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Literacy Block
Bright Ideas
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**Manchester College
Education Department**

Lesson: Pasta Punctuation

Created by: Keri V. (<http://www.lessonplanspage.com/LAPastaPunctuation34.htm>)

Age or Grade Intended: 4th Grade

Academic Standard:

4.6.5

Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations, apostrophes to show possession and apostrophes in contractions.

Performance Objective:

Given sentence strips and elbow macaroni, students will put the elbow macaroni where the commas and quotation marks belong with 100% accuracy in four of their five sentences.

Materials:

Sentence strips
Pencils, markers
Glue
Elbow macaroni

Procedure:

Introduction:

Give each student two pieces of elbow macaroni. Ask the students what the elbow macaroni reminds them of. Have them list their ideas on their dry erase boards or on a sheet of paper. Encourage their thought process by asking them if the shape of elbow macaroni reminds them of anything. Tell them that elbow macaroni reminds you of commas and quotations. Show them how elbow macaroni resembles commas and quotation marks. Write a direct quote on the board that uses a comma and some quotation marks. Ex: Natalie said, "Commas and quotations look like elbow macaroni."

Step-by-step plan:

1. Remind the students of their previous lesson on character traits; have them write a statement on a sentence strip that tells a trait about their self.
Example: David is friendly
2. Next, the children will write a quote on another sentence strip that tells something the student (David) might say that shows he or she has the claimed trait (friendly).
For example: David said, "Come and sit with me." -- This quote shows the trait of friendliness.

3. Direct the students to place the commas and quotes in the correct places. After they write the sentence in pencil and the teacher checks it, the students will glue elbow macaroni where the comma and quotes are.
4. Have the students write two sentences for five people they know. The first sentence should state the trait of the person and the second sentence should give a statement that person would make to show he or she has the trait stated in the first sentence.

Gardner's Multiple Intelligences:

- Linguistic: Writing sentences
- Visual: Elbow macaroni to resemble commas and quotation marks
- Interpersonal: Class discussion at the beginning of the lesson and working in groups if they are struggling
- Intrapersonal: Writing their sentences individually

Adaptations:

- Students can work in groups if they are struggling.
- For students who cannot write due to physical disabilities they can type or have a partner write for them; however, the disabled student must state the sentences to be written and tell where the macaroni should go for the commas and quotation marks.
- Students who are slower due to learning disabilities in reading and writing can have more time or can write about only two or three people instead of five.

Reflection: (Questions)

- How did the students handle having macaroni to play with?
- When were the students most confused? How could their confusion have been prevented?
- Was too much time committed to a certain area of the lesson?
- Did the students learn the reason for having quotation marks and commas?
- Will students be able to apply using quotation marks and commas without using elbow macaroni?