

# EXCLAMATION MARK

## EXCLAMATION MARK

by Amy Krouse Rosenthal and Tom Lichtenheld

Ages: 5-8; Grades: PreK-3

Themes: Grammar, Punctuation, Individuality, Pride, Self-Esteem

Running time: 6 minutes

### NEW! COMMON CORE CONNECTIONS:

**CCSS.ELA-Literacy.CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCSS.ELA-Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**CCSS.ELA-Literacy.CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CCSS.ELA-Literacy.CCRA.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### SUMMARY

An exclamation mark feels as if he has never fit in. Despite multiple attempts at self-modification, he just seems to always stick out... until he meets someone similar, but decidedly different from himself. And he finds his voice, and his place, and his purpose. Students will love this fresh take on punctuation marks and teachers and parents will appreciate a grammar lesson with a moral.

### OBJECTIVES

- Students will describe the function of a period, question mark, and exclamation mark and apply the appropriate punctuation to a variety of sentences.
- Students will identify ways in which ! changes from the beginning to the end of the story and the event(s) that lead to his change.
- Students will write using a variety of punctuation marks.

### BEFORE VIEWING ACTIVITIES

#### Common Core Connection Activities:

Review punctuation marks with students. After going over the definitions and functions of periods, question marks, and exclamation marks, play a game with students. Give them each three index cards with a period, question mark, and exclamation mark. Show (on a sentence strip, Promethean board, white board, etc.) a sentence without its end punctuation. Challenge students to hold up the card that shows the correct punctuation to put on the end. This exercise will give teachers a quick, informal, visual assessment of their students' proficiency in using end punctuation.

Brainstorm with students about what characteristics make them different or special. Write each students' name on one side of a t-chart, and write "Why I am special" or "How I'm different" on the other side. Guiding questions:

- What is something about you that makes you special? Why does this make you special?
- How are you different from your friends or family?
- What is unique about you?

Give students time to share with each other and the whole class. Record their answers on the chart. Tell students that they are going to watch a movie about a character who feels like he doesn't fit in. Encourage students to watch and listen for ways that the character begins to change the way he feels about himself.

### AFTER VIEWING ACTIVITIES

#### Common Core Connection Activities:

Discuss with students why and how ! changed throughout the story. Begin with a sequencing activity. Write the main events from the story on sentence strips:

- ! stood out everywhere he went.
- ! tried to change to fit in better.
- ! felt sad about being different.
- ! met ?.
- ? asked ! many, many questions.
- ! yelled, "Stop!"
- ! discovered that he could say many things.
- ! was excited to show off his voice to his friends.
- ! felt proud of who he was.

Pass the sentence strips out to students, or display them. Challenge students to put the strips in the correct order to reflect the events in the story. Then, ask: "At what point in the story did ! change?" Students should identify the sentence strip that says: ! yelled, "Stop!" Discuss with students why this was a turning point for !. Conclude the discussion with an interactive writing activity in which students contribute ideas to write a summarizing sentence (ex: *In the beginning of the story, ! felt sad because he didn't fit in. He changed because he discovered that he had a voice all his own. At the end of the story he was proud of who he was.*).

Lead a discussion with the students about acceptance and being yourself. First, generate a list of students' ideas about what it means to be yourself. Then, have students recall ?'s and !'s actions. How did ? show ! about being yourself? Did ! change? How did the other characters react to !'s change? After students' ideas have been shared, talk with students about ways that they can act to support and accept each other. End the discussion with a team-building activity. Team-building ideas:

- Mix-Pair-Share: Pose a question, such as, what is your favorite restaurant/book/movie/type of music/sport? Students walk silently and randomly around the room to music. When the music stops, they give

a high five to a student standing near them. Anyone who cannot find a partner keeps his/her hand raised and the teacher assists in pairing up remaining students. Students then have one minute for both people to share their answer to the question. After a minute, students each give each other one compliment (with younger children, provide the compliment, i.e. "You are very interesting!"). Then students mix again to the music and repeat the process.

- Pass the Hula Hoop: Students join hands in a circle and must pass a hula hoop around the circle without disjoining hands. If they are successful, add another hula hoop or time them and let them race against themselves.

Use frames from the movie to analyze the sentence types represented in the story. Lead a discussion to build a punctuation anchor chart. Guiding questions:

- What does ?'s voice sound like? Do you notice what happens at the end of each of her sentences?
- What words do you notice at the beginning of most of ?'s lines?
- What does !'s voice sound like? How is it different from the other voices?
- What kinds of things does ! say?
- How are !'s and ?'s voices different from the narrator's voice? What end-mark is used by the narrator?

Sample anchor chart:

Period	!	?
- Used at the end of statements.	- Used to show excitement. - Used to give a warning. - Used to say something very important.	- Used to ask a question. - Question sentence - words: • what • why • how • who • is/does • where • when • will
Examples:	Examples:	Examples:

### OTHER THEME-RELATED TITLES FROM WESTON WOODS:

- **Giraffes Can't Dance** by Giles Andreae, ill. by Guy Parker-Rees
- **Leo the Late Bloomer** by Robert Kraus, ill. by Jose Aruego
- **Players in Pigtailed** by Shana Corey, ill. by Rebecca Gibbon
- **Scaredy Squirrel** by Melanie Watt
- **Spoon** by Amy Krouse Rosenthal & Scott Magoon

To order other Weston Woods titles visit [www.scholastic.com/westonwoods](http://www.scholastic.com/westonwoods) or call 800-243-5020

This guide may be photocopied for free distribution without restriction