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 by analyzing its structure; 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.

MEMORY

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 finds someone similar, but decidedly different from himself. And he he felt proud of who he was.

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 each student a sentence strip, 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 [character] change?” Students should identify the sentence strip that says: “I yelled, “Stop!”” Discuss with students why this was a turning point for the character.

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 ? sound like? How is it different from the other voices?
- What does ! 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?

Sample anchor chart:

<table>
<thead>
<tr>
<th>Period</th>
<th>Exclamation Mark</th>
<th>Question Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Used at the end of statements.</td>
<td>- Used to show excitement.</td>
<td>- Used to ask a question.</td>
</tr>
<tr>
<td>- Used to give a warning.</td>
<td>- Used to give emphasis.</td>
<td>- Question sentence words:</td>
</tr>
<tr>
<td>- Used to express importance.</td>
<td>- Used to say something very important.</td>
<td></td>
</tr>
</tbody>
</table>

Examples: Examples: Examples:

- what
- why
- how
- who
- is/does
- where
- when
- will

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