

# Language Conventions: Hyphens

## Australian Curriculum

This lesson plan could be used to support the teaching and learning of the following content descriptions from the Australian Curriculum:

### Y6: Literacy, Creating Texts

Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features (AC9E6LY06)




### Y6: Language: Language for Expressing and Developing Ideas

Understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue (AC9E6LA09)

### Y6: Literacy: Phonic and Word Knowledge

Use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words (AC9E6LY09)

<p><b>Aim:</b> I can use hyphens where necessary to make words and writing clear.</p>	<p><b>Prior Learning:</b> New Concept.</p>	<p><b>Resources:</b> <a href="#">Lesson Pack</a> Whiteboards and pens</p>
<p><b>Success Criteria:</b> I can identify where and why hyphens are used in a text. I can recognise where a hyphen should be used. I can explain how hyphens can be used in different ways to make meaning clear. I can re-write a sentence using a hyphen to avoid ambiguity.</p>	<p><b>Key/New Words:</b> hyphen, prefix, compound adjective, noun, ambiguity.</p>	<p><b>Preparation:</b> <a href="#">Jade Activity Sheet</a> - one per pair Differentiated <a href="#">Helpful Hyphens Activity Sheet</a> - one per child Differentiated <a href="#">Avoiding Ambiguity Activity Sheet</a> - one per pair <a href="#">Hyphens Mini Test</a> -one per child <a href="#">Application Activity</a> - one per child Cut out the <a href="#">Hyphen Huddle Word Cards</a> - one word card per child</p>

	<p><b>Introductory Activity: The Hyphen</b> Ask the children if they know what a hyphen is. Can they jot one on their whiteboard and show you? Describe what a hyphen is using the information on the <a href="#">lesson presentation</a>. Next, children work in pairs to read through the <a href="#">Jade Activity Sheet</a> and highlight all of the hyphens, making notes on why they have been used. Go through the text together to see if children found all the hyphens. Ask children to describe why they thought different hyphens had been used and go through the information on the <a href="#">lesson presentation</a> to explain this in detail. The children then add the information to their annotated sheets. <i>Can children recognise that hyphens can be used in different ways to make the meaning clear?</i></p>
	<p><b>Independent Focused Activity: Helpful Hyphens</b> Re-cap the different uses of hyphens. Ask the children to complete the differentiated <a href="#">Helpful Hyphens Activity Sheet</a>. <i>Can children recognise where hyphens should be used?</i></p>
	<p><b>Review Activity: Hyphen Huddles</b> Re-cap the different ways in which hyphens can be used by showing the children the list on the <a href="#">Lesson Presentation</a>. Ask children to think of, and jot down on whiteboards, examples for each use of a hyphen. Give each child a word containing a hyphen from the <a href="#">Hyphen Huddle Word Cards</a>. Can they move around the classroom finding other children whose hyphenated word belongs to the same category as theirs? When everybody has found their group the children can work in those groups to write some example sentences to share with the rest of the class. Ask each group to explain what their hyphen does and read some of the sentences. <i>Look for children who are able quickly to recognise the ways in which different hyphens can be used.</i></p>



### Consolidation Activity: Avoiding Ambiguity

Read the example sentences from the [Lesson Presentation](#) and allow time to discuss how the hyphen avoids ambiguity and makes the meaning clear. Can children think of any of their own examples? The children then work in pairs to complete the differentiated [Avoiding Ambiguity Activity Sheet](#). Discuss each sentence together to ensure children understand. [Look for children who can recognise where and how the hyphen can help to avoid ambiguity in some sentences.](#)



### Assessment: Test Your Knowledge of Hyphens

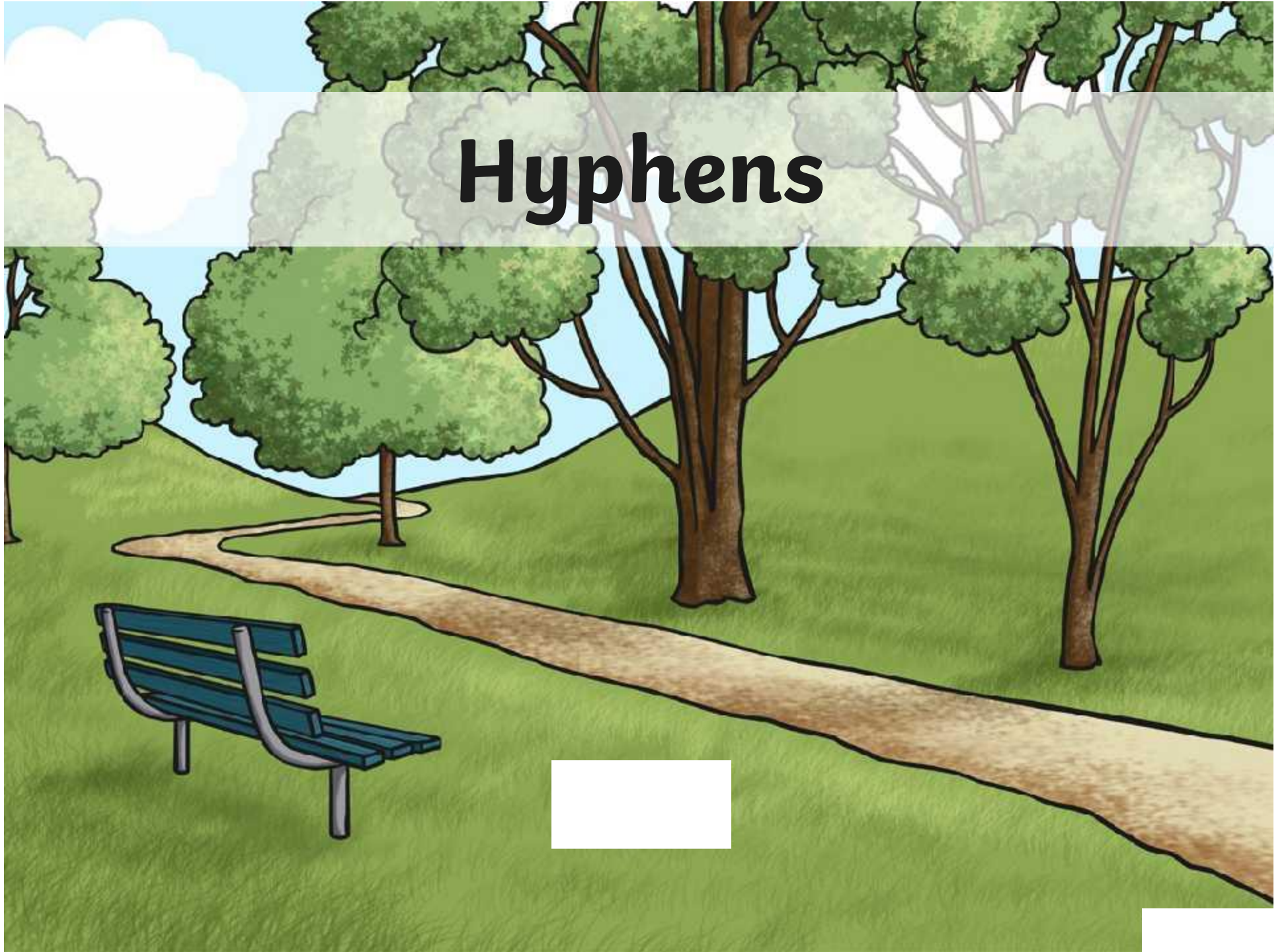
The children complete the [Hyphens Mini Test](#) in order to test their understanding. The children complete the [Application Activity](#) as required.



# Language Conventions

## Hyphens

# Hyphens







# Hyphens

**Introductory Activity**

**Independent Focused Activity**

**Review Activity**

**Consolidation Activity**

**Assessment**

# Aim

- I can use hyphens where necessary to make words and writing clear.

# Success Criteria

- I can identify where and why hyphens are used in a text.
- I can recognise where a hyphen should be used.
- I can explain how hyphens can be used in different ways to make meaning clear.
- I can re-write a sentence using a hyphen to avoid ambiguity.






# Introductory Activity

# The Hyphen



A hyphen is a punctuation mark that looks like a little horizontal line.

This is a hyphen.  -

Hyphens join together words or parts of words.

E.g. small-scale, re-formed.

Hyphens are very useful as they can help to clarify the meaning of a word or phrase and avoid ambiguity in writing. Look at the example below:

Paula decided to ***resign*** from her job.

Steve ***re-signed*** his contract.



# The Hyphen



Read the story about Jade with your partner.

## Jade

I can identify where and why hyphens are used in a text.

Read the story below and highlight all the examples of hyphens you can find. Make notes about why you think the hyphens have been used.

**Jade**

I knew the moment I opened my eyes that it was going to be a bad day. Somehow I could just feel it. I rolled over and looked at the clock: seven twenty-five, far too early to be awake on a Saturday!

I threw back my hot-pink duvets and sat up, yawning widely. I reached for my mobile. I wondered if Jade had got the message I re-sent yesterday but there was no reply from her so I figured she hadn't, either that or she hadn't had a chance to text back. I padded across to my wardrobe and pulled out a pair of black jeans, but where was my new top? Jessie! I bet she had pinched it already. My mood darkened instantly.

I stomped down to breakfast and found my family in a croissant and jam free-for-all. Nothing new there. Why were they not able to co-operate nicely like a normal family? Even Rover the dog, who was splattered with jam, was prowling around on his bear-like paws as he always does, jumping up to catch any crumbs that were flung his way.

"Hey!" I called, struggling to be heard above the racket. "HEY!"

The noise de-escalated and everyone turned to regard me.

"Oh good morning dear," my mum replied. "Sleep well?"

"Not especially," I grumbled. "Jessie, where's my new skeleton-head top?"

Jessie grinned at me through sticky teeth. She was two years younger and stupendously good at winding me up.

"Haven't seen it," she answered in a sweet sing-song voice. My sister was an out-and-out liar and I was determined to not let her get the better of me! However, before I could reply the answerphone tone on my phone rang out. An answerphone message? I hadn't even heard it ring. I didn't recognise the number which had called but I re-pressed the message icon and put the phone to my ear to listen. The voice which spoke was familiar, all too familiar:

"Hi Jade, it's Peter, the one and only. I'm sorry to be the one to tell you this but you didn't make the school basketball team, better luck next time..."

My ears were burning and my heart thumped in my chest. It was Peter Matteo, vice-president of the school basketball club, he always had it in for me and now here was the proof.

Can you highlight all of the hyphens in the text (-)?

Can you annotate the text to indicate why you think a hyphen has been used in that way?

Be ready to feed back your ideas to the rest of the class.



# The Hyphen

Did you spot all the hyphens? Let's check!

## Jade

I knew the moment I opened my eyes that it was going to be a bad day. Somehow I could just feel it. I rolled over and looked at the clock: seven **twenty-five**, far too early to be awake on a Saturday!

I threw back my **hot-pink** duvet and sat up; yawning widely, I reached for my mobile. I wondered if Jade had got the message I **re-sent** yesterday but there was no reply from her so I figured she hadn't; either that or she hadn't had a chance to text back. I padded across to my wardrobe and pulled out a pair of black jeans, but where was my new top? Jessie! I bet she had pinched it already. My mood darkened instantly.

I stomped down to breakfast and found my family in a croissant and jam **free-for-all**. Nothing new there. Why were they not able to **co-operate** nicely like a normal family? Even Rover the dog, who was splattered with jam, was prowling around on his **bear-like** paws as he always does, jumping up to catch any crumbs that were flung his way.

"Hey!" I called, struggling to be heard above the racket. "HEY!"

The noise **de-escalated** and everyone turned to regard me.

"Oh good morning dear," my mum replied. "Sleep well?"

"Not especially," I grumbled. "Jessie, where's my new **skeleton-head** top?" Jessie grinned at me through sticky teeth. She was two years younger and **stupendously** good at winding me up.

"Haven't seen it," she answered in a sweet **sing-song** voice. My sister was an **out-and-out** liar and I was determined to not let her get the better of me! However before I could reply the answerphone tone on my phone rang out. An answerphone message? I hadn't even heard it ring. I didn't recognise the number which The voice which spoke was familiar, all too familiar:

'Hi Jade, it's Peter, the one and only, I'm sorry to be the one to tell you this but you didn't make the school basketball team, better luck next time...'

My ears were burning and my heart thumped in my chest. It was Petra Matteo, **vice-president** of the school basketball club, he always had it in for me and now here was the proof.

Did you work out that hyphens are used to clarify the meaning of the word?

Did you notice that words containing hyphens have no spaces?







# The Hyphen

## Creating a Compound Adjective

Hyphens can be used to link two separate words into a compound adjective before a noun.

The terrier padded across the room on its **bear-like** paws.



Georgina hung her **hot-pink** coat on the hook.





# The Hyphen

## Joining Two Nouns

Hyphens can be used to join together two nouns of equal importance to create a new noun or adjective.

Dan hung up a **skeleton-head** garland on Halloween.  
(This creates an adjective.)



The **vice-president** taught the children about hyphens.  
(This creates a new noun.)



# The Hyphen



## Avoiding Awkward Letters or Sound Combinations

Hyphens can be used to avoid combining letters and sounds which could be awkward to say or write without a hyphen.

The children seemed incapable of **co-operating** with each other.



The policeman called for help to **de-escalate** the situation.



Hyphens are often used in this way to join prefixes to words when the prefix ends and the word starts with a vowel.





# The Hyphen

## Clarifying a Word Meaning

Hyphens can be used to ensure that the meaning of a word is clear. In these examples the words could mean different things without the hyphens.

Bill requested that the email be **re-sent**.



Dad decided to **re-press** his shirt as it was still creased.





# The Hyphen

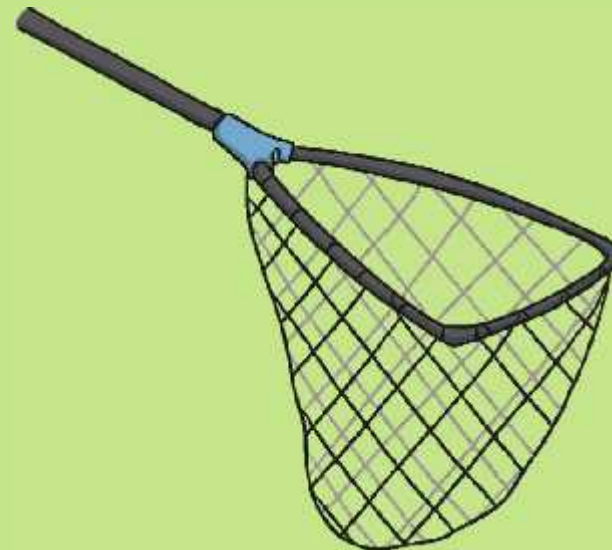
## In Numbers

Hyphens should be used to join the tens and units in written numbers 21 – 99.

Sam came first in the marathon in which one hundred and **twenty-seven** people raced.



There are **thirty-two** known species of fish in our school pond.





# The Hyphen

## Splitting a Word

Hyphens can be used to indicate that a word is not finished at the end of a line of writing.

Fiona thought that the new James Bond film was **stupendous-ly** enjoyable.



The waiters were asked to provide some light **entertainment** after the meal.



Make sure the word is split in a sensible place if using a hyphen this way.





# The Hyphen

## Create Informal Words/Phrases

Hyphens can be used in informal phrases to link words which go together to create a unit of meaning.

The song became a bit of a **free-for-all** with everyone singing at once.



The man is an **out-and-out** thief.





# Independent Focused Activity



# Helpful Hyphens



Do you think you can remember how to use hyphens to clarify meaning and avoid ambiguity in writing?

**Helpful Hyphens**

I can remember where a hyphen should be used.

2. The hyphens are not being very helpful in these sentences because I can't see what where the wrong hyphens should go and what the sentence means. Remember hyphenated words should not contain spaces.

1) The were his line goes start for the photocopy.

2) Despite being quite work when the strange wedding dress was very.

3) Our never seemed a 34 by eight character and mean was worried not pig her own.

4) The chocolate ice cream is absolutely delicious.

5) The really looking villain spotted his next victim in the hunting ground.

6) There are two hundred and fifty three pupils at our school.

**Helpful Hyphens**

1) Eric had to retreat his dog with five pounds.

2) Mr Dobbs and Mr Trotter are co-owners of Dobbs and Trotter Cars Ltd.

3) Children's clothes are usually too free.

4) My dog to dance till sat this morning after the big first last night.

**Helpful Hyphens**

I can remember where a hyphen should be used.

3. The hyphens are not being very helpful in these sentences because they are wrong and where the wrong hyphens should go are harder to see than I thought. Remember hyphenated words should not contain spaces. Describe the purpose of the hyphens in the second line. The first one has to go as an example.

1) He decided to recover for six days.

2) He decided to retreat for six days.

3) The hyphens are not being very helpful in these sentences because they are wrong and where the wrong hyphens should go are harder to see than I thought. Remember hyphenated words should not contain spaces.

1) The were his line goes start for the photocopy.

2) Despite being quite work when the strange wedding dress was very.

3) Our never seemed a 34 by eight character and mean was worried not pig her own.

4) The chocolate ice cream is absolutely delicious.

5) The really looking villain spotted his next victim in the hunting ground.

6) There are two hundred and fifty three pupils at our school.

**Helpful Hyphens**

1) Eric had to retreat his dog with five pounds.

2) Mr Dobbs and Mr Trotter are co-owners of Dobbs and Trotter Cars Ltd.

3) Children's clothes are usually too free.

4) My dog to dance till sat this morning after the big first last night.

Complete the Helpful Hyphens Activity Sheet to help you practise using hyphens.





# Review Activity

# Hyphen Huddles



Remember hyphens are used in different ways to help clarify the meaning of a sentence.

Can you think of examples for each of these:

Creating a compound adjective

Joining two nouns

Avoiding awkward letter or sound combinations

To clarify a word meaning and avoid ambiguity

In written numbers 21-99

To create informal words or phrases

Read the word on the card your teacher gives you. Which of the categories above does your word belong to? See if you can find all the other children who have words belonging to the same category.





# Consolidation Activity



# Avoiding Ambiguity



Hyphens can be used to avoid ambiguity in sentences. That means they help to make the meaning of the sentence clear.

Read  
these two  
sentences.

There was a man eating shark in the bay.

There was a man-eating shark in the bay.

Why is the first  
sentence  
ambiguous?

How does the hyphen in the second  
sentence help to make the meaning  
clear?

Complete the Avoiding Ambiguity Activity Sheet.



# Assessment

# Test Your Knowledge of Hyphens



Use all of the information you have learnt and practised about hyphens. Work on your own to complete the assessment activity.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Hyphens Mini Test

1. Read the sentences below and circle which words are missing their hyphens. Then, write the word with the correct hyphens in the space below.

James was proud to be declared the runner-up in the fencing tournament.  
\_\_\_\_\_

Charles's friends often elephant statue was very impressive.  
\_\_\_\_\_

That is player manager of one local football team.  
\_\_\_\_\_

It is thought that over twenty five percent of children love school.  
\_\_\_\_\_

Peter Trotter is an up and coming young basketball player.  
\_\_\_\_\_

Hyphens Mini Test

2. Draw lines to match the hyphenated words to their purposes.

one hundred and seventy-four	compound adjective
up-market	assist with word letter combinations
painter-decorator	written number 21 00
first-looking	clarify meaning
co-own	informal phrase
to treat	joining nouns

3. Write a sentence for each of the hyphenated words.

re-cover \_\_\_\_\_

up-read \_\_\_\_\_

space-chilling \_\_\_\_\_

clock-and-dogger \_\_\_\_\_

re-furn \_\_\_\_\_

HYPHENS TEST



# Test Your Knowledge of Hyphens



Use all of the information you have learnt and practised about hyphens.  
Work on your own to complete the application activity.

## Application Activity

I can use hyphens where necessary to make words and writing clear.

Write a brief passage containing 10 or more hyphenated words.

You can use words you have learnt in this lesson but do try to include some of your own too if you can.

Extra Challenge: Can you include a range of different types of hyphens?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

# Aim

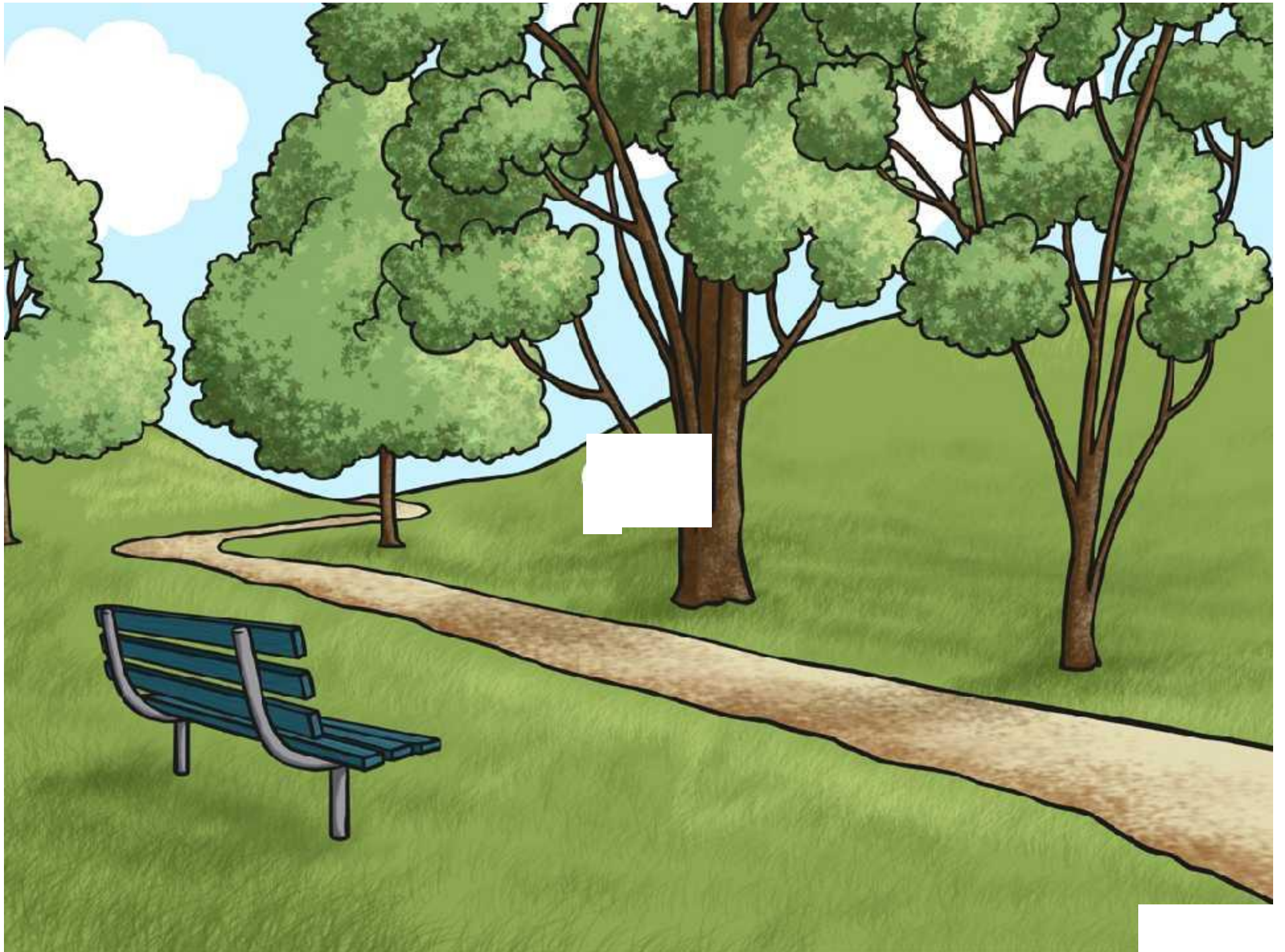


- I can use hyphens where necessary to make words and writing clear.

# Success Criteria

- I can identify where and why hyphens are used in a text.
- I can recognise where a hyphen should be used.
- I can explain how hyphens can be used in different ways to make meaning clear.
- I can re-write a sentence using a hyphen to avoid ambiguity.









# Avoiding Ambiguity

I can re-write a sentence using a hyphen to avoid ambiguity.



1. Read the sentence out loud. Can you work out where the missing hyphen should be? Write the sentence out again using the hyphen to avoid ambiguity.

a) Brad Stephens is an excellent footballer, I'm glad he has resigned at our club.

---

---

b) Mum pays for my drama lessons in three monthly instalments.

---

---

c) Have you heard that the pop group, No Direction, have reformed?

---

---

d) It's such a shame that the little used beanbags were removed from the reading corner.

---

---

e) 'I'll have to remark this worksheet,' the teacher said. 'I've added up the scores incorrectly'.

---

---

f) Tom Frankell is now a big business man; his burger company has been very successful.

---

---



# Avoiding Ambiguity

I can re-write a sentence using a hyphen to avoid ambiguity.



1. Read the sentence out loud. Can you work out where the missing hyphen should be? Write the sentence out again using the hyphen to avoid ambiguity. Then write your own sentence using the original un-hyphenated word/s. Read the sentence out loud.

e.g. There was a man eating shark in the bay.

*There was a man-eating shark in the bay.*

*The man eating shark asked the waiter if he had any salt.*

a) Brad Stephens is an excellent footballer I'm glad he has resigned at our club.

b) Mum pays for my drama lessons in three monthly instalments.

c) Have you heard that the pop group, No Direction, have reformed?

d) It's such a shame that the little used beanbags were removed from the reading corner.



# Avoiding Ambiguity

e) 'I'll have to remark this worksheet', the teacher said. 'I've added up the scores incorrectly'.

---

---

f) Tom Frankell is now a big business man; his burger company has been very successful.

---

---

Challenge:

2. Use the hyphenated words from these sentences to write your own sentences.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---





1. Write the sentence out again using the hyphen to avoid ambiguity.

a) Brad Stephens is an excellent footballer, I'm glad he has *re-signed* at our club.



b) Mum pays for my drama lessons in *three-monthly* instalments.

c) Have you heard that the pop group, No Direction, have *re-formed*?

d) It's such a shame that the *little-used* beanbags were removed from the reading corner.

e) 'I'll have to *re-mark* this worksheet,' the teacher said. 'I've added up the scores incorrectly'.

f) Tom Frankell is now a *big-business* man; his burger company has been very successful.



# Helpful Hyphens

I can recognise where a hyphen should be used.



**1.** The hyphens are not being very helpful in these sentences because they are missing! Can you work out where the missing hyphens should go and rewrite the sentences to include them?

Remember hyphenated words should not contain spaces.

**a)** Tim wore his lime green shirt for the photoshoot.

---

**b)** Despite being quite moth eaten the vintage wedding dress was very beautiful.

---

**c)** Our renter seemed a fly by night character and mum was worried that she would not pay her rent.

---

**d)** The chocolate ice cream is absolutely delicious.

---

**e)** The nasty looking villain spotted his next victim in the heaving crowd.

---

**f)** There are two hundred and fifty three pupils at our school.

---



# Helpful Hyphens

**g)** Eric had to retreat his dog with flea powder.

---

**h)** Mr Dobbs and Mr Trotter are coowners of 'Dobbs and Trotter Cars Ltd'.

---

**i)** Children's clothes are usually tax free.

---

**j)** Toby had to deice his car this morning after the big frost last night.

---





# Helpful Hyphens

I can recognise where a hyphen should be used.



1. The hyphens are not being very helpful in these sentences because they are missing! Can you work out where the missing hyphens should go and rewrite the sentences to include them? Remember hyphenated words should not contain spaces.

Describe the purpose of the hyphen on the second line. The first one has been completed for you as an example.

e.g. Viv decided to recover her old sofa.

*Viv decided to re-cover her old sofa.*

*The hyphen in re-cover helps us to understand its meaning*

a) Tim wore his lime green shirt for the photoshoot.

---

---

b) Despite being quite moth eaten the vintage wedding dress was very beautiful.

---

---

c) Our renter seemed a fly by night character and mum was worried that she would not pay her rent.

---

---

d) The chocolate ice cream is absolutely delicious.

---

---



# Helpful Hyphens

e) The nasty looking villain spotted his next victim in the heaving crowd.

---

---

f) There are two hundred and fifty three pupils at our school.

---

---

g) Eric had to retreat his dog with flea powder.

---

---

h) Mr Dobbs and Mr Trotter are coowners of 'Dobbs and Trotter Cars Ltd'.

---

---

i) Children's clothes are usually tax free.

---

---

j) Toby had to deice his car this morning after the big frost last night.

---

---



1. Can you work out where the missing hyphens should go and rewrite the sentences to include them?



- a) Tim wore his *lime-green* shirt for the photoshoot.
- b) Despite being quite *moth-eaten* the vintage wedding dress was very beautiful.
- c) Our renter seemed a *fly-by-night* character and mum was worried that she would not pay her rent.
- d) The chocolate *ice-cream* is absolutely delicious.
- e) The *nasty-looking* villain spotted his next victim in the heaving crowd.
- f) There are two hundred and *fifty-three* pupils at our school.
- g) Eric had to *re-treat* his dog with flea powder.
- h) Mr Dobbs and Mr Trotter are *co-owners* of 'Dobbs and Trotter Cars Ltd'
- i) Children's clothes are usually *tax-free*.
- j) Toby had to *de-ice* his car this morning after the big frost last night.



# Jade

I can identify where and why hyphens are used in a text.



Read the story below and highlight all the examples of hyphens you can find.

Make notes about why you think the hyphens have been used.

## Jade

I knew the moment I opened my eyes that it was going to be a bad day. Somehow I could just feel it. I rolled over and looked at the clock: seven twenty-five, far too early to be awake on a Saturday!

I threw back my hot-pink doona and sat up; yawning widely, I reached for my mobile. I wondered if Jade had got the message I re-sent yesterday but there was no reply from her so I figured she hadn't; either that or she hadn't had a chance to text back. I padded across to my wardrobe and pulled out a pair of black jeans, but where was my new top? Jessie! I bet she had pinched it already. My mood darkened instantly.

I stomped down to breakfast and found my family in a croissant and jam free-for-all. Nothing new there. Why were they not able to co-operate nicely like a normal family? Even Rover the dog, who was splattered with jam, was prowling around on his bear-like paws as he always does, jumping up to catch any crumbs that were flung his way.

"Hey!" I called, struggling to be heard above the racket. "HEY!"

The noise de-escalated and everyone turned to regard me.

"Oh good morning dear," my mum replied. "Sleep well?"

"Not especially," I grumbled. "Jessie, where's my new skeleton-head top?"

Jessie grinned at me through sticky teeth. She was two years younger and stupendously good at winding me up.

"Haven't seen it," she answered in a sweet sing-song voice. My sister was an out-and-out liar and I was determined to not let her get the better of me! However, before I could reply the answerphone tone on my phone rang out. An answerphone message? I hadn't even heard it ring. I didn't recognise the number which had called but I re-pressed the message icon and put the phone to my ear to listen. The voice which spoke was familiar, all too familiar:

'Hi Jade, it's Peter, the one and only, I'm sorry to be the one to tell you this but you didn't make the school basketball team, better luck next time...'

My ears were burning and my heart thumped in my chest. It was Petra Matteo, vice-president of the school basketball club, he always had it in for me and now here was the proof.

1. Read the story and highlight all the examples of hyphens you can find. Make notes about why you think the hyphens have been used.

*Hyphen used to avoid an awkward letter combination - the two 0 vowels.*

*Hyphen used to create a compound adjective.*

*Hyphen used in a written number between 21 and 99.*

Jade

I knew the moment I opened my eyes that it was going to be a bad day. Somehow I could just feel it. I rolled over and looked at the clock: seven twenty-five, far too early to be awake on a Saturday!

I threw back my hot-pink duvet and sat up; yawning widely, I reached for my mobile. I wondered if Jade had got the message I re-sent yesterday but there was no reply from her so I figured she hadn't; either that or she hadn't had a chance to text back. I padded across to my wardrobe and pulled out a pair of black jeans, but where was my new top? Jessie! I bet she had pinched it already. My mood darkened instantly.

I stomped down to breakfast and found my family in a croissant and jam free-for-all. Nothing new there. Why were they not able to co-operate nicely like a normal family? Even Rover the dog, who was splattered with jam, was prowling around on his bear-like paws as he always does, jumping up to catch any crumbs that were flung his way.

"Hey!" I called, struggling to be heard above the racket. "HEY!"

The noise de-escalated and everyone turned to regard me.

"Oh good morning dear," my mum replied. "Sleep well?"

"Not especially," I grumbled. "Jessie, where's my new skeleton-head top?"

Jessie grinned at me through sticky teeth. She was two years younger and stupendously good at winding me up.

"Haven't seen it," she answered in a sweet sing-song voice. My sister was an out-and-out liar and I was determined to not let her get the better of me! However, before I could reply the answerphone tone on my phone rang out. An answerphone message? I hadn't even heard it ring. I didn't recognise the number which had called but I re-pressed the message icon and put the phone to my ear to listen. The voice which spoke was familiar, all too familiar:

'Hi Jade, it's Peter, the one and only, I'm sorry to be the one to tell you this but you didn't make the school basketball team, better luck next time...'

My ears were burning and my heart thumped in my chest. It was Petra Matteo, vice-president of the school basketball club, he always had it in for me and now here was the proof.

*Hyphen used to create a compound objective.*

*Hyphen used between two nouns to create an adjective.*

*Hyphen used to join words together to avoid ambiguity.*

*Hyphen used to join words together to avoid ambiguity.*

*Hyphen used between two nouns to create a new noun.*

*Hyphen used to clarify the meaning of the word.*

*Hyphen used to join words to create an informal phrase.*

*Hyphen used to avoid an awkward letter combination - the two e vowels.*

*Hyphen used to indicate that the word continues on the next line.*

*Hyphen used to join words together to avoid ambiguity.*

# Application Activity

I can use hyphens where necessary to make words and writing clear.



Write a brief passage containing 10 or more hyphenated words.

You can use words you have learnt in this lesson but do try to include some of your own too if you can.

Extra Challenge: Can you include a range of different types of hyphens?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



Cut out the word cards and give one to each child.

Sydney-Australia

re-cover

down-and-out

middle-of-the-road

war-torn

chair-swing

re-press

double-cross

Cut out the word cards and give one to each child.

reddy-brown

co-workers

little-used

pick-me-up

crazy-sounding

de-energise

two-thirds

nitty-gritty

Cut out the word cards and give one to each child.

sweet-smelling

de-ice

forty-nine

cut-and-dried

author-illustrator

de-emphasise

sixty-eight

half-hearted



Cut out the word cards and give one to each child.

spider-monkey

re-sent

three-fifths

ice-skate

thirty-four

ice-cream

eighty-three

co-operate

## Compound Adjectives

war-torn  
reddy-brown  
crazy-sounding  
sweet-smelling  
half-hearted

## Joining Nouns

author-illustrator  
spider-monkey  
Sydney-Australia  
chair-swing  
ice-skate  
ice-cream

## Avoiding Awkward Letter/ Sound Combinations

co-workers  
de-ice  
de-emphasise  
de-energise  
co-operate

## Clarifying Meaning/Avoiding Ambiguity

re-sent  
re-press  
re-cover  
little-used

## Numbers

two-thirds  
forty-nine  
sixty-eight  
two-fifths  
thirty-four  
eighty-three

## Informal Words/Phrases

down-and-out  
double-cross  
pick-me-up  
nitty-gritty  
middle-of-the-road  
cut-and-dried

# Hyphens

Hyphens join together words or parts of words. For example:

**small-scale**

**re-formed**

Hyphens are very useful as they can help to clarify the meaning of a word or phrase and avoid ambiguity in writing. For example:

**Paula decided to resign from her job but Steve re-signed his contract.**

Hyphens can be used in a variety of different ways:

To Create Compound Adjectives

**The dog padded across the room on its bear-like paws.**

**Georgina hung her hot-pink coat on the hook.**

Clarifying a Word Meaning

**Dad decided to re-press his shirt as it was still creased.**

**Bill requested that the email should be re-sent later today.**

## Sound Combinations

The children seemed incapable of co-operating with each other.

The policeman called for help to de-escalate the situation.

## Noun or Objective

Dan hung up a skeleton-head garland on Halloween.

The student-teacher taught the children about hyphens.

## In Written Numbers 21 - 99

Twenty-seven people ran the race.

There are thirty-two known species of fish in our school pond.

## Create Informal Words/Phrases

The man is an out-and-out thief.

The meeting became a bit of a free-for-all with everyone speaking at once.

## Splitting a Word at the End of a Line

Fiona thought that the new James Bond film was stupendous  
-ly enjoyable.



# Hyph

Hyphens join together words or parts of words

Hyphens are very useful as they can help to  
and avoid ambiguity in v

**Paula decided to resign from her job**

Hyphens can be used in a v

To Create Compound Adjectives

**The dog padded across the room on its  
bear-like paws.**

**Georgina hung her hot-pink coat on  
the hook.**

# phens

ords. For example: **small-scale** | **re-formed**

o to clarify the meaning of a word or phrase  
in writing. For example:

**job but Steve re-signed his contract.**

a variety of different ways:

## Clarifying a Word Meaning

**Dad decided to re-press his shirt as it  
was still creased.**

**Bill requested that the email should be  
re-sent later today.**

Regent Studies | [www.regentstudies.com](http://www.regentstudies.com)  
To Join 2 Nouns To Create a New  
Noun or Objective

## Avoiding Awkward Letter or Sound Combinations

**The children seemed incapable of  
co-operating with each other.**

**The policeman called for help to  
de-escalate the situation.**

## In Written Numbers 21 - 99

**Twenty-seven people ran the race.**

**There are thirty-two known species of  
fish in our school pond.**

## Splitting a Word at t

**Fiona thought that the new Jam  
-ly enjoy**

TO JOIN 2 NOUNS TO CREATE A NEW  
Noun or Objective

**Dan hung up a skeleton-head garland  
on Halloween.**

**The student-teacher taught the  
children about hyphens.**

Create Informal Words/Phrases

**The man is an out-and-out thief.**

**The meeting became a bit of a  
free-for-all with everyone speaking at  
once.**

at the End of a Line

**James Bond film was stupendous  
enjoyable.**



# Hyph

Hyphens join together words or parts of words

Hyphens are very useful as they can help to  
and avoid ambiguity in v

**Paula decided to resign from her job**

Hyphens can be used in a v

To Create Compound Adjectives

**The dog padded across the room on its  
bear-like paws.**

**Georgina hung her hot-pink coat on  
the hook.**

Avoiding Awkward Letter or  
Sound Combinations

# phens

ords. For example: **small-scale** | **re-formed**

o to clarify the meaning of a word or phrase  
in writing. For example:

**job but Steve re-signed his contract.**

a variety of different ways:

## Clarifying a Word Meaning

**Dad decided to re-press his shirt as it  
was still creased.**

**Bill requested that the email should be  
re-sent later today.**

To Join 2 Nouns To Create a New  
Noun or Objective

## Avoiding Awkward Letter or Sound Combinations

**The children seemed incapable of  
co-operating with each other.**

**The policeman called for help to  
de-escalate the situation.**

## In Written Numbers 21 - 99

**Twenty-seven people ran the race.**

**There are thirty-two known species of  
fish in our school pond.**

## Splitting a Word at t

**Fiona thought that the new Jam  
ly enjoy**

TO JOIN 2 NOUNS TO CREATE A NEW  
Noun or Objective

**Dan hung up a skeleton-head garland  
on Halloween.**

**The student-teacher taught the  
children about hyphens.**

Create Informal Words/Phrases

**The man is an out-and-out thief.**

**The meeting became a bit of a  
free-for-all with everyone speaking at  
once.**

at the End of a Line

**James Bond film was stupendous-  
enjoyable.**



# Hyphens

Hyphens join together words or parts of words. For example: **small-scale** **re-formed**

Hyphens are very useful as they can help to clarify the meaning of a word or phrase and avoid ambiguity in writing. For example:

**Paula decided to resign from her job but Steve re-signed his contract.**

Hyphens can be used in a variety of different ways:

To Create Compound Adjectives

**The dog padded across the room on its bear-like paws.**

**Georgina hung her hot-pink coat on the hook.**

Clarifying a Word Meaning

**Dad decided to re-press his shirt as it was still creased.**

**Bill requested that the email should be re-sent later today.**

Avoiding Awkward Letter or  
Sound Combinations

To Join 2 Nouns To Create a New  
Noun or Obiective

## Sound Combinations

The children seemed incapable of co-operating with each other.

The policeman called for help to de-escalate the situation.

## Noun or Objective

Dan hung up a skeleton-head garland on Halloween.

The student-teacher taught the children about hyphens.

## In Written Numbers 21 - 99

Twenty-seven people ran the race.

There are thirty-two known species of fish in our school pond.

## Create Informal Words/Phrases

The man is an out-and-out thief.

The meeting became a bit of a free-for-all with everyone speaking at once.

## Splitting a Word at the End of a Line

Fiona thought that the new James Bond film was stupendously enjoyable.

# Hyphens

Hyphens join together words or parts of words. For example: **small-scale** **re-formed**

Hyphens are very useful as they can help to clarify the meaning of a word or phrase and avoid ambiguity in writing. For example:

**Paula decided to resign from her job but Steve re-signed his contract.**

Hyphens can be used in a variety of different ways:

To Create Compound Adjectives

**The dog padded across the room on its bear-like paws.**

**Georgina hung her hot-pink coat on the hook.**

Clarifying a Word Meaning

**Dad decided to re-press his shirt as it was still creased.**

**Bill requested that the email should be re-sent later today.**

Avoiding Awkward Letter or Sound Combinations

**The children seemed incapable of co-operating with each other.**

**The policeman called for help to de-escalate the situation.**

To Join 2 Nouns To Create a New Noun or Objective

**Dan hung up a skeleton-head garland on Halloween.**

**The student-teacher taught the children about hyphens.**

In Written Numbers 21 - 99

**Twenty-seven people ran the race.**

**There are thirty-two known species of fish in our school pond.**

Create Informal Words/Phrases

**The man is an out-and-out thief.**

**The meeting became a bit of a free-for-all with everyone speaking at once.**

Splitting a Word at the End of a Line

**Fiona thought that the new James Bond film was stupendously enjoyable.**

Name:

Date:

15  
total marks

## Hyphens Mini Test

---

1. Read the sentences below and **circle** which words are missing their hyphen/s. Then, **write the word** with the correct hyphen/s in the space below.

5 marks

James was proud to be declared the runner up in the fencing tournament.

Granny's bronze effect elephant statue was very expensive.

Dad is player manager of our local football team.

It is thought that over ninety five percent of children love school.

Percy Trotter is an up and coming young basketball player.

.....

total for



2. Draw lines to match the hyphenated words to their purposes.

one hundred and seventy-four

compound adjective

up-market

avoid awkward letter combination

painter-decorator

written number 21-99

tired-looking

clarify meaning

co-own

informal phrase

re-treat

joining nouns

5 marks

3. Write a sentence for each of the hyphenated words.

re-cover

\_\_\_\_\_

lip-read

\_\_\_\_\_

spine-chilling

\_\_\_\_\_

cloak-and-dagger

\_\_\_\_\_

re-form

\_\_\_\_\_

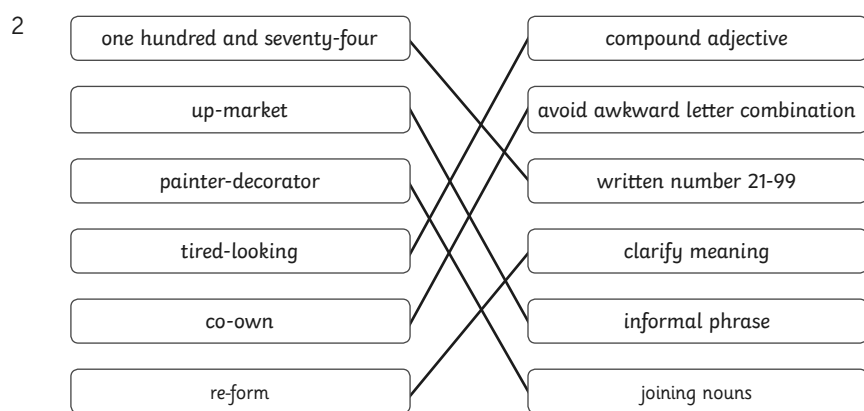
5 marks

END OF TEST

total for this page

- 1
- runner-up
  - bronze-effect
  - player-manager
  - ninety-five
  - up-and-coming

5 marks



5 marks

- 3 Sentences will vary. Allow 1 mark for each word that is used correctly in a sentence.

5 marks

Language Conventions | Hyphens

<b>I can use hyphens where necessary to make words and writing clear.</b>		
I can identify where and why hyphens are used in a text.		
I can recognise where a hyphen should be used.		
I can explain how hyphens can be used in different ways to make meaning clear.		
I can re-write a sentence using a hyphen to avoid ambiguity.		

Language Conventions | Hyphens

<b>I can use hyphens where necessary to make words and writing clear.</b>		
I can identify where and why hyphens are used in a text.		
I can recognise where a hyphen should be used.		
I can explain how hyphens can be used in different ways to make meaning clear.		
I can re-write a sentence using a hyphen to avoid ambiguity.		

Language Conventions | Hyphens

<b>I can use hyphens where necessary to make words and writing clear.</b>		
I can identify where and why hyphens are used in a text.		
I can recognise where a hyphen should be used.		
I can explain how hyphens can be used in different ways to make meaning clear.		
I can re-write a sentence using a hyphen to avoid ambiguity.		

Language Conventions | Hyphens

<b>I can use hyphens where necessary to make words and writing clear.</b>		
I can identify where and why hyphens are used in a text.		
I can recognise where a hyphen should be used.		
I can explain how hyphens can be used in different ways to make meaning clear.		
I can re-write a sentence using a hyphen to avoid ambiguity.		

Language Conventions | Hyphens

<b>I can use hyphens where necessary to make words and writing clear.</b>		
I can identify where and why hyphens are used in a text.		
I can recognise where a hyphen should be used.		
I can explain how hyphens can be used in different ways to make meaning clear.		
I can re-write a sentence using a hyphen to avoid ambiguity.		

Language Conventions | Hyphens

<b>I can use hyphens where necessary to make words and writing clear.</b>		
I can identify where and why hyphens are used in a text.		
I can recognise where a hyphen should be used.		
I can explain how hyphens can be used in different ways to make meaning clear.		
I can re-write a sentence using a hyphen to avoid ambiguity.		

Language Conventions | Hyphens

<b>I can use hyphens where necessary to make words and writing clear.</b>		
I can identify where and why hyphens are used in a text.		
I can recognise where a hyphen should be used.		
I can explain how hyphens can be used in different ways to make meaning clear.		
I can re-write a sentence using a hyphen to avoid ambiguity.		

Language Conventions | Hyphens

<b>I can use hyphens where necessary to make words and writing clear.</b>		
I can identify where and why hyphens are used in a text.		
I can recognise where a hyphen should be used.		
I can explain how hyphens can be used in different ways to make meaning clear.		
I can re-write a sentence using a hyphen to avoid ambiguity.		