

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](http://GeorgiaStandards.Org).

## **Georgia Performance Standards Framework for English Language Arts-Grade K**

# **Instructional/Learning Activity Task Template:**

### *Overview*

Unit Title: Response to Literature

Annotation: This task will help students recognize that all written sentences contain punctuation. Students will also learn that punctuation marks require a reader to change his/her voice when it is approached.

Grade, Subject, Topic, Author: Kindergarten, Reading, Conventions: Attention to punctuation during reading, Ashley Gallagher

Special Notes To Teacher:

- The teacher may want to have done a lesson on recognizing periods (.) prior to this lesson.
- This lesson will emphasize question marks and exclamation points, and what a reader does when he/or she encounters either of those punctuation marks in a story.
- The teacher may want to select a familiar read-aloud with repetitive text so that students can practice the skill of attending to punctuation.
- The teacher may want to secure several copies of Have You Seen My Cat? prior to this lesson.

### *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):

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 materials to gain knowledge and for pleasure.

ELAKLSV1 The student uses oral and visual skills to communicate. The student:  
d.) Recites short poems, rhymes, songs, and stories with repeated patterns.

ELAKR1 The student demonstrates knowledge of concepts of print. The student:  
c.) Tracks text read from left to right and top to bottom.

## Georgia Performance Standards Framework for English Language Arts – GRADE K

### ***Learning Goals***

Essential Question(s):

What is punctuation?

Why do we use punctuation?

What is a question mark?

What is an exclamation point?

How does a reader's voice change when I see a question mark?

How does a reader's voice change when I see an exclamation point?

Knowledge: The students should understand that punctuation is evident in all sentences. Questions end with a question mark, and sentences that show excitement end with an exclamation point.

Skills: The students will be able to notice and identify the use of punctuation marks in a story. They will also be able to “read” short, predictable sentences from the text using correct inflections in their voices.

### ***Balanced Assessment for Task***

Assessment Method/Type: Teacher observation and checklist (*see attached*)

Description/Directions for Assessment: During the worktime of Reader's Workshop, the teacher will observe students reading independently and ask questions regarding punctuation. The teacher will use the checklist (*see attached*) to make notes of students who correctly/incorrectly identify and use punctuation when reading their books. The teacher will also ask questions to students during the closing portion of the Reader's Workshop to assess their understanding of the task. Each student will be given two post-its, one with a question mark on it, another with an exclamation point on it. The teacher will give instructions, such as “Hold up the question mark,” or “Hold up the exclamation point,” to check for understanding.

### ***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 stating the standard and element for the day: ELAKR1 *The student demonstrates knowledge of concepts of print, and begins to understand that punctuation and capitalization are used in all written sentences.* The teacher will then refer to a chart titled “Punctuation”. The teacher will ask students what they know about punctuation and begin charting what they know. The teacher may write something like:

Punctuation

period – .

question mark - ?

exclamation point - !

## **Georgia Performance Standards Framework for English Language Arts – GRADE K**

The teacher will state that in today’s lesson we will focus on question marks and exclamation points. The teacher will refer to the chart and show the students the symbols for these words. The teacher will also explain that when they see punctuation marks, it is a signal to the reader that their voices must change to convey the meaning of these symbols. The teacher will then write a few familiar dolch words (or word wall words) on the chart paper followed by either a question mark or an exclamation point (*see attached chart*). The teacher will explain that when you see a question mark, your voice should go “up”, and when you see an exclamation point, your voice should show “excitement”. The teacher will practice going over the list of words, allowing students an opportunity to practice this skill. Next, the teacher will get out a familiar big book (example: Have You Seen My Cat? by Eric Carle). The teacher will remind students that we will read from left to right and the teacher will use her finger (or a pointer) to read the title to the students. The teacher will ask students if they noticed any punctuation in the title and what it was. The teacher will place a post-it note under the question mark. The teacher then asks the students how her voice changed when she came upon the question mark – her voice went up. As the teacher turns each page in the story and reads the familiar text, the students are to locate and identify the punctuation marks. The teacher will then highlight the punctuation marks with a post-it, model reading the page correctly, and allow students to “echo read” (*read how it was modeled*) each sentence.

**Worktime:** The teacher will have students work in pairs to partner read copies of the book Have You Seen My Cat? by Eric Carle. Students will be reminded to notice the punctuation in their text and to change their voices accordingly. (Please note: teachers may also use the *attached* worksheet if he/she does not have enough copies of the text for partner reading. The worksheet has the same repeated lines as in Have You Seen My Cat?, and has added pictures next to the words to support nonreaders.) While students are reading quietly, the teacher will rove through the room, questioning students as they read and making notes on her assessment checklist (*see attached*). This checklist will help the teacher determine who is using punctuation correctly and who may need additional support.

**Closing:** The teacher will gather her students back to the carpet to summarize the lesson of the day. The teacher will refer the hanging chart and review what has been learned. Next, the teacher will pass out two post-its to each student and ask several questions for an assessment. The teacher may ask students to hold up the post-it(s) with the question mark, the exclamation point, etc. The teacher will then refer to a ready made chart (*see attached*) with the same repeated lines as in Have You Seen My Cat?. When called upon, students will determine if a question mark or exclamation point is needed and individuals can place the appropriate post-it at the end of each sentence.

### ***Resources, Materials, and Equipment:***

- Big book – Have You Seen My Cat? by Eric Carle
- Additional copies of Have You Seen My Cat? by Eric Carle
- Sheet to be used during worktime for partner reading (*attached*)
- Chart paper
- Markers
- Post-its with question marks and exclamation marks for each student

## Georgia Performance Standards Framework for English Language Arts – GRADE K

Post-its (to place under punctuation in big book)

Pre-made chart with sentences similar to the text Have You Seen My Cat? by Eric Carle (closing) *See attached example.*

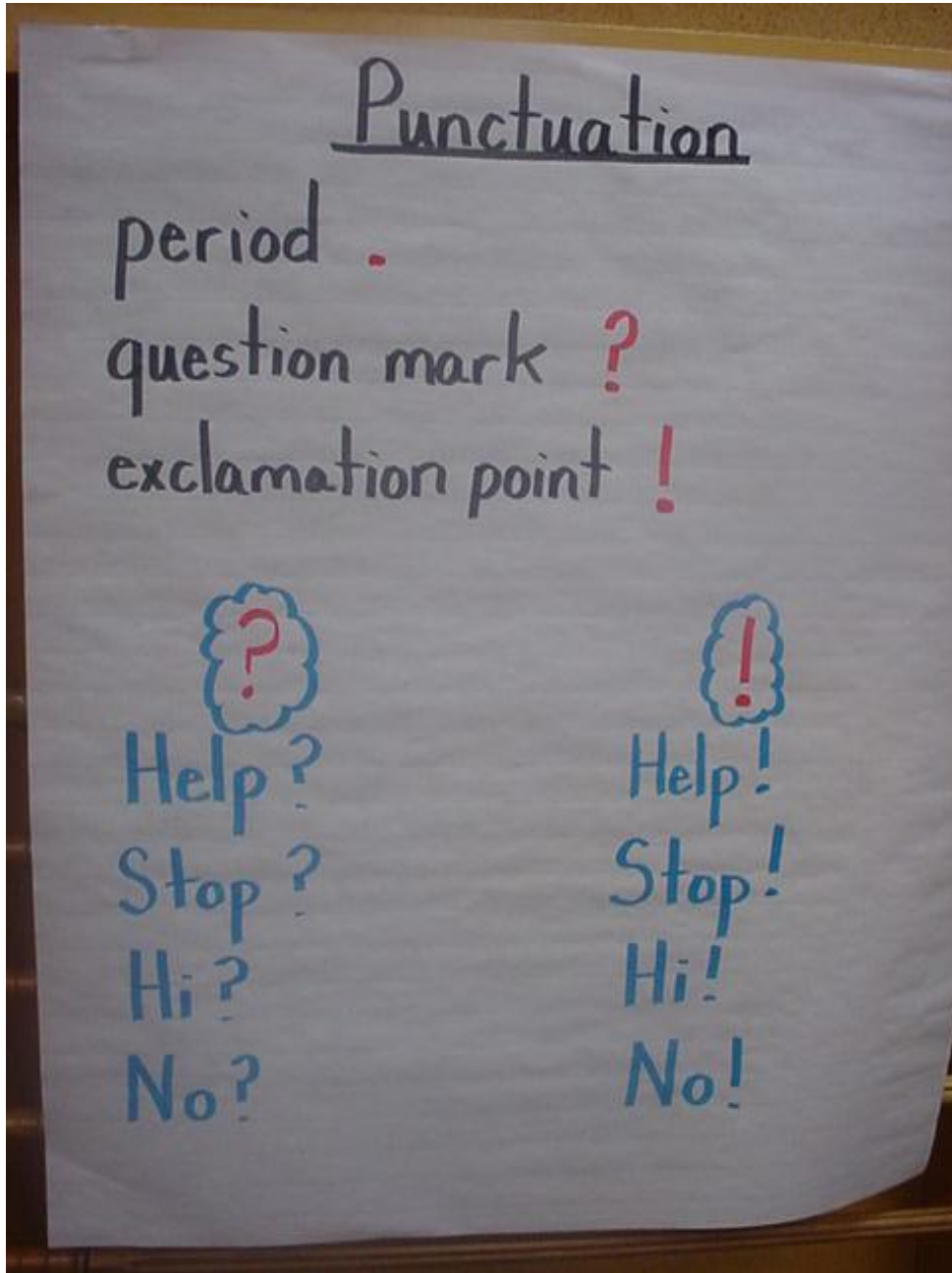
### ***Differentiation for Content, Procedures, Process, and/or Learning Environment:***

Remediation: In small groups, use index cards with known words (or word wall words) written on them. Punctuation should either have a question mark or an exclamation point at the end of each word (example: Yes!, Yes?, No!, No?, Hi!, Help!, Stop!, etc.) The teacher will work with these students in small groups to identify and highlight each punctuation mark, and by having students say the word correctly.

Enrichment/Extension: Students can work in pairs to read texts such as No, David! by David Shannon or Yo! Yes? by Christopher Raschka. Both books contain simple sentences and the punctuation discussed in this lesson. Students could also practice reading familiar charted poetry.

Georgia Performance Standards Framework for English Language Arts – GRADE K

\*This is an example of what your mini-lesson chart might look like:



Georgia Performance Standards Framework for English Language Arts – GRADE K

# Have You Seen My \_\_\_\_\_?

Have you seen my cat  ?

This is not my cat  !

Have you seen my dog  ?

This is not my dog  !

Have you seen my fish  ?

This is not my fish  !

Have you seen my horse  ?

This is not my  !

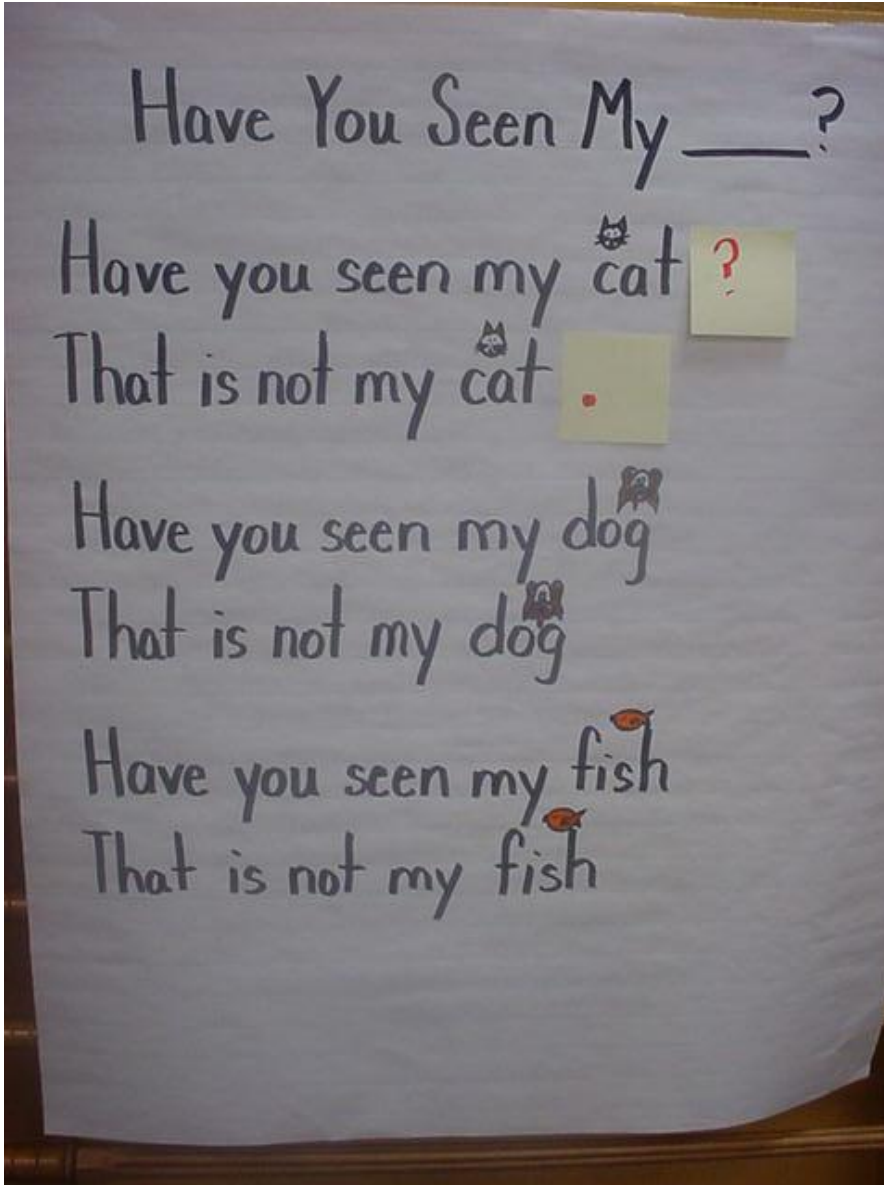
Have you seen my pig  ?

This is not my pig  !



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## Georgia Performance Standards Framework for English Language Arts-Grade K



The suggested chart should be done during the closing portion of Reader's Workshop.

Students should place the appropriate punctuation mark at the end of each sentence.

After they add the correct punctuation, have the student read the sentence using the proper inflection.