1. Focus (15 minutes)

Display page 12 of Discover Journals using the big book or interactive whiteboard resources. Discuss the picture and read the first sentence of the journal entry together.

**Say:** We have learned that writers often use the word I in their journals. On this page, the boy started his sentence with the words My mom and I. Invite a volunteer to come up and point to the word I. **Ask:** What do you notice about the word I? (Allow responses.) Yes! The word I is an uppercase letter. No matter where we find the word I, it will always be an uppercase letter! That sounds like something important to remember, doesn’t it? This week, we will continue drawing and writing about experiences we have shared with other people. We will try to remember to use an uppercase letter every time we write the word I. Now I will think of an experience to draw and write about in my journal.

Model how to close your eyes and decide on a memory, using the think-aloud below as an example.

**Say:** One time I was playing with my friend Hal. We were looking at bugs in his backyard. One bug was so strange! It had a big head. It had spots. It even had hairy legs! I will draw a picture of Hal and me looking at the bug.

Model drawing your memory on chart paper. Then tell students what you want to write. **Say:** I will write “Hal and I saw an odd bug!” I like my sentence! I have a “who” and an action, and I use the word odd to describe what the bug looked like.

Model writing each word in your sentence.

**Write Hal and I.** Ask students to say the words Hal and and slowly and give you the sounds and/or letters. Then write the word I, but use a lowercase letter. If a student notices and reminds you to correct it, do so. If not, correct it when you reread as modeled below.

After rereading what you have written so far, revise the spelling of the word I. **Say:** Now let’s point and reread what I’ve written so far. Hal and I . . . Oh, no! I forgot to use an uppercase letter for the word I! I’ll fix my mistake. Cross out the lowercase i and write I above it. Continue modeling words as you write your sentence.

**Write saw, an, odd, and bug.** As modeled in Weeks 1–9, continue to reread after each word by pointing to the words you’ve written so far and then pointing to where the next word should go. Say decodable words slowly, asking students to give you the beginning sounds and/or letters. Fill in the vowels, and then repeat with the ending sounds and/or letters. When you write the word saw, tell students that the vowel sound is tricky. Remind them that if they don’t
know how to spell the word, they can just write the sound(s) they hear. Put an exclamation point at the end of the sentence, and reread to check your message. Invite a volunteer to make sure you’ve put the right beginning and end on your sentence.

NOTE: Save your sentence to use in the next lesson.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize a shared experience that they could draw and write about in their journals. **Say**: Tell your partner what you plan to draw and write about. Tell “who” your sentence is about and act out the action to make sure you have a complete thought. Try to use a describing word, too.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:

- Once ______ and I ______.
- In my mind, I see ______.

3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ journals. Invite each student to draw a picture of what he or she described and to write a message. Ask them to circle any occurrences of the word I and make sure it is capitalized. Keep assisting students who are having difficulty coming up with a compound subject and/or adjectives in their sentences. Encourage students to get ideas from one another as you continue to support them at whatever stage of writing development they are in.

Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

4. Share (5 MINUTES)

Invite two or three students to share their drawings and written messages. Point out and celebrate the correct uppercase form of the word I circled in their sentences. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

**Goal Oriented**

- ______ and I ______. I will draw the part about ______.
- I will say the word ______ and listen for the first sound.
- I will describe ______ with the word ______.

**Directive and Corrective Feedback**

- Tell me about something you’ve done with someone else.
- What do you need at the end of your sentence?
- What kind of letter do you use to write the word I?
- How could you describe ______? What other words could you use?

**Self-Monitoring and Reflection**

- Did you show what you did? How you felt?
- Did you use uppercase letters correctly?
- What word did you use to describe ______?

**Validating and Confirming**

- You wrote the letter that stands for the ______ sound.
- You wrote the word ______! I like the way you worked that out!
- You remembered that the word I is always an uppercase letter. Good thinking!
- You chose a strong describing word here. That will help your readers visualize the ______.
- You asked yourself questions about your sentence. That’s something strong writers do.

**Teacher Tip**

Help make the editing process painless by simply crossing out the incorrect form of I and putting the correct form above it. Alternatively put white correction tape over the error and write the correct word directly on the tape. Students are more likely to self-edit if it doesn’t involve a lot of erasing.