**Kindergarten Lesson Plan**

|  |
| --- |
| **Title of Lesson**: Writer’s Workshop |
| **Topic or Main Idea**: Using invented spelling (kid writing) to write a sentence |
| **Objectives**: Students will be able to write at least one sentence in their writing notebooks about farms using invented spelling correctly matching at least beginning and ending sounds with correct letters. |
| **Standards Used**: LA standard 4:  (Phonics and Spelling) Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing. |
| **Materials**: *Bunny Cakes* by Rosemary Wells, large notepad and marker for teacher writing samples, “What good writers do” poster, slinky, writer’s workshop notebooks and pens for each student. |
| **Preparation for learning**: Meet at carpet area. Read the story *Bunny Cakes* (it is the same story read at the beginning of the year to introduce writer’s workshop). Discuss what the little bunny had to do to get his red-hot marshmallow squirters (he drew a picture). Explain that this is what many kindergarten friends do right now for their stories, and it has helped them tell their stories. They might even write a word with the picture to better explain what it is. Then go on to explain that sometimes, even a picture and label is not enough to really say what they want to in their stories. Model this idea by drawing a picture in the teacher notebook and asking the students to tell you what your story is about (they will not be able to because the picture doesn’t have all your story details). Explain that today we are going to practice *writing* *words* *in a sentence* using kid writing. |
| **Activity**: Display the “What good writers do” poster. (We have used this poster before as we learned to write 1 word). Go through each step on the poster, modeling in teacher notebook how to write a word. Use the slinky as a visual of s-t-r-e-t-c-h-i-n-g out the word. Remind the students that kid writing is a strategy we have used often in our class to write words. Explain that now you want to use the same strategy to write several words all together. This is called writing a sentence. Explain that writing a sentence is very similar to the writing we have done in the past with labeling pictures using kid writing. It is just writing many words together. You will now model the process to the students. First, decide on a sentence to write about a farm (i.e. Duck lives on a farm). Explain that if I try to think of how to write the whole entire sentence all at once, it is going to be too hard. So first, I have to think of just the first word. What is the first word? Duck. Model to the students with the slinky how to stretch out “duck” (/d/-/u/-/k/). Have students try stretching out duck. Then write down the letters to match the word “duck” (duk or duc). Point out that now we have the first word in our sentence! Next we need to write our next word. This time, have students stretch along with you: /l/-/i/-/v/-/z/. Model matching letters to the sounds (livz). Have the students write the letters with their fingers on their arm as you write them on your notebook. Continue in this manner until you have written each word in the sentence (Duk livz on u frm). Explain that they can show their sentence is now done by putting a period at the end of that sentence. Explain to the students that they now get to try this process in their own writer’s workshop books! Tell them that today they will write a sentence about an animal that can be found on the farm. Remind them all the steps for writing a sentence. Then excuse the students to go to their desks and begin the process on their own. Circle through the room as the students are writing to give feedback and assistance on their writing. Take anecdotal notes on student writing. |
| **Evaluation and closure:** After about 10-15 min writing time, pick 3 students who did an excellent job with this concept. Have them share their work with the rest of the class back at the carpet area. Point out using student work how the students went through the process of writing a sentence. Praise all the students for their hard work on writing sentences and remind them that tomorrow during journal time, the teacher will be watching them write and be looking for students who are using the skills learned today. Evaluate whether standard has been met by looking at the writing samples kids did in their writer’s workshop books. |