

Punctuation Demonstration

MATERIALS

FOR STUDENT:
(one per group of four students unless otherwise noted)

- FloraCraft® Make It: Fun® Foam:
Question mark and exclamation mark cut from Block (See "FOR TEACHER")
Discs, 15/16" x 3 7/8", eight
- Chenille stems, eight 3" lengths and four 6" lengths, black (total of four 12" long stems)
- Pencil
- Paintbrushes, four medium size
- Paint aprons, four
- Glue stick (if needed)
- Paper plates, four
- Small plastic cups of water, four
- Paper towels, four
- Large plastic zip-sealed bag (to hold all parts)

FOR TEACHER:

- FloraCraft® Make It: Fun® Foam Block, 1" x 12" x 36" (will get three question marks and three exclamation marks per block, which is enough for three groups of students)
- FloraCraft® Design It:® Wire Cutter
- Sheet of address labels, seven labels per group
- Copy paper, two sheets
- Pencil
- Ruler
- Serrated knife
- Scissors
- Spoon, metal
- Acrylic paint: Bluegrass Green (teal blue), Irish Moss (green), Purple Pizzaz, and Jack-O'Lantern Orange
- Water bucket
- Small empty squeeze bottle
- Toothpicks (optional)
- Paper towels
- Old newspapers or plastic tablecloth (optional)
- Plastic-lined garbage can
- Wet wipes
- Drying area
- Glue gun (for teacher only)

LANGUAGE ARTS

GRADE LEVEL
SECOND – THIRD

COMPLETION TIME

- 30 minute session
- 15 minute session



OBJECTIVES

Students learn:

- Recognize the forms of punctuation
- Listen to sentences to know which punctuation to use
- Practice the use of punctuation through a fun activity

STANDARDS

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

Use commas in greetings, closings of letters and addresses

Use commas and quotation marks in dialogue

Use an apostrophe to form contractions and frequently occurring possessives

Choose punctuation for effect

LESSON INTRODUCTION

- This lesson allows for the practical application of punctuation so that the students hear how sentences can be interpreted differently based on punctuation. The punctuation pieces being made are: Period, comma, colon, exclamation mark, question mark and quote (held one way at the beginning of the sentence and turned around at the end of the sentence.)

TEACHER PREPARATION

Note: Read through all the instructions first and check out the TIPS! Plan for four students per set of punctuation pieces using two class sessions with drying time in between them. In the second session, have a glue gun plugged in and ready to use (ideally set on low temperature) but out of student reach. This can give you immediate adhesion when you're in a hurry to help students. It is also recommended that you make one set of punctuation marks first, before preparing the materials for any others, since knowing how the parts fit, might affect how you prepare the rest of them.

[1] Print the exclamation mark and question mark patterns and cut them out with scissors. Set them onto the foam block, as shown and use a pencil to trace three pair of them. (Trace as many as needed for every group of four students to have a pair.)

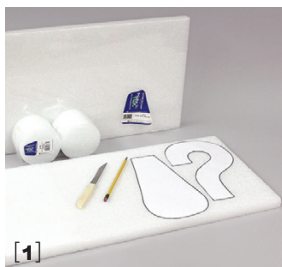
On a cutting mat or stack of newspapers, use a serrated knife to score and cut out the shapes with several passes of the knife.

[2] Use a scrap of foam to sand the cut edges. Also, slightly round all the edges and corners, by pressing the foam edge down onto the table with even pressure as you rotate and smooth. Use the bowl of the spoon to smooth areas that you can't press on the table.

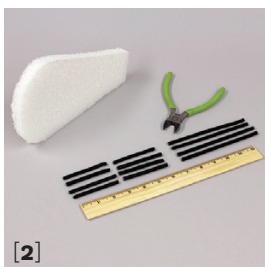
Then, use a ruler and wire cutter to measure and cut eight 3" lengths and four 6" lengths black chenille stems per group of 4 students.

[3] Gather painting items: Four of each, for each group: Plastic cups, paintbrushes and paper towels. Have paint ready.

[4] Set question mark and two discs on one plate (which will be painted green); exclamation mark and one disc on a second plate (which will be painted purple); two discs on a third plate (which will be painted teal); and three discs on a fourth plate (which will be painted orange). Repeat for each group of four students.



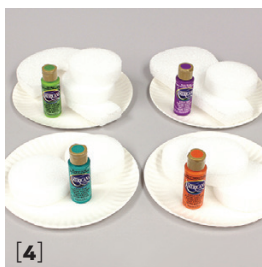
[1]



[2]



[3]



[4]



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INSTRUCTIONS

[1] Show your punctuation symbols, explaining that there can be four students in each group who can work together to make a whole set of them. Show them that the tops and bottoms are painted different colors so that it makes sense for each student to pick one color and do the painting of all the foam shapes that are that same color.

Have them wear their aprons and roll up their sleeves, explaining that this paint will not wash out of clothes. Have the students collect a plate of shapes, cup of water, paper towel and paint brush. Squeeze out the paint on each plate.

Demonstrate and have students pinch their foam shape on the front and back while they paint sides, front (and back on the quotes). When the painting gets close to their hands, have them put the shape down onto their plate to finish painting. (Have them set the painted piece against the outside rim of the plate to let air get underneath it to dry and minimize sticking.)

While the students paint, squeeze more paint onto their plates and distribute wet wipes as needed.

When they are finished, collect the brushes and put them into the bucket of water (until after class when they can be washed out). Have the students move their plates to a drying area.

If possible, before the pieces are thoroughly dry, turn them over to release them from the paper plate. Then let them finish drying.

NEXT SESSION

[2] Have the students refer to your samples to redistribute the painted shapes onto the plates, according to their punctuation mark. Distribute one set of chenille stems to the group and have them put the appropriate lengths into their marks. (Note: 3" lengths connect parts, while 6" lengths become "commas".)

Also distribute pencils, seven labels and one large plastic bag per group. Have students write the group number, name or student initials (which ever you prefer) on the labels with the pencil. Then have them attach the labels to the backs of the six punctuation marks as well as to the plastic bag. (Note: If labels don't stick well, have students use glue stick rubbed onto foam and press label into it.)



MODIFICATIONS

To simplify project:

- Paint fronts and sides only. Paint the backs, only on the quotes. (They need to be turned around for the end of the sentence.)
- Have each group choose one color and paint all of their punctuation marks, that color.

To expand project:

- Attach the punctuation marks to vests or aprons so that students can wear them and actually become the punctuation marks in physically demonstrating how to use punctuation.
- Put on a play, so to speak, with the narrator reading the sentences and the students jumping up and waving their foam piece when the sentences end with their punctuation mark. Students can come up with different sounds for each of the marks, too.

For multiple ages:

- Younger and older students can work side-by-side, with the younger students working with the period and comma while the older ones work with all punctuation marks.
- Older students can write and read out loud sentences for the younger students to punctuate.

ADDITIONAL IDEAS

- Work with the whole class by reading a sentence and having each group of students hold up the correct punctuation piece. (This can be a lively and fun experience for the kids!) A variation is for you to hold up a punctuation piece and ask the students to come up with an

appropriate sentence that would use that piece.

- Have students come up with other ways they can work together to quiz each other and practice the use of the punctuation, such as giving each other sentences and having the others read it as the punctuation directs – then changing the punctuation and reading it again to reinforce the sound differences, as much as the meaning differences.
 - Students can video themselves on their iPads and quiz each other.
 - Make jumbo punctuation symbols, using the full length of the foam for the question mark and exclamation mark. Use large foam discs and full length chenille stems for the rest of the symbols.
 - Save punctuation symbols from year to year, to grow the quantity so that eventually each student can use a set by themselves.
 - Use large paper clips on the back and hang on bulletin boards when not in use, as room décor!
- (For hangers on back, slightly separate ends of two large paper clips, approx. 1/4". On top back, 2" down from top, insert shorter ends into foam, creating hanger loops with longer ends. Hot glue to secure.)



REFERENCES

Punctuation Celebration by Elsa Knight Bruno
Punctuation Takes A Vacation by Robin Pulver
The Girl's Like Spaghetti by Lynne Truss
Perfect Pop-Up Punctuation Book by Kate Petty and Jennie Maizels

PATTERN

EXCLAMATION MARK

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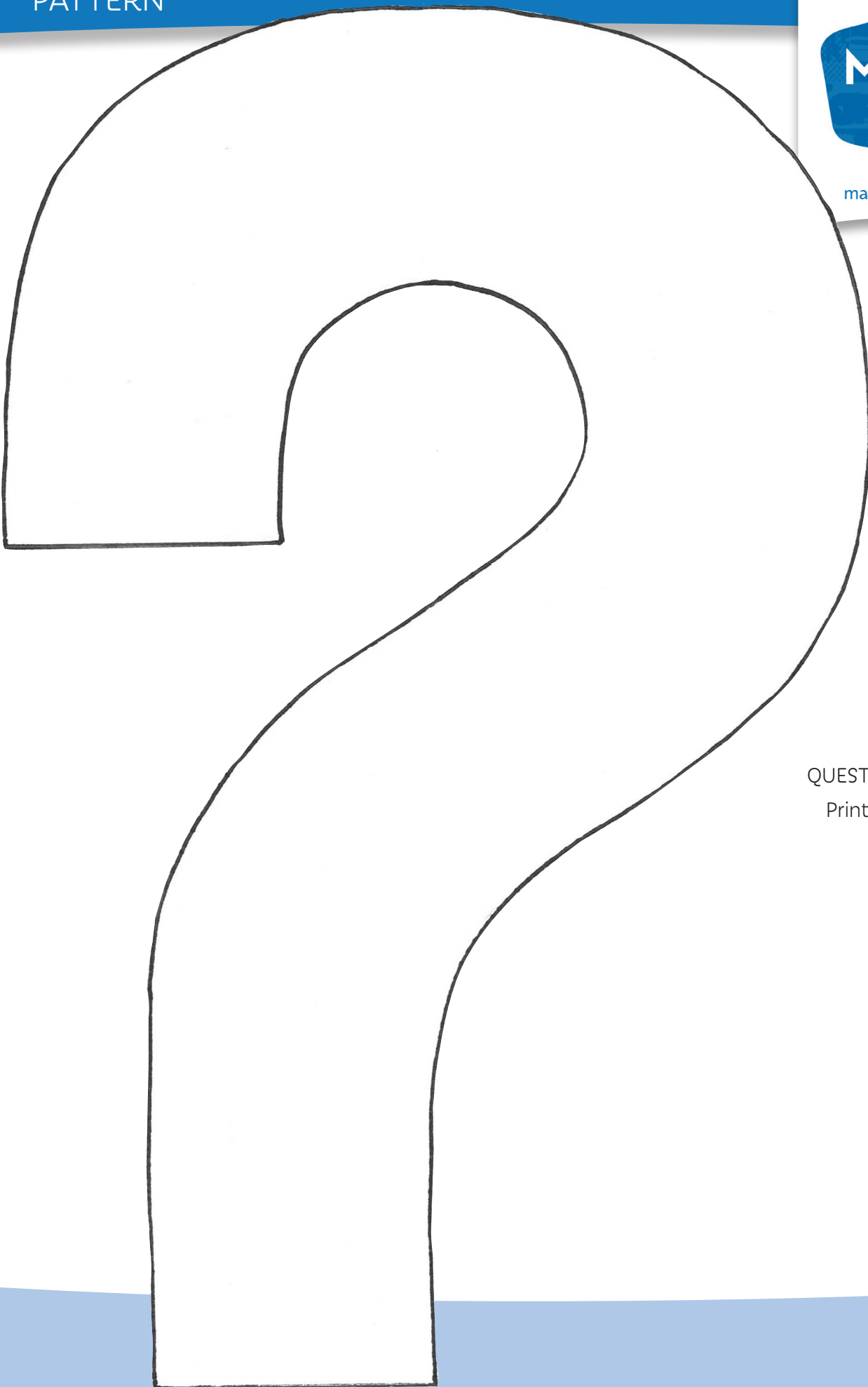

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TIPS

- Keep the knife blade perpendicular to the table so that the foam edges are straight. Score lightly first and then press more firmly to cut deeper with several passes of the knife.
- If any cut edges of the foam are irregular, just rub another edge of foam against it, over a plastic-lined wastebasket, to sand them down.
- To minimize confusion, use a pencil to mark the paper plates holding the foam pieces, with the color that those pieces need to be painted.
- Prepare the painting area, covering the tables if needed. Allow for plenty of space for each student. Have a large plastic-lined garbage can ready.
- If the acrylic paint seems too thick, walk around with a squeeze bottle (not a squirt bottle) of water and put a few drops of water on each student's puddle of paint. Or, if you know it in advance, add a little water to the paint in the container and shake well, to thin the paint to the consistence of cream. This will go down into the pores of the foam more easily.
- To prevent painted pieces from sticking to the paper plates, use four toothpicks inserted into the backs to hold them up, off of the plates.
- Have extras of everything.

PATTERN



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QUESTION MARK

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