

## Grade 5 Playlist: Commas with Yes, No, Tag Questions, and Direct Address

Aligns with *CCSS.ELA-LITERACY.L.5.2.C*:

- Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

### Welcome

Look at these two sets of sentences. Think about how commas are used in the sentences on the left.

Yes, tomorrow is a holiday.	Tomorrow is a holiday.
I saw your soccer game yesterday, Van.	I saw your soccer game yesterday.
We read that book last year, didn't we?	We read that book last year.

In the sentences on the left, the commas set off certain words and phrases. The sentences on the right make sense without these words and phrases. One of the purposes of commas is to set off words and phrases that are separate from the main part of the sentence.

### Objectives

In this playlist, students will learn how to:

- use commas to set off introductory words like *yes* and *no*.
- use commas to set off tag questions.
- use commas to set off names when people are being addressed directly.

### Review

#### Key Terms

- Punctuation marks** are symbols that help readers understand what they read. They include periods, commas, semicolons, colons, exclamation points, question marks, quotation marks, apostrophes, hyphens, and dashes.



## Exploring the Standard

### A Closer Look: Commas with Yes and No

The words *yes* and *no* are introductory words that can occur at the beginning of sentences. They often respond to a question. Although the sentence usually makes sense without them, they can help make an answer clearer. These introductory words need commas after them to separate them from the rest of the sentence.

Yes, I would like to go to the movies with you.

Yes, I'd be happy to help you with your homework.

No, she hasn't finished the book yet.

No, the library doesn't open until 10 a.m.

### Read!

Many introductory words are interjections. They express a feeling, such as surprise or disagreement. Visit this site to learn more about using commas with interjections:

- [http://www.grammar-monster.com/lessons/commas\\_after\\_interjections.htm](http://www.grammar-monster.com/lessons/commas_after_interjections.htm)

### A Closer Look: Commas with Tag Questions

A tag question is a short yes/no question that is added to the end of a sentence. It usually asks the listener for confirmation. To set off a tag question, use a comma between the end of the statement and the beginning of the question. As with any question, make sure to use a question mark.

She didn't forget to call you, did she?

The class starts at 8:30, doesn't it?

We can drink some water now, right?

### Read!

Read more about commas and tag questions at this site:

- <http://www.grammarly.com/handbook/punctuation/comma/16/missing-comma-before-a-question-tag/>

### Practice!

Complete this activity to practice using commas with tag questions:

- [http://www.k12reader.com/punctuation/commas\\_questionmarks\\_tagquestions.pdf](http://www.k12reader.com/punctuation/commas_questionmarks_tagquestions.pdf)



## Teaching Notes: Commas with Yes, No, Tag Questions, and Direct Address

The goal of L.5.2.C is for students to use commas correctly to set off introductory words, tag questions, and names in direct address. Instruction should focus on identifying these elements of sentences and placing commas correctly to separate them from the rest of the sentence. The following information contains ideas that teachers can incorporate into their classroom as well as additional resources to peruse and integrate into instruction as appropriate.

### Activities

1. Make photocopies of a variety of texts that use commas to set off introductory words, tag questions, and direct address. Have students work in groups to highlight the words and phrases that are set off by commas. Ask groups to share their answers with the class.
2. Because dramas center on dialogue, they include many instances of introductory words, tag questions, and direct address. Divide students into groups and have each group write an original scene from a play. In their scripts, students should include the structures covered in this lesson. Then, have groups switch scripts and highlight instances of commas with introductory words, tag questions, and direct address. Each group can then perform the scene in front of the class if time allows.
3. Before class, write students' first names on index cards. Then write the following sentence on the board: *What are you going to do after you get home?* Leave some space between the words in the sentence. Then choose an index card at random and ask a volunteer to add the name to the sentence on the board so that it uses direct address. The volunteer should then add commas in the correct place to set off the direct address. Ask another volunteer to move the name to a different part of the sentence and add commas as necessary. Students should be able to add the name to the beginning, middle, or end of the sentence. Repeat the activity with a new sentence and a new student's name.
4. Ask students a series of yes/no questions (e.g., *Do you like basketball? Are you 12 years old?*). Have students write their answers in complete sentences that begin with either *yes* or *no*. Make sure students use commas correctly to set off these introductory words.

### Additional Resources

Consider these additional resources when teaching L.5.2.C

- <http://educators.brainpop.com/lesson-plan/1-5-2-tag-questions-lesson-plan/>

This blog post describes creative ways to practice comma usage with students:

- <http://education.seattlepi.com/activities-use-commas-third-grade-5713.html>

