

vi. Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)

b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS:L.K.2)

i. Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a)

ii. Recognize and name end punctuation. (CCSS: L.K.2b)

Traits: Ideas, Organization, Sentence Fluency, Conventions

### Standard 3.2

#### Evidence Outcomes

a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.K.1)

iv. Understand and use question words(interrogatives) (e.g., who, what, where, when, why, how). (CCSS: L.K.1d)

b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS:L.K.2)

i. Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a)

ii. Recognize and name end punctuation. (CCSS: L.K.2b)

- Place the **Declarative/Exclamatory Sentences** found in the *Supplemental Pages* under the document camera. Practice reading the sentences as either declarative or exclamatory sentences. We have purposely written the sentences without punctuation marks. Have students decide which punctuation should end each sentence.

➔ **Lesson 15 Objective:** Students will recognize and choose the correct ending punctuation mark

(Edit)

The following lessons provide practice in determining if a sentence requires a period, question mark, or an exclamation mark.

➔ **Activities:**

- Play the game **Right on Target**. See the targets in the *Supplemental Pages*. First, students will color their punctuation targets. Targets are equally divided between periods, question marks and exclamation points. You will need to have some sentences written on sentence strips to be read to your students. The sentences should be a variety of declarative, exclamatory and interrogative/question sentences. The sentences should be written without end punctuation. The words should help students decide what punctuation belongs at the end of the sentence. Tape or paperclip one of the targets to each child's shirt. One rule of the game is that we must be *Right on Target* with our punctuation. Since we need to be *Right on Target*, we have to think about the meaning of the sentence. **For example, read the sentence:**

*My mom is beautiful.*

This sentence is a telling sentence and ends in a period.

**Read the sentence:**

*My mom is the most beautiful person in the whole world!*

This is a sentence that shows strong feeling. I would end that sentence with an exclamation mark. The words we write in our sentences help us to decide what end mark we use. If I am angry, my words have to show that emotion. I can't just say I am angry because that doesn't show my reader I am angry. Read a sentence from a sentence strip without showing it to the students. If you think this sentence ends with the punctuation you are wearing, stand up. Post all sentences on the board as you read them.

- Next, choose a sentence that ends in a question mark and follow the same guidelines above.
- Finally, choose a sentence that ends with an exclamation point. Be sure to read the sentence with emotion.
- Continue playing the game, having students respond using all three punctuation marks.
- Ask students the following questions as you play the game. What do all our sentences have in common? How did you decide which end mark to use? Can I just change my end mark or do the words have to match my end punctuation?

**Variations:**

- Students will write the sentences to be used in the game.
- Use the game in a center with a parent helper.
- At a center, put the sentences in one basket and the punctuation cards in another. Match the sentence with the correct punctuation. Rewrite the sentences.