

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: Narrative

Annotation: This task will have students not only recognize what punctuation looks like but also how to use it (stop) while reading a short poem.

Grade, Subject, Topic, Author: Kindergarten, Speaking, Listening, and Viewing, Attention to punctuation, Hillary May

Special Notes To Teacher:

- Teacher may want to discuss housekeeping rules on how we use crayons or highlighters before this lesson is taught.
- Teacher may use any short poem or story that students would be familiar with and confident to read on their own.
- While reading this poem to students, you may want to point out that you are reading left to right and use your pointer finger to track your reading.

Standards

Focus Standard/Element(s):

ELAKR6 The student gains meaning from orally presented text. The student:

- c) Asks and answers questions about essential narrative elements
- f) Uses prior knowledge, graphic features (illustrations), and graphic organizers to understand text

Complementary Standard/Element(s):

ELAKR6 The student gains meaning from orally presented text. The student:

- a) Listens to and reads a variety of literary (e.g. short stories, poems) and informational texts and material to gain knowledge and for pleasure.

Learning Goals

Essential Question(s):

What is a poem?

What is a period?

What is punctuation?

Why do we use punctuation?

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Knowledge: The students should know why we use punctuation, why is it important in our reading and how to use it effectively while reading a short familiar poem.

Skills: The students will be able to read a short, familiar poem aloud and adhere to punctuation.

Balanced Assessment for Task

Assessment Method/Type: Teacher observation of students while reading a poem correctly, and paper pencil pre-made worksheet, rubric.

Description/Directions for Assessment: Teacher should assess each student individually with checklist (*see attachment*). This can be done while circulating during worktime (*see attachment*) or during closing time.

Student Work Samples (optional):

Procedures, Directions, and Resources

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

Opening: The teacher will start the mini-lesson with the standard: *ELAKR6 The student gains meaning from orally presented text.* The teacher will then explain that in today's mini-lesson they will begin to learn about punctuation. The teacher will then chart the symbol for a period and its name. The teacher will also explain that when they notice periods (.) that they should stop for a moment before starting the next sentence. The teacher then gives a gentle reminder to listen carefully to her reading. The teacher will then complete a short read aloud eliminating the periods. After the teacher completes the read aloud, the teacher should then orally revisit why punctuation is important (if you don't stop at the punctuation, then your story does not sound right/make sense to the audience). The teacher will then reread three pages of the same read aloud and tap her leg every time she stops at a period. This will reinforce that you should stop at periods while reading. The teacher will then point out the pre-made chart with a short, narrative story already charted. The teacher will read the familiar story to the students.

I am

I am so glad.

I am so sad.

I am so mad.

I am me.

The teacher will then point out the first punctuation mark and circle the period. The teacher will then ask a few students to come up individually and circle the punctuation (period) with different colored markers.

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Worktime: The teacher will complete a quick review of the behavior expectations in their independent reading areas. The teacher also reminds the students how to use crayons correctly. After all the expectations have been discussed, the students will then take a photocopy of the short story (*attachment*) back to their independent reading area and practice reading the story. They will also take a crayon and circle all the punctuation they see in the short story. This activity should be completed quietly and efficiently, giving students 10 minutes to work independently. Teacher should rove the room to observe and make notes on checklist to see students who display evidence of understanding or evidence of a student who is struggling.

Closing: After all students have completed the assigned task, the teacher will then ask all students to return to the carpet by groups (return to the carpet the same way you dismiss your students). The teacher will then discuss that this is the closing of the lesson and it is time to share something they learned regarding the mini-lesson. The closing portion of Reader's Workshop should not exceed 12-15 minutes. The teacher then tells the students that each time a student comes up to the share chair (designated spot to share) to share, they need to snap their fingers when they notice the reader stopping at punctuation. The first student then comes up to share his/her story, stopping at the periods. The audience snaps each time the reader stops at the punctuation. The students will celebrate as their peer's practice orally reading. The teacher should still be making notes on his/her checklist documenting who may need additional assistance or who is ready for next steps.

Resources, Materials, and Equipment:

- Pre-made worksheet (*see attachment*)
- Crayons
- Markers
- Short familiar story charted on paper
- Rubric
- Read aloud

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

Remediation: Give students extra time to complete ready-made worksheet with short, familiar poem written out and have a peer assist them when needed.

Extension/Enrichment: Have additional short stories photocopied for students to circle punctuation and read aloud to peers.

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Name _____

I Am

I am so glad.

I am so sad.

I am so mad.

I am me.

Total: _____

*This total should reflect how many periods they circled in the short story

