Develop Concepts About Print

1. Focus (10 MINUTES)

Display page 10 of the mentor big book, using the big book or interactive whiteboard resources. Discuss the picture and read the sentence together. Use the following prompts to encourage students to share what they notice about the girl as a writer:

- What is the girl’s first word? What kind of letter does she use to begin the word?
- What does the girl put between the words?
- What does the girl use at the end of her sentence?

Say: As writers, we have many things to remember! We must begin writing at the left, begin the first word with an uppercase letter, put spaces between words, and use a period or exclamation point at the end. Besides that, we must be sure to write who is in the sentence and what that person does! Wow! This week we will practice the things writers do to write a sentence. I’m going to think of something I have seen. Then I’ll show you how I draw and write about it in my journal.

Model how to close your eyes and visualize a memory. Use the think-aloud below as an example of how to draw and write a journal idea.

Say: Once I was walking out in the countryside with my friends. We saw a funny-looking animal peeking out of a hole. It was a mole! It was furry. It had a pointy nose, and it had big front claws to dig with. We decided not to get too close to those sharp claws! Now I will draw that scene so I can remember it.

Model drawing your memory on chart paper. Remind students that journal drawings don’t have to be works of art. Then tell students your sentence, for example, “We saw a mole.” Model writing the sentence word by word.

Write We. Say: The word We tells “who” the sentence is about. I know how to write the word We. I have seen this word in books many times. I begin my sentence at the left side of the paper. We is the first word in the sentence, so I start it with an uppercase letter. Then I leave a space after the word.

Write saw. Say: The next word is saw. I’ll write it to the right of the word We. The word saw tells about the action in the sentence. I hear /s/ at the beginning of the word, so I’ll write the letter s. I have seen this word before and I know what letters come next: a-w.

Write a. Say: Let’s reread by pointing to the words we have so far and then pointing to where the next word should go: We saw ______. We’re ready for the word a. The word a is the same as the letter a.
Write **mole**. **Say:** Let’s reread by pointing to the words we have so far and then pointing to where the next word should go: We saw a _______. The next word is **mole**. Say the word **mole** slowly with me: /m/ /o/ /l/. What letter stands for /m/? (Allow responses.) That’s right. The word **mole** begins with the letter m. I hear /o/ in the middle, so I’ll write the letter o. What sound is at the end? (Allow responses.) The letter l stands for /l/. I know there is a silent e at the end of **mole**, so I’ll write that, too. If you don’t hear a sound, just write the sounds you hear. Now we must add a period or exclamation point at the end of the sentence to show that we are done. I’ll use a period. A period is a dot. Ask students to help you reread the entire message.

**2. Rehearse (5 MINUTES)**

Invite students to close their eyes and visualize an experience that they could draw and write about in their journals. **Say:** Tell your partner what you plan to draw and write about. When you’re ready to draw and write, you can choose the most important details to use.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
- I see ______.
- One time I ______.

**3. Independent Writing and Conferring (15 MINUTES)**

Distribute students’ journals. Invite each student to draw a picture of the experience he or she described to a partner and to write a message. Some students will just be starting to hear the sounds in words, while others may be able to write some high-frequency words and semiphonetic spellings.

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 examples of applying concepts about print and writing complete thoughts. 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**
- One time I ______. I will draw the part about ______.
- I will start my message at the left (pointing).

**Directive and Corrective Feedback**
- Think about something you have done. Tell me your memory.
- Say the word ______. What sound do you hear at the end of ______?
- What kind of letter do we use to start the first word?

**Self-Monitoring and Reflection**
- Tell me what message you wrote. Does your picture match your message?
- How can you show that you’ve reached the end of your message?

**Validating and Confirming**
- Your picture really shows the memory you described in words!
- Your message matches your picture!
- You scribbled a message!
- You heard the sound ______ and wrote the letter that stands for the sound.
- You wrote the word ______!
- You wrote a complete thought! Good work!
- You put spaces between your words. That’s an important part of writing.
- You wrote your message from left to right. Strong writers do that to make their writing easy to read.

**Teacher Tip**

Continue modeling concepts about print during shared and guided reading. To help reinforce the ideas of directionality and one-to-one correspondence, encourage students to point to and “read” environmental print in your classroom.