



## **Making Movies Using Exclamation and Question Marks**

**Grades:** 4-6

**Subjects:** English, English As A Second Language

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### **Overview of Lesson Plan:**

This lesson expands on writing skills by introducing two types of sentences: statements (exclamations) and questions. In this lesson students will use the Zimmer Twins online movie editor to compose and create a movie with these two sentence types.

**Suggested Time Allowance:** 2 - 40 minute classes

### **Objectives:**

By the end of these lessons, students will:

- identify different types of sentences
- practice writing different kinds of sentences including, questions, exclamations and statements
- discuss appropriate everyday use of these sentences
- create their own sentences using proper punctuation and capitalization
- demonstrate basic keyboarding skills and familiarity with computer technology

### **Resources / Materials:**

Computer lab, paper, pencils, newspaper or magazine samples, list of words from a current classroom theme, a paragraph (missing punctuation) written on the board or chart paper, copies of a paragraph written without punctuation (1 per student)

### **Activities and Procedures:**

#### **Day One**

*Warm Up Exercise*

Use printed material (newspaper or magazine samples) to review the use of statements and questions.

### *Questions For Discussion*

Can you give me an example of an exclamation?

Can you give me an example of a question sentence?

### *Activity One*

Explain the difference between questions and exclamations.

Write several examples of each type of sentence on the board. Have students guess which are which. Ask the class how they know which are which. Ask for more examples from the students. Students extend understanding, and explore when and why to use these types of sentences.

### *Questions For Discussion*

Why do you think people use these types of sentences when they write a story?

What punctuation is important when you are writing a sentence in the form of a question? What punctuation replaces the period to create a question or exclamation?

As a class, students brainstorm for examples of each type of sentence. Teacher uses starter words to generate ideas. Use student generated examples to write questions on the board, and then change these into exclamations in another column on the board.

### *Activity Two*

In groups, students create their own sentences. Each group is given a word.

To integrate learning, the words could be taken from a current class theme.

The group must create 3 questions with this word, and write them on a piece of paper. Once complete, teacher asks students to flip the page over and make an exclamation out of each question.

### *Activity Three*

#### *Guided Learning*

Direct the students' attention to the paragraph on chart paper or on the board that is missing punctuation. Ask someone to read the paragraph out loud as it is written. Discuss the paragraph with the students and the need for punctuation in order to comprehend what is written. As a class apply the appropriate punctuation to the paragraph. There will be some sentences where more than one form of punctuation would be appropriate. At this time compare the meaning of the paragraph if it were written with periods versus exclamation marks and questions marks. Also, lead a discussion on the importance of punctuation to convey the voice of the writer.

### *Activity Four*

Distribute a paragraph that contains no punctuation (use a paragraph from a book you are studying) that has exclamation and question marks, have the

students add appropriate punctuation to the sentence.

*Day One Wrap Up and Reflection:* Tell the class why you would use a question or exclamation in a paragraph. Talk about voice (expressing a point of view and building a feeling or setting pace). Show an example of a short poem that uses either questioning or exclamation as a device to express meaning.

Optional Homework: Bring in a newspaper or magazine example of a question or exclamation.

**Day Two – Class will take place in the computer lab.**

Teacher divides the class into pairs. Each pair sits at a computer. Teacher explains how to use the Zimmer Twins story editor (see the *“Instructions For Teachers”* document in the download section).

Once the students are familiar with the tool, students create an animated movie that includes a question, an exclamation and regular sentences. The activity can be structured around current class themes, or a starter word that is pulled randomly from a bag. Students are given added time to create appropriate expressions for the characters in the movie.

*Day Two Wrap Up And Reflection:* Show the class a movie that overuses capitalization and exclamations. Select one of the students' movies that overuses capitalization and exclamations (or use one made by the teacher for this purpose) and show it to the class. Ask the class to provide feedback on the movie. Explain that using an exclamation mark is kind of like shouting. Since we don't want to shout all the time, only use it once in a while for emphasis.

**Evaluation / Assessment:**

Students will create sentences that include questions and exclamations. Students will create a story that is logical and has appropriate punctuation. Bonus marks will be given for creativity, and to students who incorporate vocabulary from the last several weeks of class.

**Vocabulary:**

Exclamation Mark  
Question Mark  
Sentence

**Extension Activities:**

This lesson can adapt to other sentence forming activities, grammar lessons and creative writing exercises. See *“Lesson Ideas”* in the download section for more suggestions.