

Use Your Noodle

Avoiding Comma Blunders

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Grade Level	9th – 10th Grade
Subject	English/Language Arts
Course	Composition, Creative Writing

Essential Question

How does sentence structure and punctuation impact an author's words?

Summary

Students will model their writing using mentor sentences and use the mentor sentences to understand how and why authors use commas to make their sentences clear and grammatically correct.

Snapshot

Engage

Students view and discuss grammar memes.

Explore

Students examine sentences with missing commas and insert commas where they belong.

Explain

Students examine mentor texts and compose their own writing.

Extend

Students use the Shopping List Edit to examine their original composition.

Evaluate

Students share writing with a partner and provide feedback using Two Stars and a Wish strategy.

Standards

ACT College and Career Readiness Standards - English (6-12)

PUN 302: Use appropriate punctuation in straightforward situations (e.g., simple items in a series)

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.5.W.1: Use or revise for active/passive voice and parallel structure in words and phrases for effect.
9.5.W.2: Add clarity, variety, and/or style to their writing and presentations with parts of speech and various types of phrases and clauses.

Attachments

- Lesson-Slides-Use-Your-Noodle.pptx
- Macaroni-Noodle-Comma-Sentences - Spanish.docx
- Macaroni-Noodle-Comma-Sentences - Spanish.pdf
- Macaroni-Noodle-Comma-Sentences.docx
- Macaroni-Noodle-Comma-Sentences.pdf
- Shopping-List-Editing - Spanish.docx
- Shopping-List-Editing - Spanish.pdf
- Shopping-List-Editing.docx
- Shopping-List-Editing.pdf

Materials

- Lesson Slides (attached)
- Macaroni Noodle Comma Sentences (attached; optional; one per student)
- Shopping List Editing (attached; one per student)
- Computer or personal device
- Wifi or internet capabilities
- Paper
- Pencil or pen
- Macaroni noodles (optional)

Engage

Use the attached **Lesson Slides** to guide the instruction. Begin the lesson by displaying **slides 3-4** to present the essential question and the learning objective.

Display Grammar Memes on **slides 5-9**. Make sure students know that these images are meant to be funny.

After each image, ask students to turn and talk with an Elbow Partner. Ask these starter questions to get them started in a conversation about grammar and meaning:

- Why are these images funny?
- What makes them funny?
- What are they saying about grammar/punctuation?

Display **slide 10.** Ask what common theme they notice among these images.

Explore

Teacher's Note: Preparation

In preparation for this activity, print out the sentences included in the attached handout, **Macaroni Noodle Comma Sentences**, on long strips of paper for all of students. Purchase enough macaroni noodles for all students to use in several sentences.

For this activity, invite students to channel their inner kindergartener and "play" with macaroni noodles!

Display **slide 11**. Instruct students to use the macaroni noodles as commas.

Explain

Show **slide 12**. Share the mentor text with students. Ask them to read the text.

Display **slide 13.** Ask students to use the strategy, I Notice, I Wonder, to share out their observations of the mentor text. Track this on the board or chart paper.

Teacher's Note

Before beginning the Shopping List Editing: Mentor Text activity, decide what kind of paragraph you wish students to write: a free-write expressing their opinion about the text or based on a prompt you have created in advance.

Display **slide 14**. Instruct students to write a paragraph-length text. (An average paragraph is approximately 150-words long.) Inform them that they will have 10 minutes to write. Encourage students to use a variety of sentence types.

Display **slide 15.** Share the mentor text with students. Bring their attention to the highlighted commas used in the text. Ask them to share what they notice about how commas are used in the paragraph.

Teacher's Note

Slides 16-29 provide optional mini-lesson information for students. These slides cover independent and dependent clauses, the use of FANBOYS, and introductory and descriptive phrases. It is recommended that, if you choose to use these, that you do so at the start of day 2.

Share with students that authors use commas in a variety of different ways, but those covered in this lesson are just a few specific ways that the author chose to use commas in our mentor sentence and why he chose to do so.

Extend

Display **slide 30** and pass out the attached handout, **Shopping List Editing**. Direct students' attention to the Shopping List column of the page. Instruct students to complete the Shopping List Editing for the items/substitutions in their own writing and identify their existing commas or add the missing types.

Display **slide 31.** Ask students to explain what they did in the items/substitutions column of their shopping list.

Evaluate

Display **slide 32.** Ask students to share their revised writing with a partner and participate in the strategy Two Stars and a Wish. Their two stars should include what they did well and the wish should include what they could do to improve in their next writing task.

Display **slide 33.** Give students enough time to reflect on their partner's feedback. Ask them to complete the reflection at the bottom of their Shopping List Editing handout on their own writing and experience.

Resources

- K20 Center. (n.d.). Elbow Partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). I Notice, I Wonder. Strategies. https://learn.k20center.ou.edu/strategy/180
- K20 Center. (n.d.). Two Stars and a Wish. Strategies. https://learn.k20center.ou.edu/strategy/83