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Educational Consultants

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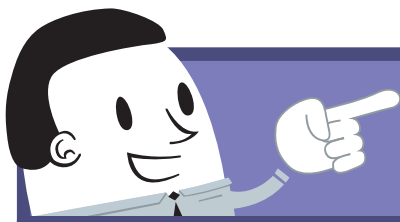


Punctuation

Literacy

- Picture Punctuation
- Punctuation Play
- Moving Poetry

Resource code: 2705003



Picture Punctuation

Knowing how to correctly punctuate sentences is very important. Punctuation devices help organise ideas into sentences. Some devices, such as exclamation marks, help readers understand what it is they are reading — for example, it would be confusing if it would be to read text with no punctuation!



Q1

Rewrite the sentences below using correct punctuation. Use a different punctuation device in *all the sentences* and write the number of each device used at the end of the exercise. Use these numbers to complete the table.

hey Mum where are we going asked jan.

do not touch that red button exclaimed jan.

it is predicted that in 2200 CE...

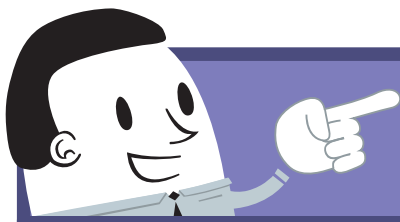
It was not kayla who was the best player in fact...

M... said that christiano Ronaldo was the best football player others... as a better football player.



Tip
Consider tallying the number of times each punctuation device is used. This will make it easier to enter frequencies in the table at the end of the question.

SAMPLE



Picture Punctuation

The Institute of Sport invited major australian teams to compete in the r

my mum gave me a list of things to buy lettuce, tomato, egg
happy when she finds out that I have spent the money on

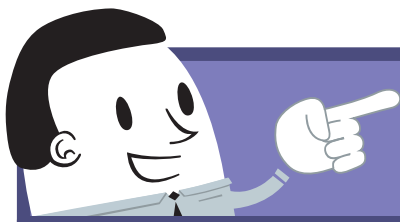
The jeans were 20% off so I had to buy the
That is probably the silliest thing Ive ever

Its quite incorrect to
of your surrounding often, they are the result of being unaware

On
H you need to do the following things send an email to Mr.
large coffee.



SAMPLE



Picture Punctuation

'I've brought you the following things from the library two dictionaries, the
Was there anything else you needed'

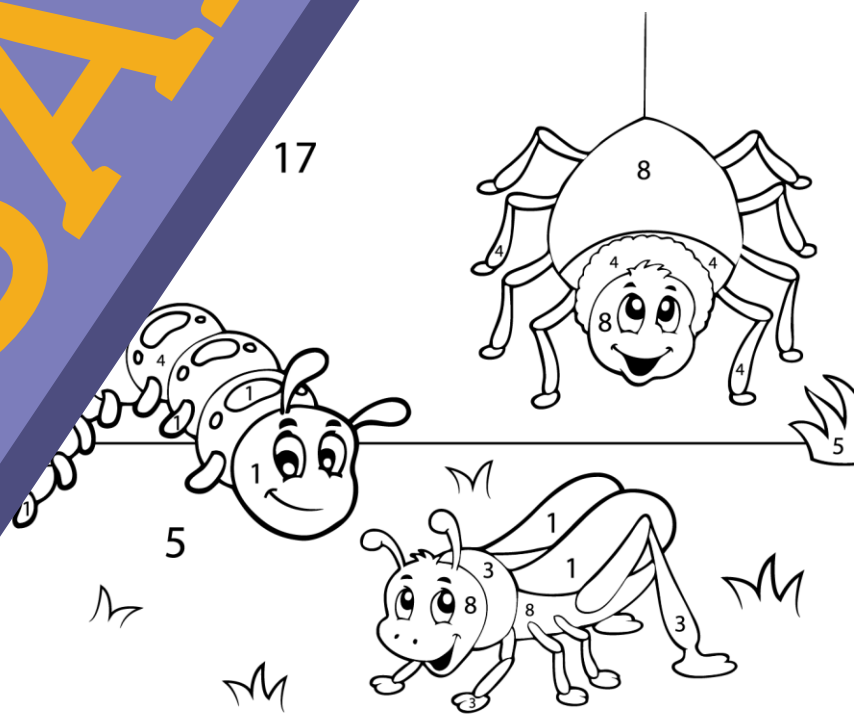


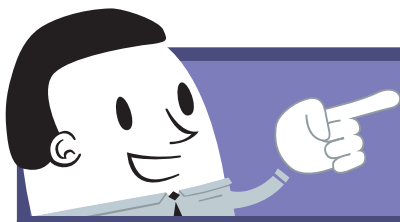
Punctuation Type	
Commas	
Quotation Marks	
Exclamation Marks	
Periods/Full Stops	
Capital Letters	Blue
Conjunctions	Dark Blue
	Purple
	Brown

SAMPLE

1

17





Punctuation Play

Andy is writing a play for English class based on the event of the **Stockade**. Complete the following exercises involving punctuation to prepare for this pivotal event in Australian history.



! Use the information below to answer the following questions.



Apostrophe	!
Capital letter	.
Comma	—
Question mark	?
Punctuation marks	”

Andy: 'At the beginning of the play, the actors rush onto the stage, like a swarm of buzzing bees. The actors constantly change costumes to represent the hundreds and thousands of migrants that have arrived in Australia for gold mining. Some have travelled from as far away as England.'

'Here's the beginning of the script. Do you think you could help me? By the way, you're more than free to add any punctuation marks to the sentence length I've used, and you'll be fine.'

Irish miner: wow, nothing like back in dublin

Chinese miner: I need to get to the store before—

English miner: I've just arrived from Bristol and I'm looking for my un-

Chinese miner: of my way please! I simply must get my mining licenc-

German miner: and opportunity look at all the people busily rushing ab- and success

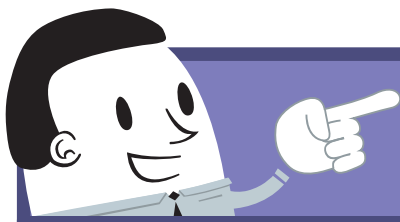
Q1 Identify the punctuation errors, adding an extra line as an 'American miner'.



Tip

- These lines are continued on the next page.
- Consider highlighting or circling errors before rewriting the script.
- Make sure you correctly punctuate the lines you've added to the script!

SAMPLE



Punctuation Play



Andy: 'Life is proving difficult for the miners. The local government forces miners to hold a mining licence; and miners are expected to pay for it. No one has ever struck any gold. One particular miner, Peter Lalor, is very upset about this. He says:

Q2 Rewrite the paragraph below without using any punctuation.

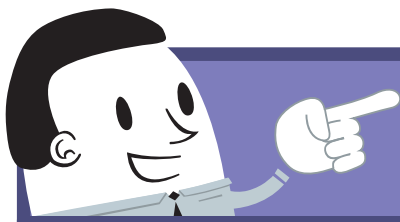
Peter Lalor: talk about unfair all i see around here is the government forces them to pay lots of money for licences and some men have travelled thousands of miles with promises of big money but the government hope I see is for governments to get richer and richer

Q3 Use the words in the box to write a speech that Peter Lalor might have used to convince the miners to join a stockade. Make sure to use correct punctuation.

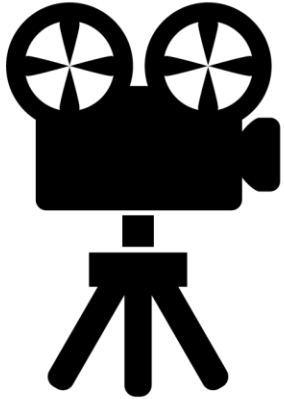
Andy: 'I know that he organised a group of miners to create a stockade, and they would gather together and burn their licences in protest. The government sent soldiers to watch over the miners in the stockade. Of course, the miners were busy collecting their own weapons. It was only time before battle broke out. The soldiers were killed and the miners were free!



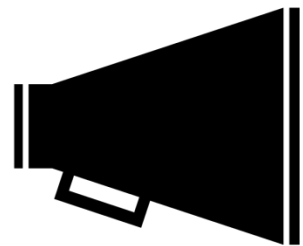
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Punctuation Play



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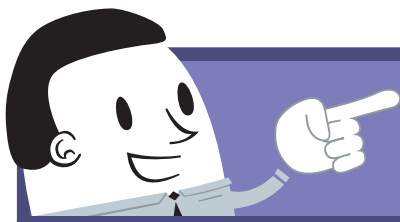
g punctuation riddle!

your voice.



Tip

The answer is somehow related to punctuation devices!



Moving Poetry

Punctuation works differently in poetry than in other forms of writing. Punctuation for effect, rather than grammatical correctness, is used. Punctuation stops can completely change the meaning of a line in a poem.



! Use the information below to answer the following questions.

Punctuation plays an important role in determining how fast or slow a speaker emphasises. There are three main ways punctuation is used in poetry.

1. An **end-stopped** line
This is where punctuation occurs at the end of a line.
2. A **run-on** line
Also called **enjambment**, a run-on line has no punctuation at the end of a line so that the reader moves onto the next line.
3. A **caesura**
This is where punctuation is used in the middle of a line. Caesura is used to stop or pause.

Q1 Below is the poem, 'The Caged Eagle' by John Keats. Highlight the end-stopped lines, underline run-on lines and circle caesuras. Adams. Highlight

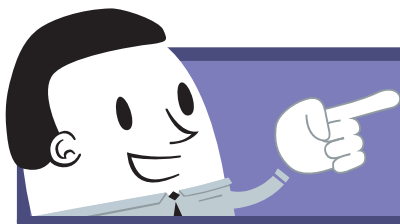
... I went the other day
 To see the birds and beasts they kept
 In the London Zoo. One of the
 One of the first I noticed, was
 Ragged, befoiled, within his cage
 He sat without a movement
 And, when I stood and gazed
 I saw his great sad
 Out to the horizon
 And walked about
 Till all the afternoon
 To seek for
 The eagle
 And
 One



SAMPLE



Q2 What effect do the punctuation have in 'The Caged Eagle'? What would the effect be if you changed the punctuation?



Moving Poetry

Q3

Time to get creative! Below is a list of six punctuation marks used in poetry. Beside each, write an action or gesture that you could use to represent that mark. For example, a full stop could be represented by a single clap.

- _____ ! _____
- , _____ ? _____
- _____



Q4

Partner up with someone in your class. Write a short poem on any topic that you like. Do not use any punctuation.

Q5

With your partner, read your poem aloud. Use different parts of your poem using the punctuation marks you chose. Write out the punctuation combination you used. Present your poem to the class!



Tip

Notice how much the poem changes when punctuation is used in different places.



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School Name Here



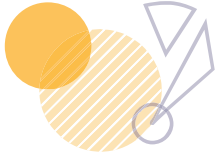
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Mighty Minds Lesson Installs

'Fundamentals' Lesson



Firstly, thank you for your support of Mighty Minds and our resources. We are proud to provide quality resources that are both educational and engaging, and we hope you enjoy using our works.

To assist you in using this resource, we have compiled some information for you.

About this resource

This Mighty Minds 'Fundamentals' Lesson focuses on a specific skill (in this case, Maps and Plans) and presents this skill through a theme from the Australian Curriculum (in this case, Geography). This lesson is also targeted at a certain skill level (in this case, Year 5) and is designed for completing work that is suited to them.

How to use this resource

Our 'Fundamentals' Lessons are split into two parts: a Teacher's Copy and a Student Workbook. Each contain different types of resources.

The student workbook contains:

- The main title page; and
- The blank student worksheet.

The teacher resources include:

- This set of instructions for how to use the resource;
- The Teacher's Copy of the lesson, which includes the lesson plan, the lesson content, and any resources that will be needed to teach the lesson;
- The Item Description, which includes the lesson's aims, objectives, and learning outcomes, as well as extension ideas;
- The student model responses, which are provided as examples of student responses on the student worksheets to ensure that answers are clear and easy to understand;
- The teacher's copy of the student model responses, which provides a more detailed explanation of the model responses or answers to any questions that may arise;
- Final notes for the teacher.

We recommend that you print out the Student Workbook (the first set of pages) for the students. If students are unable to access the Student Workbook, you may also like to provide them with the student answer sheet.

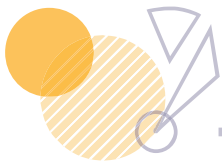


Helping us

We would love to hear from you. If you have any feedback or suggestions that if you email us with suggested changes to any lesson, we will be happy to consider them. We will send you the revised lesson – free of charge.

You can email us at resources@mightyminds.com.au and we'll get back to you as soon as we can.





Punctuation



Punctuation marks are vital symbols that organise and structure the ability to give a sentence, written in the same way, several different meanings. It varies with language, location and time. It is also context-specific.

In this rotation activity, there are seven different types of punctuation. They are: the apostrophe ('), colon (:), comma (,), exclamation mark (!), question mark (?) and quotation mark (' '). Each symbol is used in a specific way and context.

Apostrophes can be used in two ways. The first way is to show possession. In place of an omitted letter, like in contractions. In the second way, an apostrophe would be used to show possession, an apostrophe would be used to show possession.

It was no

In the above example, the apostrophe is used before the 's' which shows that Joshua is not a plural but rather a singular noun owned by him. In Jess' case, the apostrophe is used after the last letter of the name because there were multiple Joshua that owned the same broom that he had.

...ss'.

The other way that apostrophes are used is to show possession of another letter.

...ay.

...at the other way.

...ne it the other way.

In both cases, the apostrophe is used to show possession and represents an omitted letter/s. It is important to know when to use an apostrophe as mixed up. Some common ones that normally get mixed up are:

It's a goose (incorrect)

You're a goose (correct)

Its mine (incorrect)

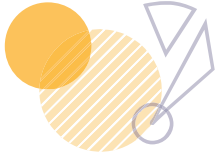
It's mine (correct)

...d before or after an 's' if the subject is simply a plural.

We saw lots of tiger's at the zoo. (incorrect)

We saw lots of tigers at the zoo (correct)





Item Description

Please note: any activity that is not completed during class time will be undertaken at a later date.



'Picture Punctuation', 'Punctuation in Poetry', 'Punctuation in Drama'

Activity Description:

- In the following three activities, students will be required to use punctuation to successfully complete the tasks.
 - In the first activity, 'Picture Punctuation', students are given sentences that contain inaccurate and inappropriate punctuation. They are required to rewrite each sentence with correct punctuation. They are also required to keep a record of the frequency that certain punctuation marks are used in the sentences, and enter this data in a table with their own observations. After comparing the data in the table, students are then required to write a short paragraph based on the data.
 - The second activity, 'Punctuation in Poetry', is a scenario in which a playwright is preparing a script for a play called 'The Stockade'. Students are presented with a script that contains frequent and inaccurate use of punctuation. They are required to rewrite the script so that there are no errors in punctuation. They are also required to contribute to the script by adding their own lines of dialogue. In this activity, students are expected to be able to write a short paragraph based on the data.
 - In the third activity, 'Punctuation in Drama', students are given a poem and asked to identify the effect of various punctuation techniques. The second question asks students to write a poem without using punctuation. The third question asks students to insert punctuation into their own poem. The final question asks students to write a poem using the physical gestures for different punctuation marks that they came up with in Question Three.

SAMPLE



on, History

This Item Description is continued on the next page...



Item Description – continued

...This Item Description is continued from the previous page.



‘Picture Punctuation’, ‘Punctuation’

- **CCEs:**
 - Recognising letters, words
 - Translating from one form
 - Searching and locating
 - Observing systematic
 - Classifying (β30)
 - Analysing (θ43)
 - Using correct

• **Suggested Time Allocation:**

- This lesson is designed to be completed in 20 minutes per activity.

• **Teaching Notes:**

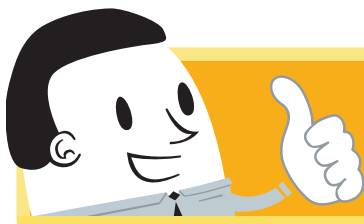
- Teachers may consider using punctuation devices, so as to ensure that students have clear examples of correct punctuation.
- For the first activity, ensure that students have coloured pencils. It might also be an idea to have students identify punctuation errors in each sentence before the activity begins. This will make it easier to keep a ‘tally’ of the frequency with which each error occurs.
- For the second activity, students are encouraged to think up creative additions to the script. Ensure that they continue to write with accurate punctuation.

• **Follow-up:**

- **Questions:**
 - What punctuation marks did you use that you had not used before this activity?

SAMPLE





Picture Punctuation

Knowing how to correctly punctuate sentences is very important. Punctuation devices help organise ideas into sentences. Some devices, such as quotation marks, help readers understand what it is they are reading — for example, it would be confusing if it would be to read text with no punctuation!



Q1

Rewrite the sentences below using correct punctuation. Write the number of each punctuation device in *all the sentences* and write the total number of each device at the end of the exercise. Use these numbers to

hey Mum where are we going asked jan.

"Hey Mum, where are we going?" asked Jan.

Punctuation used: quotation marks - 2, question mark - 1, full stop - 2.

do not touch that red button exclaimed jan.

"Do not touch that red button!" exclaimed Jan.

Punctuation used: quotation marks - 2, exclamation mark - 1, full stop - 2.

it is predicted that in 2200 CE

It is predicted that in 2200 CE there will be a major disaster on Earth.

Punctuation used: full stop - 1.

It was not kayla who committed the criminal act.

It was not kayla who committed the criminal act.

Punctuation used: apostrophe - 1, full stop - 1.

Messi argued that christiano Ronaldo was the best football player others argued that christiano Ronaldo was a better football player.

Messi argued that christiano Ronaldo was the best football player others argued that christiano Ronaldo was a better football player.

Messi argued that christiano Ronaldo was the best football player others argued that christiano Ronaldo was a better football player.

Punctuation used: full stop - 1, capitals - 3.



! Tip

Consider tallying the number of times each punctuation device is used. This will make it easier to enter frequencies in the table at the end of the question.

SAMPLE



Picture Punctuation

The Institute of Sport invited major Australian teams to compete in the...

The Institute of Sport invited major Australian teams to compete in the...

Punctuation used: capitals - 2.



my mum gave me a list of things to buy lettuce, tomato, egg... to be happy when she finds out that I have spent the money on...

My mum gave me a list of things to buy: lettuce, tomato, egg... She isn't going to be happy when she finds out that I have spent the money on...

Punctuation used: colon - 1, apostrophe - 1.

The jeans were 20% off so I had to buy them. That is probably the silliest thing I've ever done.

'The jeans were 20% off so I had to buy them. That is probably the silliest thing I've ever done.' - Anna.

Punctuation used: comma - 1, apostrophe - 1.

It's quite incorrect to... Often, they are the result of being unaware of your surroundings.

It's quite incorrect to... by accidents. Often, they are the result of being unaware of your surroundings.

Punctuation used: comma - 1, capitals - 1.

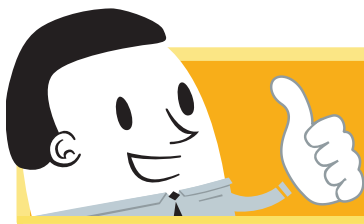
On... you need to do the following things send an email to Mr. H... large coffee.

...all this work, you need to do the following things: send an email to Mr. H... the mailbox and grab me a large coffee.

Punctuation used: apostrophe - 1, commas - 1, colon: 1.



SAMPLE



Picture Punctuation

'I've brought you the following things from the library two dictionaries, the
Was there anything else you needed'

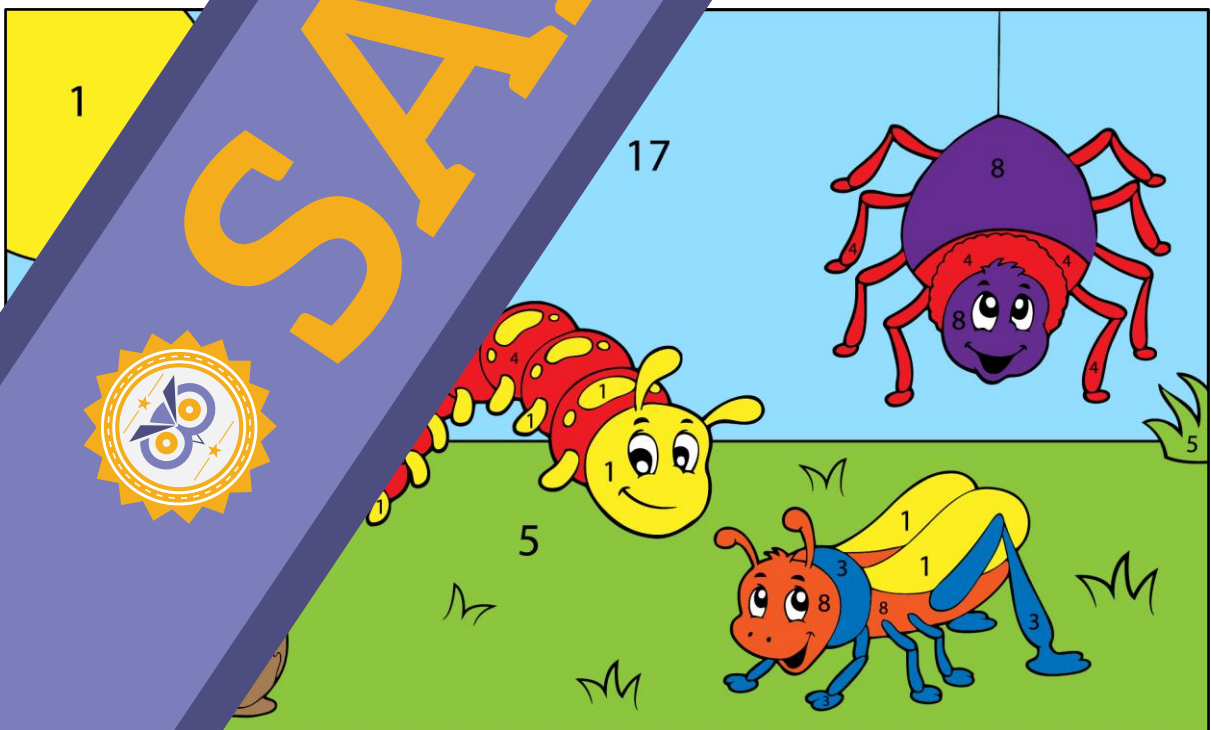
"I've brought you the following things from the library: two
an autobiography. Was there anything else you needed"

Punctuation used: colon - 1, question mark -1, apostrophe - 2



Punctuation Type	
Commas	
Quotation Marks	
Exclamation Marks	
Periods/Full Stops	
Capital Letters	Blue
Conjunctions	Dark Blue
	Purple
	Brown

SAMPLE





Picture Punctuation

Question One:

In this exercise, students were given a series of inaccurately punctuated sentences and were asked to identify the missing punctuation devices, and rewrite the sentences with no errors. Furthermore, students were asked to keep a tally of each punctuation device that was added to sentences. Students were required to record the number of punctuation devices used into a table, where each number was written in a box that should have then coloured in the given image.



Teachers should have ensured that students had the necessary resources for this activity: colouring in pencils. It may have also been a good idea to have students underline or circle the errors found in each sentence before attempting to correct them.

Below is an overview of the model responses for each sentence, and a breakdown of the punctuation used in the answers.

hey Mum where are we going

Correct answer: "Hey Mum, where are we going?"

Punctuation used: quotation marks – 1, comma – 1, question mark – 1, capitals – 2.

This sentence was lacking quotation marks to denote the question. A comma should have been inserted after the name 'Mum' to separate the name from the question. The sentence should have started with a capital letter and the name 'Mum' should have been capitalised.

do not touch the

Correct answer: "Do not touch the meteorite," Jarrod said.

Punctuation used: exclamation mark – 1, comma – 1, apostrophe – 1, capitals – 2.

This sentence lacked an exclamation mark to denote the interjection made by Jarrod. The sentence should have started with a capital letter, and the name 'Jarrod' – being a proper noun – should have been capitalised.

it is a large meteorite will shatter earth.

Correct answer: "It is a large meteorite that will shatter Earth."

A capital letter was needed to denote the start of the sentence. When referring to the planet Earth as a proper noun, it should be capitalised.

Devon committed the criminal act

Correct answer: "It was Kayla's fault that Devon committed the criminal act."

Punctuation used: apostrophe – 1, full stop – 1.

The possessive form of the name (Kayla's) in this sentence needed to be capitalised. A singular possessive form of a name should be capitalised. The word 'Kayla's' to show that it was not her fault her friend 'committed the criminal act'. The sentence needed to end with a full stop.



This answer guide is continued on the next page...





TEACHER'S ANSWERS

...This answer guide is continued from the previous page.

Most of the officials at the game commented that Cristiano Ronaldo was the best football player. Others disagreed and argued that Lionel Messi was the best football player.

Punctuation used: full stop – 1, capitals – 3.

The proper nouns (both first name and surname) identified in the sentence were Cristiano Ronaldo and Lionel Messi – needed to be capitalised. The phrase 'Cristiano Ronaldo was the best football player' to denote the subject of that particular sentence.

The Institute of Sport invited major athletes to compete in the Rosemary Cup.

Punctuation used: capitals – 2.

When referring to nationalities, capital letters are used. The name of an event – here, the 'Rosemary Cup' – is a noun and capitalised.

My mum gave me a list of things I need to buy for my new game: lettuce, tomato, eggs, bread, milk and onions. She isn't going to be happy when I don't buy them.

Punctuation used: colon – 1, full stop – 2, apostrophe – 1.

The sentence needed a colon preceding the list of objects was included in the sentence, a full stop at the end of the sentence. 'She isn't going to be too happy...' was the beginning of a new sentence and should be capitalised as a separate sentence. Hence, an additional set of capitals was needed. The contraction 'isn't' needed an apostrophe. Finally, the section needed a full stop at the end of the sentence.

My three pairs said Ellie was the silliest thing I've ever heard. Joshua said, "I got a 20% off so I had to buy 3 of them," said Ellie.

Punctuation used: quotation marks – 4, capitals – 1, apostrophe – 1.

Ellie and Joshua should have been in quotation marks, and should have formed part of a larger sentence. The name 'Ellie' should have been capitalised. 'I've' also needed an apostrophe.



This answer guide is continued on the next page...



...This answer guide is continued from the previous page.

Its quite incorrect to say that injuries are caused by accidents when you are being unaware of your surroundings.

Correct answer: *It's quite incorrect to say that injuries are caused by accidents as the result of being unaware of your surroundings.*

Punctuation used: apostrophe – 1, full stop – 1, comma – 1

An apostrophe was needed on the contraction 'It's'. The sentence 'It is quite incorrect to say...' After the word 'accidents' a comma should be used, as the preceding text considered a new idea. This requires a full stop.

Once youve proofread through all this stuff, you should send an email to Mr. Hubbers, check the mailbox and get some coffee.

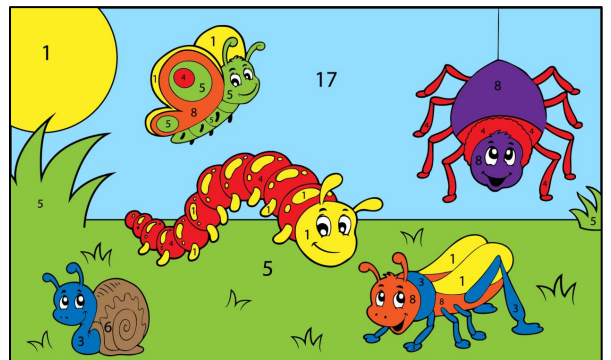
Correct answer: *Once you've proofread through all this stuff, you should send an email to Mr. Hubbers, check the mailbox and get some coffee.*

Punctuation used: apostrophe – 1, comma – 2

The sentence contained a list of 'things to do'. A colon preceded the list (at '...you need to do the following things:'). A comma should be used after the word 'things' and an apostrophe. A comma should have been included after the word 'email'.

Below is a completed version of the text. The number of punctuation marks added to each sentence. Students were asked to write down the number of times they needed to use each punctuation device. The numbers were written in a colour that corresponded with a colour to complete the text.

Punctuation	Number of times used	Colour
Comma	2	Light Blue
Quotation	0	Dark Blue
Exclamation	0	Purple
Full stop	6	Brown





Punctuation Play

Andy is writing a play for English class based on the event of the **Stockade**. Complete the following exercises involving punctuation in this pivotal event in Australian history.



! Use the information below to answer the following questions.



Apostrophe	!
Capital letter	.
Comma	,
Exclamation mark	?
Quotation marks	"

Andy: 'At the beginning of the play, the actors rush onto the stage, like a swarm of buzzing bees. The actors constantly change costumes to represent the hundreds and thousands of migrants that have arrived in Australia for gold mining. Some have travelled from as far away as England.'

'Here's the beginning of the script. Do you think you could help me? By the way, you're more than free to correct any punctuation errors, and you'll be fine.'

Irish miner: wow, nothing like back in dublin

Chinese miner: I need to get to the store before—

English miner: I've just arrived from Bristol and I'm looking for my un—

Chinese miner: out of my way please! I simply must get my mining licenc—

German miner: and opportunity look at all the people busily rushing ab— and success

Q1 Correct the punctuation errors, adding an extra line as an 'American miner'.

Irish miner: I've just arrived from Bristol and I'm looking for my un—

Chinese miner: out of my way please! I simply must get my mining licenc—

German miner: and opportunity look at all the people busily rushing ab— and success



Tip

- These lines are continued on the next page.
- Consider highlighting or circling errors before rewriting the script.
- Make sure you correctly punctuate the lines you've added to the script!



Punctuation Play

licence before I'm inspected!

German miner: Well, isn't this a land of hope and opportunity?

busily rushing about. People on the hunt for gold.

American miner: Fourteen days at sea! What a long and tiring journey!

it's worth it in the end... I do hope to find gold.

Andy: 'Life is proving difficult for the miners. The local government forces miners to hold a mining licence; and miners are expected to pay for it. Some miners have struck any gold. One particular miner, Peter Lalor, is very upset about this situation. The only hope I see is for governments to get richer and richer.'

Q2 Rewrite the paragraph below without using any punctuation.

Peter Lalor: talk about unfair all i see around here is the government forces them to pay lots of money for licences and sometimes some men have travelled thousands of miles with promises of hope and opportunity. The only hope I see is for governments to get richer and richer.

Peter Lalor: Talk about unfair! All I see around here is men who struggle. The

government forces miners to pay for licences and sometimes

they simply have travelled thousands of miles, with

promises of hope and opportunity. The only hope I see is for

governments to get richer.

Q3 Use the words in the box to write a speech that Peter Lalor might have used to convince his fellow miners to join a stockade. Make sure to use correct punctuation.

Andy: 'I know that he organised a group of miners to create a stockade, or for them to gather together and burn their licences in protest. The government has sent troops to watch over the miners in the stockade. Of course, the miners are collecting their own weapons. It was only time before battle broke out.'



stand up! We must rise against our unfair treatment by the

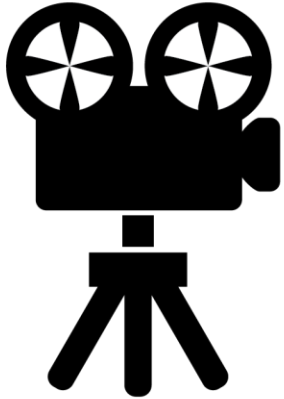
government! Their interest is in their gold-lined coffers! It is time for us to seek

justice! Time that the sacrifices we made in coming to this distant land,

payed thousands of miles away, paid off! No more random inspection of



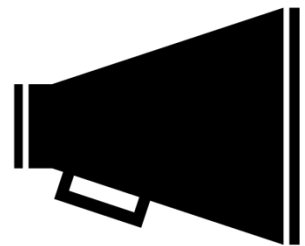
Punctuation Play



mining licences! No more fees! To
 stand united and say 'No! Come
 prepare for battle! Time to
 name of fairness! Gather
 the front line, on my , three!



SAMPLE



g punctuation riddle!

your voice.

Tip
 The answer is somehow related to punctuation devices!



Punctuation Play

Question One:

In this exercise, students were required to rewrite an inaccurate paragraph using correct grammar. Students also had to write their own line to add to the paragraph.

Students were provided with a list of punctuation devices to use in their response. Below is a model response for this exercise.

- Irish miner:* Wow! What a foreign language! I've never heard of this before in Dublin.
- Chinese miner:* Out of my way! I'm in a hurry to get to work.
- English miner:* Excuse me, sir. Where are you going? I've just come from Bristol and I'm looking for my usual supplier.
- Chinese miner:* Sorry sir, no time to talk. I must go. I simply must get my mining licence before the end of the month.
- German miner:* Well, isn't this a busy place? I can see all these people busily rushing about. I wish I had some of that good fortune and success!
- American miner:* Fourteen dollars a day? That's not much. I can only hope it's worth it in the long run. I'll be back here!

Students should have ensured that the paragraph above contained all of the punctuation devices found in the list. Some punctuation devices that would have been permissible would have been the use of full stops instead of exclamation marks. A comma splice (for example, 'Out of my way!') was made.

Student answers will vary (as long as they are relevant to the script), though they should still reflect the conventions of standard English.

Question Two:

This exercise required students to rewrite a paragraph that was poorly punctuated paragraph with correct grammar.

Students were provided with a list of punctuation devices to use in their response. An incorrect use of a comma or a full stop may have been permissible where no clear intention was given. Below is a model response.

All I see around me are desperate men who struggle. The land forces them to pay lots of money for licences and sometimes they can't afford it! Some men have travelled thousands of miles, with hope and opportunity in this land! The only hope I see is for the men to get richer, while we suffer.



This answer guide is continued on the next page...





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Question Three:

To complete this exercise, students were required to write a speech in convincing his fellow miners to create the Eureka Stockade.

In this section, student answers would likely have varied in length and content. They were asked to personally contribute to the text. Nonetheless, they should have demonstrated a clear understanding of the text and contained accurate use of punctuation devices. The answers should have included a variety of descriptive, emotive language and exclamation marks. A model answer is provided below.

Peter Lalor: Men, it is time we stand up to the government, whose only interest is in our pockets. It is time for us to seek fairness on the terms of our own choice. We have made in coming to this distant land, of our own free will, a fortune for them, away, paid off! No more random insults and oppression! To all these unfair acts, we stand up! It is time for us to prepare for battle! Gather your strength and stand in the name of fairness! We are ready to die in the front line, on my count be ready to die!

Question Four:

In this exercise, students were asked to identify the solution to the riddle. According to the hint provided, the answer was 'I am a question'. Students should have determined that the

The first line, 'When I speak, you know I am asking a question', refers to the speech inflection used when speaking a question. The second line, 'When I am silent, you know I am answering', refers to the nature of questions: they preclude an answer.





Moving Poetry

Punctuation works differently in poetry than in other forms of writing. Punctuation for effect, rather than grammatical correctness, is used. Punctuation stops can completely change the meaning of a line in a poem.



Use the information below to answer the following questions.

Punctuation plays an important role in determining how fast or slow a speaker emphasises. There are three main ways punctuation is used in poetry.

1. An **end-stopped** line
This is where punctuation occurs at the end of a line.
2. A **run-on** line
Also called **enjambment**, a run-on line has no punctuation at the end of a line so that the reader moves onto the next line.
3. A **caesura**
This is where punctuation is used to stop or pause in the middle of a line. Caesurae are used to create a dramatic effect.

Q1 Below is the poem, 'The Caged Eagle' by William Adams. Highlight end-stopped lines, underline run-on lines and circle caesurae.

... I went the other day
 To see the birds and beasts they kept
 In the London Zoo. One of the
 One of the first I noticed, was
 Ragged, defouled, within his cage
 He sat without a movement
 And, when I stood and gazed
 I saw his great sad
 Out to the horizon
 And walked about
 Till all the afternoon
 To seek for something
 The eagle
 And
 On



SAMPLE



What punctuation have in 'The Caged Eagle'? What would the effect be without this punctuation?

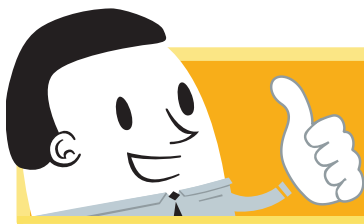
Punctuation not only makes it more interesting for the reader, it

also highlights the most important parts of the poem. For example, a full stop has

been used in line four, after 'eagle', to allow the reader a pause to absorb the

character of an eagle has been introduced. Without any punctuation,

the lines would simply run on and it would be much harder for the meaning to be conveyed.



Moving Poetry

Q3

Time to get creative! Below is a list of six punctuation marks used in poetry. Beside each, write an action or gesture that you could do to represent that mark. For example, a full stop could be represented by a single clap.

- Single clap
- Double clap
- Wave

- ! _____
- ? _____
- ~ _____
- ~ _____
- ~ _____
- ~ _____



Q4

Partner up with someone in your class. Write a short poem on any topic that you like. Do not use any punctuation.

Croak said the Toad I'm hungry I think
 Today I've had nothing to eat or to
 I'll crawl to a garden and jump to
 And there I'll dine nicely on

Q5

With your partner, add punctuation to different parts of your poem using the actions or gestures you chose. Write out the punctuation combination you used. Present your poem to the class!

Croak! so
 Today
 I'll
 the pales,
 and on snails!

Tip
 Notice how much the poem changes when punctuation is used in different places.



SAMPLE

Moving Poetry

Question One:

In this exercise, students were informed that punctuation plays an important role in poetry and was used in three main ways: end-stopped lines, run-on lines and caesura. After a brief explanation of each, students were required to read through the poem 'The Caged Eagle' by William Lauderdale Adams, and highlight end-stopped lines, run-on lines and caesura. A model response is shown below.

... I went the other day
 To see the birds and beasts they keep
 In the London Zoo. One of the first I saw
 One of the first I noticed, was an eagle
 Ragged, defouled, within his iron cage
 He sat without a movement or a sound
 And, when I stood and pitying
 I saw his great sad eyes that
 Out to the horizon sky. I
 And walked about the
 Till all the afternoon
 To seek my home
 The eagle's cage
 And saw his
 Out to the horizon sky.

Question Two:

This exercise was designed to assess students' understanding of the effect that punctuation had in 'The Caged Eagle' and what the poet intended to achieve with it. Students were asked to identify the punctuation used in the poem and explain its effect. Student answers will vary, however they should demonstrate an understanding of the effect of punctuation and how it can be used for emphasis to be placed on certain words. A model response is shown below.

The use of punctuation in the poem not only makes it more interesting for the reader, it also highlights the important parts of the poem. For example, a full stop has been used after 'eagle', to allow the reader a pause to absorb the impact of the introduction of an eagle has been introduced. Without any punctuation, the poem would be much harder for the meaning to be conveyed.

This answer guide is continued on the next page...





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Question Three:

In this exercise, students were provided with a list of six punctuation marks in poetry, and were asked to write an action or gesture that could be associated with each. For example, a full stop could have been represented by a single clap, a comma by a double clap, an exclamation point by a star jump, a question mark by a shoulder shrug, and a colon by thumbs up.

- . single clap
- , double clap
- wave
- ! star jump
- ? shoulder shrug
- : thumbs up

Question Four:

This exercise required students to work in pairs or small groups, and work together to write a short poem on any topic. The exercise was designed to make the activity more fun and also take less time. Students were required to use the punctuation marks listed in the previous question in their poem. A model response is shown below.

Croak said to the frog,
 Today I've got a plan,
 I'll crawl on the ground,
 And then I'll jump on a snail.

Q

In this exercise, students were required to work in pairs or small groups, and return with their partner to add punctuation to different lines of poetry. The exercise was designed to make the activity more fun and also take less time. Students were required to use the actions or gestures they chose in Question Three to represent the punctuation marks. In five minutes, they were required to write out the punctuation marks that they thought would be most effective on the lines provided, then present their poem to the class. A model response is shown below.



I'm hungry I think,
 I need to eat or to drink.
 I'll jump through the pales,
 I'll jump on slugs and on snails!





End of Learning

Please

If you feel there are any issues with this booklet for you to use in your class, you may contact us via email. We offer a variety of activities (whole worksheets, half worksheets, and worksheets) for

Alternatively, you can print the entire worksheet to use in your class at a later date.

