1. Focus (15 MINUTES)

Display a spread of a familiar shared reading big book that has more than one sentence and the word I in a compound subject. Discuss the picture and read the sentences together. Invite a volunteer to come up and point to all the uppercase letters.

**Say:** The author used an uppercase letter at the beginning of each sentence and to write the word I. The author used lowercase letters for the rest of the words. That’s what we’re learning to do! Today I’m going to think of something that once happened to me that I can draw and write about in my journal. Will you help me 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:** When I was little, I was making funny pictures outdoors with sidewalk chalk. My neighbor came over with her artist friend. Her friend made some funny pictures, too! I will draw a picture of us making pictures on the sidewalk.

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

**Say:** I will write “An artist and I made funny pictures.” I think this is a good sentence. I have a complete thought. I tell “who” the sentence is about and I tell an action. I use the describing word funny to tell what the pictures looked 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 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.

**Write** An, artist, and I. When you write the words An and I, use a lowercase a 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 made.** Ask students to say the word slowly and give you the beginning, middle, 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 funny.** Ask students to say fun 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. Use an uppercase F. Students should clap and tell you that you don’t need an uppercase letter.

Write pictures. Ask students to say the word slowly and give you the beginning sound and/or letter. As you write the rest of the letters, say: This is a tricky word! Remember that it’s fine to just write the sounds you hear. Put a period at the end, and reread to check your message.

NOTE: Save your sentence to use next week.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and think of a shared experience to draw and write about in their journals. Say: Tell your partner about your memory. Check to see if you have a complete thought. Do you tell a “who” or “what”? Do you tell an action?

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 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.

NOTE: Continue jotting down notes about each student’s writing. Use this information to help plan next week’s instruction.