

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 Framework for English Language Arts - K

Instructional/Learning Activity Task Template:

Overview

Unit Title: Punctuation

Annotation: In this task, the student will focus on adding punctuation to a well-known informational story.

Grade, Subject, Topic, and Author: Kindergarten, Language Use and Conventions, Punctuation, Hillary May

Special Notes To Teacher:

- The teacher may want to use a short non-fiction story that the students are familiar with to complete this task.
- The teacher may want to teach a skills lesson on punctuation before this lesson is taught.

Standards

Focus Standard/Element(s):

ELAKR1 The student demonstrates knowledge of concepts of print. The student:

- f) Begins to understand that punctuation and capitalization are used in all written sentences.

Complementary Standard/Element(s):

ELAKLSV1: The student uses oral and visual skills to communicate. The student:

- d) Recites short poems, rhymes, songs and stories with repeated patterns.
- g) Communicates effectively when relating experiences and retelling stories heard.

Learning Goals

Essential Question(s):

- What is punctuation?
- Why do we use punctuation?
- What happens when we see punctuation marks while reading?

Knowledge: The students should be familiar with and be able to recognize punctuation in a familiar story.

Skills: The students will be able to add in punctuation when needed in a familiar piece.

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Balanced Assessment for Task

Assessment Method/Type: Teacher observation and checklist

Description/Directions for Assessment: The teacher may grade the pre-made sheet by using a rubric (*see attachment*). This rubric may also be used during worktime while she is circulating the room to establish strengths and weaknesses.

Student Work Samples (optional):

Procedures, Directions, and Resources

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:

Opening: The teacher begins the mini-lesson stating the standard: *ELAKRI The student demonstrates knowledge of concepts of print*. The teacher then reviews with the students what punctuation is and why it is important to recognize it while reading. The teacher explains punctuation is important because it separates sentences and allows the speaker to end a complete thought. The teacher will then read a pre-made charted story (see below - Birds). This reading should be completed without attending to the punctuation, reading through it very quickly.

Birds

Birds have wings that help them fly
Birds live in a nest in the trees
Birds have feathers
Birds eat worms

The teacher will then ask the students what they noticed while she was reading this piece. The students may state:

- It didn't make sense.
- The teacher read too quickly.
- There is no punctuation.

The teacher will then explain again why it is important to have punctuation and recognize it while reading (punctuation helps the story sound correct to the audience). The teacher will then ask the students to complete a shared reading (reading the story together) with her. The teacher will make sure to point to each word with a pointer as they read the story aloud together.

Worktime: The students will then receive a ready-made sheet with the story Bird photocopied on it the same way it is written on the chart. Next, the teacher will give directions. The teacher states they are to read the story and add in the correct punctuation using a colored crayon. The students will then be dismissed to their independent workspace by the color square they are sitting on. Using a crayon, the students will then begin to add in his/her punctuation to the sheet provided. Next, he/she will practice

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reading the story aloud, stopping where needed. This is an independent task. The teacher will circulate the room to offer assistance and to utilize the checklist..

Closing: The teacher calls students back to their colored squares to summarize the lesson that was taught for the day. The teacher then revisits what should have happened while they were working independently (add punctuation to given sheet). The teacher then asks a few students to share their work. The students should read this familiar text, stopping at the periods. The student should also state why it is important to stop at punctuation. This is the time when students may also ask questions or give compliments to the students sharing their work.

Resources, Materials, and Equipment:

Pre-charted story - Birds

Ready-made sheet with story printed out - Birds

Pencils

Rubric

Crayons

Differentiation for Content, Procedures, Process, and/or Learning Environment:

Remediation: Have the student work with a peer tutor to add in punctuation on the sheet provided.

Enrichment/Extension: The student may add two (2) or more factual sentences about birds using periods (.) at the end of each sentence.

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Name _____



Birds

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