

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Task for English Language Arts – GRADE K

Grade: Kindergarten

Title: Old Way / New Way

Task Annotation:

This lesson sets the expectation that once students are taught something new, they will try to include it in their writing. It is called, "Old Way/New Way" because the teacher discussed with the students how they used to do things (the old way) and how they will now do things because they have learned new things (the new way). Of course, there must be repeated, rigorous instruction around concepts in order for students to master them. The focus of this lesson is on spelling development, but the format may be tailored to meet the needs of the students.

Some examples of possible concepts that may be covered using this format include:

- ~ without details/ with details
- ~ without spaces between words/ with spaces
- ~ without correct capitalization/ with correct capitalization

The Task:

Important Notes:

- ~This lesson format focuses on teaching students how to listen and record all of the sounds that they hear in words. It seeks to help students progress in their use of phonetic and conventional spelling. This format may be used with many other concepts as well.
- ~Prior to the lesson fill a basket with common objects. The students will use these objects when writing words in the lesson.

Lesson Plan:

1. Briefly review the element of the standard that you are teaching. Tell the students that they are going to work on becoming better spellers by listening to all of the sounds in the words that they write.
2. Show the students a t chart drawn on a piece of chart paper. Write the words, "Old Way" over the left column and the words, "New Way" over the right column.
3. Talk with the students about how some of them are just writing one or two letters for each word they write in their stories. Discuss how we can't just stop at one or two letters, we must represent words with all of the sounds that we hear.
4. Show the students the basket of objects. Take one object out of the basket. Ask the students to tell you the name of the object. For example, take out a stapler from the basket.
5. Tell the students that the old way of writing stapler was to just put the letter "s". Be sure to emphasize that is the old way of doing things. Tell the students that when writers just begin they don't know many letters and sounds. Remind them that they have been learning letters and sounds and they must include

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ALL of the sounds they hear when they write a word.

6. Ask the students to say the word slowly, and tell them that they are going to work on spelling words the new way, by writing ALL of the sounds they hear.
7. Ask students to help tell you the sounds they hear in the word, and write the letters as the students tell them to you. Repeat the word slowly several times, modeling for the students how to say a word slowly and listen for all the sounds. Repeat until all of the sounds are represented in the "new way" column.
8. Repeat with the other objects in the basket.

Stages of Writing- Developmental Charts

The web resources listed below contain information on the stages of writing development.

<http://gkestner.com/WritingStages.htm>

<http://wwwstatic.kern.org/gems/calpin/StagesofWritinghandout.pdf>

<http://www.lindaslearninglinks.com/earlywrtgdev.html>

http://cfbstaff.cfbisd.edu/chienv/stages_of_writing_development.htm