

PUNCTUATION FOR EFFECT: TONE AND EMPHASIS



GRADE 4-5

Teacher Guidelines	▶	pages 1 – 2
Instructional Pages	▶	pages 3 – 5
Activity Page	▶	pages 6
Practice Page	▶	page 7
Homework Page	▶	page 8
Answer Key	▶	page 9-10



Classroom Procedure:

1. Display the following sentences on the board. “Go now.” “Go now!” “Go now?” Ask the students to read the sentences aloud. Ask them the following questions: Do all three sentences deliver the same message?
2. Allow for response and discussion. Lead students to explain that even though all three examples say “Go now,” they all end in different punctuation marks. Ask them the following question: What is each sentence telling the audience? How are they different. Allow for response and discussion.
3. Introduce the *Punctuation for Effect* content pages to the class. Explain to students that tone is how you hear and interpret what someone is saying. For example, when someone is excited, you can listen to the excitement in their voice. When someone explains something like a problem in Math, their tone is usually very calm and factual. In writing, authors use punctuation to indicate the tone of the person speaking.
4. Distribute the *Punctuation for Effect* content pages. Read and review the information with the students. Save the final questions for the lesson closing. Use the Additional Teacher Resources to enhance understanding in and out of the classroom.
5. Distribute the Activity page. Read and review the instructions. Allow time for completion.
6. Once completed, have students share their answers with the class.
7. Distribute the Practice page. Check and review the students’ responses.
8. Distribute the Homework page. The next day, check and review the students’ responses.
9. In closing, ask students: How can ending punctuation and commas change the tone and emphasis of a sentence? Explain.
10. Allow for response and discussion.

Lesson Title: **Punctuation For Effect: Tone and Emphasis**

Subject: **Language Arts**

Approximate Grade Level: **4-5**

Objectives: Students will recall the sentence types and the need for certain punctuation marks. Students will demonstrate how ending punctuation marks like a period, exclamation mark, and question mark can change the tone or emphasis. Students will use commas to shift the focus and style of a sentence.

State Educational Standards*

LB.ELA.LITERACY.L.4.3.B, LB.ELA.LITERACY.L.5.1, & LB.ELA.LITERACY.L.3.2

Class Sessions (45 minutes):

3 class sessions

Teaching Materials/Worksheets:

Punctuation For Effect content pages (3), Activity page, Practice page (3), Homework page (2)

Student Supplies: Markers, pens, highlighters, popsicle sticks

Prepare Ahead of Time: Copy handouts.

Options for Lesson: Students love interactive games on the computer. As an introduction or supplementary activity, have students go to this website (Turtle Diary) and play the **Punctuation Marks**, <https://www.turtlediary.com/game/identify-correct-punctuation.html>.

*Lessons are aligned to meet the education objectives and goals of most states. For more information on your state objectives, contact your local Board of Education or Department of Education in your state.

Punctuation For Effect: Tone and Emphasis

Punctuation For Effect: Four Types of Sentences

As you know, there are four different sentence types. Let's review them:

- **Declarative sentences** are used in statements that contain information. All declarative sentences end in periods. Around ninety percent of the sentences you write will be declarative sentences. They are statements of fact.

- **Example:** My favorite game is soccer.

- **Imperative sentences** give a command. These types of sentences show urgency and tell someone to do something, usually immediately. Most of the time, this type of sentence will end with a period.
- Another feature of imperative sentences is that imperative sentences sometimes leave off the subject because it is implied. Imperative sentences end with an exclamation point to show the emotion of urgency and a period when it is a command without urgency.

- **Example:** That's a fire alarm. Go now! {The subject is you. Even though you don't see the sentence's subject, the person is telling *you to go now.*}
- **Example:** Please close the door when you leave the room.

- **Interrogative sentences** ask a question. These questions imply that the speaker wants an answer to them. They can answer many different questions like why, what, when, where, and how. All interrogative sentences end with a question mark.

- **Example:** What type of car does your parent drive?

- **Exclamatory sentences** express emotion. This can be a positive or negative emotion. All exclamatory sentences end with an exclamation mark.

- **Example:** I got an A+ on my Science test!

Punctuation For Effect: Tone and Emphasis

While different sentence types indicate how ending punctuation marks are used, authors can use punctuation to show effect, emphasis, and emotion. Ending punctuation allows writers to place emphasis on a sentence. Often, different ending punctuation marks can change a sentence's meaning. For instance, let's look at some examples.

Example 1: Today is my birthday.

Example 2: Today is my birthday!

The first example ends the sentence with a period, and the second example ends the sentence with an exclamation point. How does the reader hear the different message in the second example? The speaker of the second sentence seems very excited that it is his or her birthday.

Example 3: Hey.

Example 4: Hey!

The third example ends with a period, and the fourth example ends with an exclamation point. How are these two sentences different based on their ending punctuation mark? The third example, signals or sounds like a negative emotion. Maybe this person is seeing someone they are trying to avoid or don't like. The fourth example sounds like positive emotion as if someone is visiting a friend after not seeing them for a long time.

Example 6: Go get more food for the picnic!

Example 7: Do we have enough food?

The sixth example ends with an exclamation mark. What does this sentence imply? It shows that the family needs more food for the picnic and needs it right away. The seventh example has a question mark. What message is this implying? This sentence shows that the speaker is unsure if they have enough food. The tone is different from Example 6, even though they are expressing a similar idea. In Example 6, there is no doubt they are short of having enough food for the picnic. In Example 7, they are not sure if they have enough food.

How do we know what punctuation to use to indicate a specific tone like anger or sadness or calm? That's a good question! The best way to know is if you are using the correct punctuation is to first think about the situation. For example, is it an emergency? In that case, use the exclamation point. For example, "Call the hospital!" Are you just stating a fact or seeking information? In this example, "Call the hospital."

Another way to know if the punctuation fits the tone you want to indicate is to read the sentence aloud. By reading the sentence aloud, you will hear if you are placing emphasis on certain words. That will tell you the punctuation you need to indicate the tone.

Section 3 Punctuation For Effect: Using Commas

Not only do ending punctuation marks like periods, question marks, and exclamation marks emphasize a point and set a tone for a sentence, but commas do as well. Suppose a comma is not placed in a specific situation. In that case, it can alter the message, the emphasis of the sentence, and the intended tone.

Let's look at some examples of how missing commas change the tone, meaning, and emphasis in a sentence:

Example 1: Most of the time, travelers worry about their luggage.

Example 2: Most of the time travelers worry about their luggage.

The first sentence explains that travelers worry about their luggage, which is understandable as luggage is sometimes lost. What does the second sentence explain? This sentence is talking about *time travelers*. Do you see how the message of the sentence changes without the comma? The meaning is very different!

Example 3: Let's eat, Grandpa.

Example 4: Let's eat Grandpa.

Uh oh! In the third example, the speaker tells Grandpa that it is time to eat. However, in the fourth example, the speaker *wants to eat* Grandpa! Did you know that a simple comma can alter a sentence that much? Big difference, especially if you are Grandpa.

Example 5: My interests include cooking, dogs, and shopping.

Example 6: My interests include cooking dogs and shopping.

In the fifth example, the speaker explains that she enjoys cooking, enjoys dogs, and enjoys shopping. In the second sentence, the speaker explains that her interests are *cooking dogs* and shopping! Cooking dogs? The misplacement of the comma changes the speaker's interests drastically!

How do you know where the best place is for a comma? Again, read the sentence aloud. Usually, when we read a sentence aloud, we have places where we pause. When you hear a pause, then you probably need a comma. A second way to know is to have someone read the sentence with you. You will immediately hear the difference in what you want to say and what you hear. As you have just learned, placing a comma in the right spot can have a dramatic difference in the meaning of a sentence, particularly if you are Grandpa or dogs!



Instructions: Give each student three sentence strips. Have each student label one strip with a period, question mark, and exclamation point. Read aloud the statements below and have students hold up the strip with the correct punctuation. Remind students that some sentences can have more than one ending punctuation mark based on the sentence's emphasis or tone. Have students add the punctuation after they have held up the strips.

Sentences for Punctuation Strips

1. There is pizza for lunch today
2. We won the game last night
3. If I complete my homework, I can go to the park with my sister
4. There is a rat in the corner
5. We are going to Disney World
6. My dad always fixes up the house during the weekends
7. I was late to school today
8. My friend Susie is moving away
9. The dog is lost
10. My dad went fishing
11. My cousin Zaine won the race
12. The cow is in the middle of the road
13. She thinks she is a great singer, but she is not
14. The library is closed on Sundays
15. My cat is in the tree
16. My favorite singer is giving a concert in our town next month
17. My television broke, and my brother couldn't play video games
18. I failed the spelling test
19. Jill is always late
20. What time is it
21. Go, now



Practice

Name _____ Date _____



Instructions: Read the sentences below. Explain how the sentence can have different punctuation marks and how those other ending punctuation marks change the sentence's tone and emphasis.

1. I don't feel very well today

2. Our field trip is today

3. I am not sure where to go

4. Winter is finally here

5. I have to go to bed early tonight

6. The bank was robbed

7. Today, we are celebrating Shelby's birthday

8. My grandmother is here

9. Traces of sawdust has been found in cheese

10. We are eating hamburgers for lunch

11. Art is my favorite class



Homework

Name _____ Date _____



Instructions: Read the sentences below that contain commas. Remove the commas and re-read each sentence. In the line below, explain how the message changes without the presence of the commas.

1. I enjoy bacon, pineapple, and ham on my pizza.

2. I want to thank my parents, neighbors, and best friend.

3. I'm sorry, I love you.

4. I find joy in grilling, my siblings, and dance.

5. I like the colors yellow, green, and orange.

6. Listening to the hammering, slowly makes my head hurt.

7. Let's hide, grandma.

8. Let's cook, Ernie.

9. When you go to the store, can you please bring me ice cream, drain cleaner, and applesauce.

10. Let's play a little game of baseball, Henry.



Instructions: Read the sentences below. Explain how the sentence can have different punctuation marks and how those other ending punctuation marks change the sentence's tone and emphasis.

1. I don't feel very well today This can end with a period and be a statement, or it can end in an exclamation mark and show emotion. If someone is not feeling well, they may be upset.
2. Our field trip is today This could end with a period and be a statement. It could end with an exclamation point and show excitement for the trip. It could end in a question mark because the speaker may be questioning whether the trip is today.
3. I am not sure where to go This sentence could end with a period and be a statement. It could end with an exclamation point and show frustration because they are lost.
4. Winter is finally here This sentence could end with a period and be a statement. It could end with an exclamation point because the speaker is happy that this specific season is here.
5. I have to go to bed early tonight This sentence could end with a period and be a statement. It could end with an exclamation point because the speaker is upset that they have to go to bed early.
6. The bank was robbed This sentence could end with a period and be a statement. It could end with an exclamation point to show that the speaker is surprised. It could also end with a question mark to show that the reader wants to know the answer.
7. Today, we are celebrating Shelby's birthday This sentence could end with a period and be a statement. This could end in an exclamation point and show excitement for Shelby's birthday
8. My grandmother is here This sentence could end with a period and be a statement. This could end in an exclamation point and show excitement for the arrival of the speaker's grandmother.
9. Traces of sawdust has been found in cheese This sentence could end with a period and be a statement. This could end in an exclamation point to show disgust and surprise. This can also end in a question mark. The speaker could be asking if this is true.
10. We are eating hamburgers for lunch This sentence could end with a period and be a statement. This could end in an exclamation point to show excitement or disgust for the food selection.
11. Art is my favorite class This sentence could end with a period and be a statement. This could end in an exclamation point to show excitement about the speaker's favorite class.



Instructions: Read the sentences below that contain commas. In the line below, explain how the message changes without the presence of the commas.

1. I enjoy bacon, pineapple, and ham on my pizza. *Without the comma, the narrator will be eating bacon pineapple.*
2. I want to thank my parents, neighbors, and best friend. *Without the commas, the narrator is saying that her parents neighbors.*
3. I'm sorry, I love you. *Without the comma, the narrator is saying that she is sorry that she loves someone.*
4. I find joy in grilling, my siblings, and dance. *Without the comma, the narrator explains that she finds joy in grilling her siblings.*
5. I like the colors yellow, green, and orange. *Without the comma, the narrator is explaining that she likes the color yellow green.*
6. Listening to the hammering, slowly makes my head hurt. *Without the comma, the narrator explains that what is making her head hurt is the slow hammering.*
7. Let's hide, grandma. *Without the comma, the narrator is going to hide her grandma.*
8. Let's cook, Ernie. *Without the comma, the narrator is going to cook Ernie.*
9. When you go to the store, can you please bring me ice cream, drain cleaner, and applesauce. *Without the comma, the narrator wants ice cream drain cleaner.*
10. Let's play a little game of baseball, Henry. *Without the comma, the narrator wants to play a game called baseball Henry.*