1. Focus (15 minutes)

Display the journal entry you wrote yesterday. Discuss the picture and read the sentence together.

**Say:** I started my message with the words Hal and I. What do you notice about the word I? (Allow responses.) That’s right. The word I is an uppercase letter. We have learned that no matter where we find the word I, it will always be an uppercase letter. This week, we will continue drawing and writing about experiences we have shared with other people. We will also 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 visualize a memory, using the think-aloud below as an example.

**Say:** One time my friend Zoe and I were at the store. We saw a little boy crying. “He lost a dollar bill,” said the boy’s mom. Zoe and I helped the boy find his money. He wasn’t sad anymore! I will draw a picture of Zoe and me finding the boy’s money.

Model drawing your memory on chart paper and then tell students what your sentence is.

**Say:** I will write “Zoe and I helped the sad boy.” I like my sentence! I have a “who” and an action, and I use the word sad to describe how the little boy felt.

Model writing each word in your sentence.

**Write Zoe and I.** Ask students to say the words Zoe 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.

Model rereading what you have written so far and correcting I.

**Say:** Now let’s point and reread what I’ve written so far. Zoe and I . . . Oops! 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 to model writing the words in the sentence.

**Write helped, the, sad, and boy.** 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:** We’re ready for the word ______. Then discuss and write the word. 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 helped, point out the spelling for the /tʃ/ sound at the end of the word. **Say:** I know that the
/t/ sound at the end of the word **helped** is spelled by the letters **e** and **d**. This is tricky. Remember that you can always just write the sounds that you 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. In addition, continue to emphasize the concepts about print that students still need to practice.

**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 about your idea. 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:
- I see ______.
- I will draw ______ and I when ______.

### 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 sentence. 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.
- Listen for sounds you know. Write any sounds you can hear.
- Try ______. Would that sound right?
- The word **I** is not written correctly. What do you need to do?

**Self-Monitoring and Reflection**
- Did you show what you did? How you felt?
- Did you use describing words?

**Validating and Confirming**
- Your picture really shows the memory you described in words!
- 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 to help them edit their writing.

**Teacher Tip**

Continue to reinforce examples of compound subjects in students’ everyday conversations in the classroom. If students inadvertently start the sentence incorrectly, such as “Me and Lin . . . ,” simply repeat the sentence modeling correct grammar.