don’t say it out loud!
- Now, on a count of 10, using a sound but no words, move into a standing circle in the middle of the room as if you are walking through your favorite flavor of gelatin or pudding. (Count to 10 as students make a circle.)
- Now, close your eyes again and using your voice just to yourself, what sounds do you think these types of punctuation marks would make if they could make a sound?
- What sound do you think a period makes?
- What sound do you think a question mark makes?
- What sound do you think an exclamation mark makes?
- Using a sound, a movement, your whole body and the space around you, everyone at the same time...
 - show us a period.
 - show us a question mark.
 - show us an exclamation mark.
- Isn’t it interesting how everyone has their own unique interpretation of what each punctuation mark looks and sounds like?

Materials

- paper and pencils
- images of an enlarged period and question mark

Vocabulary

Theater

Dramatic literature or its performance; drama

Interrogative Sentence

A sentence that asks a question and ends with a question mark

Imperative Sentence

A sentence that gives a command or makes a request

Exclamatory Sentence

A sentence that shows strong emotion and ends with an exclamation mark

Declarative Sentence

A sentence that makes a statement and ends with a period

Punctuation

Marks used in writing to separate words and numerals

Classroom Tips

This activity works best in an open space with room for students to move.

- For today, let’s come up with one movement with a sound for each of the three marks. (Teacher demonstrates each mark once and has students repeat the sound before continuing.)
 - Period – Cross forearms in front of body, stomp foot and say “Stop” at the same time.
 - Question Mark – Curl hands and arms above head and to the left, push lower back and bottom out to the right and say “Huh?” at the same time.
 - Exclamation Mark – Make body as straight as possible with arms down by your side, jump up and say “Wow!”
- Let’s do them one more time so we won’t forget them.

Process C: Punctuation Police

- I need your help with something. What’s wrong with this paragraph? (Teacher displays the Paragraph Poster board.)
- What’s missing from this paragraph? (Allow students to answer.)
- I’m going to read it aloud. (Teacher reads the paragraph with no expression—very, very robotically.)
- Can anyone tell me what was different about that?
- Do you think you could be the “Punctuation Police” and tell me where to put what punctuation mark in this paragraph?
- Alright, when you think I need to add a punctuation mark (period, question or exclamation mark), use the sound and movement we just created.
- Do you notice how the sound of each of these sentences changes when we add the punctuation mark?
- Each punctuation mark has a special purpose that requires a certain vocal response. We have to inflect our voices. To inflect an object is to bend or curve it. Words can be inflected as well. All you have to do is change the pitch or tone of your voice.
- Let’s look at how we have to change our voices when we read each punctuation mark.
- A period makes a statement and comes to a complete stop. You have to take a breath after the period to force yourself to stop—like hanging up the phone.
 - Demonstrate this – “The puppy played with the sock.” (Stop and breathe.) Now repeat that sentence after me.
- A question mark makes your voice go up at the end. You raise the pitch.
 - Demonstrate this – “Can I please have a chocolate chip cookie?” (“Cookie” should be higher than “can.”) Now repeat that sentence after me.
- An exclamation mark uses your voice to punch the thought with excitement or alarm.
 - Demonstrate this – “Your bike is rolling into the street!” (Add some tension to your voice.) Now repeat that sentence after me.
- Thanks for your help, Punctuation Police!

Assessment

- Students demonstrate understanding of sentence structure through guided practice and apply in independent reading and writing sessions.
- Students use theatrical strategies and techniques to facilitate understating of different types of sentences.

ESOL Modifications and Adaptations

Preview vocabulary using body language and sentence modeling. Before starting the activity, teacher needs to make sure students have a clear understanding of the different types of sentences (e.g., give students a declarative sentence and have them modify it into an exclamatory sentence using inflection).

ESOL Assessments

Students demonstrate understanding of sentence structure through guided practice and apply in independent reading and writing sessions. Students use theatrical strategies and techniques to facilitate understating of different types of sentences.

Gifted Modifications and Extensions

When introducing the punctuation marks, correlate the formal names for types of sentences (imperative, exclamatory, interrogative, declarative). Create sound and movements for all four types of sentences, explaining that there are three different types of telling sentences. Work in partners. One partner does a movement with sound to identify a type of sentence and the other partner will determine the type of sentence and compose an example.

Gifted Assessments

Students can determine the type of sentence and compose examples of each type of sentence.

Special Education Modifications and Adaptations

Talk with students about asking and telling sentences and the accompanying punctuation for each type of sentence. Work as a group to create a hand movement and sound for a period and a question mark. The teacher will read a displayed sentence and students will perform the punctuation movement that would go with the sentence. Discuss movement choices. Repeat several times as a group.

Special Education Assessments

Students identify end punctuation using strategies of sound and movement.