**Objective**

**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.

**Materials**
- Chart paper and markers
- Teacher draft from Day 3

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**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:* One time I was at a bakery. The baker saw a little girl and me looking at some bread he had just put on the shelf. “Would you like a taste?” he asked. “Sure!” we said. The bread was delicious! I will draw a picture of the girl and me tasting the bread.

Model drawing your memory on chart paper and then tell students your sentence. *Say:* I will write “The girl and I ate yummy bread!” I tell “who” the sentence is about, and I tell an action. I use the word yummy to describe how good the bread was. 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 asking them to 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 The, girl, and, and I.* When you write the words The and I, use a lowercase t 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 ate.* Ask students to say the word slowly and give you the beginning and ending sounds and/or letters. Then *say:* I don’t hear any more sounds, but I know there is a silent e at the end of this word. If you don’t hear the sound, and you don’t know how to spell the word, that’s okay. Just write the sounds you hear.
**Write yummy.** Ask students to say yum slowly and give you the beginning, middle, and ending sounds and/or letters. Add the rest of the letters, pointing out that the long e sound is spelled with the letter y.

**Write bread.** Ask students to say the word slowly. Model how to write the beginning blend. Fill in the vowels, and ask students to give you the ending sound and/or letter. Put an exclamation point at the end, and reread to check your message.

### 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 will write about _______.*
- *One time ______ and I _______.*

### 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.

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**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.
- When do you use uppercase letters?
- How could you describe ______? What other words could you use?

**Self-Monitoring and Reflection**

- Check that you showed what you did and how you felt.
- Did you write a complete thought?
- What letter would you expect to see at the beginning? At the end?
- Point to the describing word in your sentence.

**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 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 add to your word bank of adjectives for students to refer to and model using a primary-level thesaurus to look up choices for adjectives in your messages.