

Too Many Apostrophes

We've put my mothers mincemeat in the dogs dinner and the cats breakfast.

The town's market stalls' are selling courgette's.



If this isn't Mark's mark'er pen, then it's mine!



We've completed the collections' of our bats' droppings.



Game to move Apostrophes from sentences with too many to those with too few!

Too Many Apostrophes

Many of us would like to see the apostrophe given a quiet burial. But examiners love it, because it is ideal for counting and weighing, unlike those more elusive qualities such as sense of audience and effect. It is also much loved by sellers of vegetables who use it liberally to spice up their green's.

Like all collaborative learning activities, it would benefit from some pupil improvement and embellishment. We have provided only two sentence lists* (each team have a different colour version), only a small selection of sentence cards and just one picture of an apostrophe (in many colours admittedly). Feel free to produce more sentence lists and more sentence cards.

*the second list is a modification of the first and may need more or fewer apostrophes than the first, but the process of sorting this out (by your students, not you!) is a useful learning activity! A big thank you to the colleague on TES resources who found a grammar error.

The webaddress for this activity is <http://www.collaborativelearning.org/toomanyapostrophies.pdf>
Mantra Books have developed a Talking Pen version: <http://www.talkingpen.co.uk/content/too-many-apostrophes>

First developed in 2009 and last updated 16th December 2019.

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals throughout the European Union to promote inclusive education.

We develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

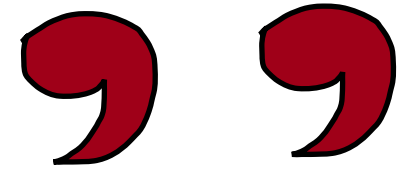
<http://www.collaborativelearning.org/toomanyapostrophes.pdf>

Collaborative Learning = Oracy in Curriculum Context

- makes challenging curriculum accessible.
- improves social relations in the classroom.
- provides scaffolding for exploratory talk.



Too Many Apostrophes



How to Play

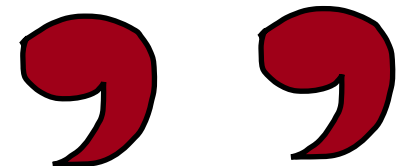
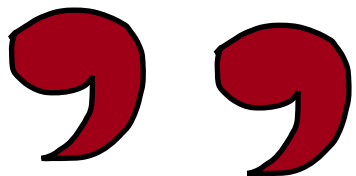
This game is best played with four players working as two pairs. Each pair have a sentence list.

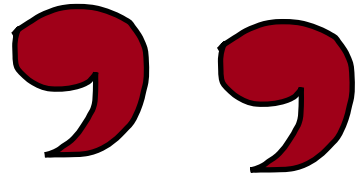
The sentence cards are shuffled and put in a pile in the middle.

The apostrophe cards are also piled in the middle.

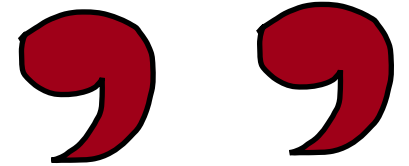
Pairs take turns to pick a sentence cards. If they find extra apostrophes that should not be there, they must identify them. The other pair must agree. They can take an apostrophe card for each extra apostrophe.

They can use these apostrophes for the sentences on their list which are missing some. The first pair to collect enough apostrophe cards to correct all the sentences in their sentence list are the winners.





Too Many Apostrophes Sentence List 1



Weve put my mothers mincemeat in the dogs dinner and the cats breakfast.

Its too late to sow this years seeds in the window boxes.

Bills plants are healthier than ours.

Theyve put lots of pairs of trousers on the shelves.

Wheres my friends cousins takeaway dinner?

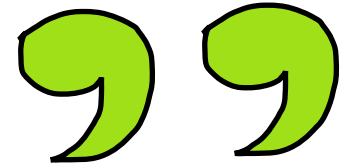


How do dinosaurs long necks stay up?





Too Many Apostrophes Sentence List 2



Weve put my fathers dinner in the dogs bowl and the canaries cage.

Its too early to plant this years seeds in my aunts new window boxes.

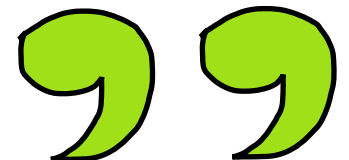
The English teachers plants are more sustainable than ours.

Weve put lots of pairs of jeans on the new shops shelves.

Wheres my friends parents present?



How do bananas go yellow after theyre picked?



Too Many Apostrophes Sentence Cards

The town's market stalls' are selling courgette's.



It's too soon to know where the banana's skin has gone.



We've completed the collections' of our bats' droppings.



Tina's aunts' dogs' have flea's.



Margaret's cauliflowers' are bigger than Elizabeth's cabbage's.



The'se carrots' are not looking as healthy as last year's carrots.



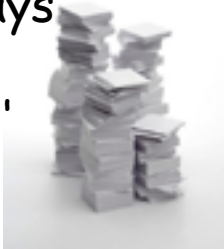
They're going to buy lettuces' for tomorrow's picnic's.



Abdul's hamsters' wheels' aren't working.



Jose's essays' are longer than Carlos' essay's.



Where's the crisp's we bought yesterday?



If this isn't Mark's mark'er pen, then it's mine!



Are your meringue's sticky inside?



The market's vegetable's are fresher than the shop's.



Meg's crisp's are as crisp as courgettes'!



We had banana's yesterday, but we've no bananas today.



Sameena's cat's eaten Jose's dog's dinner



Too Many Apostrophes Apostrophe Cards

