**Kindergarten Lesson Plan**

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| **Title of Lesson:** Writer’s Workshop |
| **Topic or Main Idea:** Using word wall words correctly when writing sentences |
| **Objectives:** Students will be able to write at least one sentence in their writing notebooks about farms using correct word wall word spelling with at least 90% accuracy. |
| **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:** Word wall words posted on word wall, large notepad and marker for teacher writing samples, whiteboards, markers, and erasers for each student, writer’s workshop notebooks and pens for each student |
| **Preparation for learning:** Have students look around the room. See if they can see anything in the room that might help them be better writers. Let the students share what they see (they might see the alpha friends, the teacher, a handwriting chart, or a variety of other things they perceive as helpful). Discuss how one very helpful item in the classroom we can use is the word wall. The words on the word wall are words that come up often in writing. If the students are writing a sentence that has a word wall word in it, they can use the word wall to help them spell that word correctly. Explain to students that today they are going to practice using the word wall to help them write a sentence about farms. |
| **Activity:** Begin by reviewing what word wall words are on the wall. Read through each word together as a class. Remind the students that they can find each word wall word by figuring out what letter is at the beginning of the word. If they want to write “me”, it begins with the /m/ sound, so they should look for it under “Mimie Mouse” (this is a review that they should already know). Get out the teacher notebook. Explain that as a class, you are going to write a sentence about a farm using some word wall words. Have the students brainstorm what they want to write about. Pick one of the ideas and generate what sentence to write about that topic. Remind students that not all of the words they need will be on the word wall, but they can use the strategy they learned last time (kid writing). Begin with the first word of the sentence. If it is a word wall word, help the students find the word on the word wall. Encourage them to write this word on their whiteboards. If it is not a sight word, stretch the sounds in the word out together as a class and practice writing down the letters that match the sounds they hear. Go to the next word. Repeat the same steps. Do this until you (and the class) have written all the words in the sentence. Help any struggling students as needed. 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! They will each write at least one sentence about a farm, taking special care to spell all word wall words correctly and using kid writing on all the other words. Excuse students to their tables to work on their writing. 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. |