Use Interjections

Objectives

In this mini-lesson, students will:
• Learn how to use interjections.
• Practice using interjections.
• Discuss how they can apply this strategy to their independent writing.

Preparation

Materials Needed
• Chart paper and markers
• Interactive whiteboard resources

Advanced Preparation
If you will not be using the interactive whiteboard resources, copy the modeling and practice texts on chart paper prior to the mini-lesson. If necessary, copy the sentence frames from “Strategies to Support ELs” on chart paper.

1. Focus

Explain Using Interjections

Say: When I write a personal narrative, I describe an experience from my life. I explain what happened and how I felt. One way to express emotion is with interjections. An interjection is a word or phrase that a writer uses to express his or her feelings about something. For example, “Oh!” is an interjection. So is the phrase “Whoa, wait a minute!” Some interjections come in the middle of a sentence. Others begin sentences. Many are followed by an exclamation mark. Today I’m going to show you how to use interjections in personal narratives as a way to express feelings about experiences.

Model Using Interjections

Display the modeling text on chart paper or using the interactive whiteboard resources. Ask students to listen for interjections as you read the text aloud.

Reread example 1. Say: I see an interjection here as one word with an exclamation mark. The writer exclaims “Nope!” after setting up the question of whether he got a lot of cavities. He is strongly expressing the point that he didn’t get cavities. I think he is proud of this and is telling me strongly that he took good care of his teeth. The use of an interjection here lets me know the writer feels strongly about how he took care of his teeth.

Reread example 2. Say: In this example, I find two interjections at the very end. The writer exclaims, “Braces! No, not me!” By choosing to use interjections here, the writer expresses exactly how he’s feeling about getting braces—he feels strongly about not getting them. Also, he seems to be speaking directly to me, the reader. This makes me feel connected to his story. I’m going to underline the interjections “Braces!” and “No, not me!” I will label them “interjections.” Underline and label the identified words and phrase.
2. Rehearse

Practice Using Interjections

Display the practice text on chart paper or using the interactive whiteboard resources. Explain that this could be a sentence from a personal narrative.

It’s time to go now.

Practice Text

Ask students to work with a partner to revise and add to the sentence using interjections. Encourage them to invent some experience in which they had to go somewhere and wanted to express either how excited they were to go or how strongly they felt about not going. Each pair should write down the sentences they create and be prepared to read them to the class. They should be ready to explain why they chose the interjections they did.

Share Practice Sentences

Bring students together and invite partners to read aloud their sentences and explain their word choices. Record students’ sentences and post these as models for students to use as they draft or revise their personal narratives.

3. Independent Writing and Conferring

Say: We learned that we can use interjections in our personal narratives when we want to express our emotions about experiences and help readers understand how strongly we feel. A good personal narrative includes thoughts and feelings about an event in your life. Remember to look for opportunities to use interjections in your personal narrative.

Ask students to identify a section of their personal narratives where they could add an interjection to show a strong feeling. During conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring the class together. Invite one or more students who included an interjection in their personal narratives to read aloud a section of their work.

Strategies to Support ELs

Beginning

While other students complete the partner practice activity, work with beginning ELs to practice reading simple sentences with exclamation points aloud. Help students understand that these sentences show strong feelings. Model as necessary. Include interjections such as the following:

No! I will not!
Yes! I will!
Ugh, do I have to?
Yeah! We get to go to the concert!

Intermediate and Advanced

Pair ELs with fluent English speakers during the partner activity. Supply the following possible sentence frames to help them revise the sentence:

________! It’s time to go!
It’s time to go _______!

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: exclamation/la exclamación; experience/la experiencia; narrative/la narración; personal/personal.