**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**
- Share a message orally using a complete sentence.
- Use common nouns and adjectives.
- Use compound subjects that include the pronoun *I*.

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

**Reflecting Reading in Writing**
- Visualize a compound subject and action.
- Ask questions to extend vocabulary (descriptive language).
- Demonstrate one-to-one correspondence.

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

### 1. Focus (15 minutes)

Display the journal entry you wrote yesterday. Discuss the picture and read the sentence together. Invite a volunteer to come up and point to the uppercase letters.

**Ask:** What can you tell me about the rest of the words on this page? (Allow responses.) That’s right. The other words all have lowercase letters. Writers use an uppercase letter at the beginning of a sentence and to write the word *I*. They write the rest of the words with lowercase letters. This week, we will continue drawing and writing about experiences we have shared with other people and practicing when to use uppercase and lowercase letters.

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

**Say:** When I was little, I was playing in the attic. I hid in a box of teddy bears. My grandpa came upstairs to look for me, and I jumped out. “Yikes!” said Grandpa. “I didn’t know you were in that box!” I will draw a picture of me hiding in the box.

Model drawing your memory on chart paper and then tell students your sentence. **Say:** I’ll write “Some bears and I sat in a big box.” I tell “what,” and I tell an action. I use the word **big** to describe what the box was like. Now I need your help. Please clap your hands if you see me use an uppercase or lowercase letter in the wrong place. Then you can tell me why it is wrong and what I can do to fix it.

Model how to write the words in the sentence by saying each word with students and having them listen for the sounds. After each word, continue to reread by pointing to the words you’ve written so far and then pointing to where the next word should go. Continue to emphasize the concepts about print that students still need to practice.

**Write Some, bears, and, and I.** When you write the words **Some** and **I**, use a lowercase *s* and *i*. Students should clap and tell you that you need an uppercase letter at the beginning of the sentence and an uppercase letter for the word **I**. If they do not, write the words correctly when you reread.

**Write sat.** Ask students to say the word slowly and give you the beginning, middle, and ending sounds and/or letters.

**Write in and a.** **Say:** I know how to spell these words. I have seen them many times. We can also hear the sounds in the words. Begin one of the words with an uppercase letter. Students should clap and tell you that you need to use a lowercase letter because the word is not the first word in the sentence. If they do not, correct the error before writing the next word.
Write big and box. Ask students to say the words slowly and give you the beginning, middle, and ending sounds and/or letters. Put a period at the end, and reread to check your message.

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

2. Rehearse (5 minutes)

Invite students to close their eyes and visualize a shared experience to draw and write about in their journals. Say: Tell your partner what you visualize. Who is with you? What do you see? What are you doing? How do you feel? 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:

• I remember when ______ and I ______.
• I pictured ______.

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 ______ 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.
• How do you 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?
• What letter would you expect to see at the beginning of the word ______? In the middle? At the end?
• What word did you use to describe ______?

Validating and Confirming
• You wrote the letter that stands for the ______ sound.
• 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

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.