### Mentor Text

**Focus (15 minutes)**

Display page 12 of *Discover Journals* using the big book or interactive whiteboard resources. Discuss the picture and read the sentences of the journal entry together. Invite a volunteer to come up and point to all the uppercase letters (the letter M at the beginning of both sentences and the word I).

**Ask:** What do you notice about the rest of the words on this page? (Allow responses.) That's right. The other words all have lowercase letters. When we write, we use an uppercase letter at the beginning of a sentence. We also use an uppercase letter for the word I. We write the rest of the words with lowercase letters. 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 when to use uppercase letters and when to use lowercase letters.

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

**Say:** One time I was hiking in the woods with my dad. After a while, the path divided. We had to decide whether to go left or right! “Let’s go left,” said Dad. We had fun exploring the new path. I will draw a picture of Dad and me choosing which way to go.

Model drawing your memory on chart paper and then tell about your sentence.

**Say:** I’ll write “My dad and I went on the left path.” I tell “who” my sentence is about and I tell an action. I use the word left to describe which path we took.

Model writing your sentence. Continue to reread after each word by pointing to the words you’ve written so far and pointing to where the next word should go. **Say:** We’re ready for the word ______. Then discuss and write the word. Continue to emphasize the concepts about print that students still need to practice.

**Write** *My* and *dad*. Write the word *my* using a lowercase m. If students notice and remind you to correct the error, do so. If they do not, correct it when you reread as modeled below.

Model rereading what you have written so far and correct the spelling of *my*.

**Say:** Oops! I forgot to use an uppercase letter! I need to begin my sentence with an uppercase M. I will fix my mistake. That’s better! Now we’re ready for the word *dad*. Ask students to say the word slowly and give you the sounds and/or letters.

**Write** *and* and *I*. After pointing and rereading, **say:** I know how to spell these words. I have seen them many times.

### Objectives

**Concepts About Print**
- Understand that writers use an uppercase letter at the beginning of a sentence and for the pronoun I.
- Understand that writers use lowercase letters for other words in a sentence.

**Oral Language and Grammar**
- Use complete sentences.
- Use common nouns and adjectives.
- Use compound subjects.

**Purposeful Phonics Connections**
- Listen for beginning, middle, and ending sounds and recognize sound/symbol relationships.
- Write CVC and high-frequency words.

**Reflecting Reading in Writing**
- Visualize.
- Ask questions to extend vocabulary.

**Writing**
- Draw and write a journal entry.

**Materials**
- Mentor big book: *Discover Journals*
- Chart paper and markers
- Interactive whiteboard resources
Write *went*. Ask students to say the word slowly with you and tell you the beginning and middle sounds. Point out that *went* ends with a blended sound. Ask students if they know what sounds make the blend before writing *n-t*.

Write *on*, *the*, *left*, and *path*. Point out that the words *on* and *the* are familiar words that you know how to write. Remind students that if they don’t know how to spell a word, it’s okay to write just the sounds that they hear. Ask students to say the words *left* and *path* slowly and give you the beginning and middle sounds and/or letters. Then model how to write the ending blend and digraph. Put a period at the end of your sentence, and reread to check your message.

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” or what 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:

- *My memory is about ______.*
- *I will draw ______.*

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 their uppercase letters and make sure they are in the right places. Ask questions as needed to help students develop 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 use of uppercase and lowercase letters. 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 my ______ 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.
- What do you remember about the word ______?

**Self-Monitoring and Reflection**

- Did you use uppercase letters correctly?
- Did you show what you did? How you felt?
- What have you written so far?
- What letter would you expect to see at the beginning of the word ______? In the middle? At the end?

**Validating and Confirming**

- You wrote the word ______! I like the way you worked that out!
- You remembered where to use uppercase letters. 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**

Help make the editing process painless by simply crossing out incorrect uppercase or lowercase letters and putting the correct forms above them. Alternatively put white correction tape over the errors and write the correct letters or words directly on the tape. Students are more likely to self-edit if it doesn’t involve a lot of erasing.