



Teacher Guide: *Punctuation with Stone Soup* (P3)

Focus: Full stops (.), question marks (?), exclamation marks (!)

Time: ~15- 20 minutes

Text Connection: *Stone Soup* (mentor text)

Curriculum Links:

3Wg.01 - Use full stops, question marks and exclamation marks correctly in different types of sentences.

3Wg.04 - Use different types of sentences and their grammar appropriately (statements, commands/instructions, questions and exclamations).

3Rg.05 - Explore in texts, and understand, the grammar and purpose of different types of sentences (statements, commands, questions and exclamations).

Learning Intention (WALT)

Students will use full stops, question marks, and exclamation marks to show what kind of sentence they are writing.

Success Criteria (WILF)

- I can choose the right punctuation mark.
- I can explain why I chose it.
- I can use punctuation in my own writing.

Materials & Prep:

- Project the slideshow
- Mini whiteboards + markers/erasers (or paper)
- Mentor text: *Stone Soup* (book or video read-aloud option from Storyline Online on slide 2)

Teacher Tip! Pre-teach or quickly review what a *statement*, *question*, and *exclamation* are using student-friendly language:

- telling = full stop
- asking = question mark
- strong feeling = exclamation mark

BEN the Spelling Bee:

Introduce Ben as the helper who pops up during lessons.

Teacher talk: “Ben notices words and how we use them. Today, he noticed the word *hungry* and how it can be used in different kinds of sentences.”

Turn and Talk:

Paired Work - Can students use the word hungry in a question? Encourage some to share!



Detail Detectives:

Look at the image from *Stone Soup* - ask students to popcorn read and hold up the “detail detective” hand sign when they spot punctuation. Option to ask students what they’ve spotted!

Minds On - Punctuation Warm-Up (4 - 5 minutes)

Slide: Minds On - page 6

Students finish sentences with correct punctuation using whiteboards (can be done in partners).

How to run it:

1. Read each sentence aloud.
2. Ask: “Am I telling something, asking something, or showing a strong feeling?”
3. Students write the punctuation mark only (. ? or !) on their whiteboards.
4. Do a quick “show me!” and ask a few students to explain their thinking.

Look-fors (Assessment for Learning):

- Students can name the sentence type.
- Students match punctuation to purpose.

Quick scaffold:

If students are stuck, model the first one together as a class.

Independent Writing (6 - 8 minutes)

Slide: Independent Writing - page 7



Students write a short paragraph (3 - 4 sentences) about *Stone Soup* or sharing/helping. They must include:

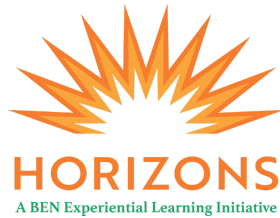
- At least one period
- At least one question mark **or** exclamation mark
- Circle punctuation when finished


Juicy sentence starters for writers who need support:

- “The villagers...”
- “The soup was...”
- “Can you...”
- “I was surprised when...”

UDL & Differentiation:

-  Support: Let students orally rehearse sentences before writing.
-  Challenge: Ask strong writers to include **all three** punctuation types.






-  Alternative option: Students can draw a scene and label one sentence of each type.

Author's Chair & Feedback (3 - 4 minutes)

Slide: Author's Chair - page 8

Invite 2 - 3 students to share their writing.

Use **Two Stars & a Wish (2 compliments and 1 constructive feedback)** for peer feedback:

-  "I liked how you used a question mark..."
-  "Your exclamation showed a strong feeling of..."
-  "Next time, maybe you could..."

Detail Detective

Ask students to identify punctuation in their peers' writing.

Teacher Tip! Model one piece of feedback first so students hear what *kind, specific* feedback sounds like.

What to Look For (Assessment)

- Are students choosing punctuation intentionally?
- Can they explain their choice ("I used a ? because I was asking")?
- Do their written sentences match the punctuation used?