Develop Concepts About Print

Objectives

Concepts About Print
- Understand that words carry meaning, are comprised of letters, go from left to right, and have spaces between them.
- Begin writing at the left.
- Begin a sentence with an uppercase letter.
- End a sentence with a period or exclamation point.

Oral Language and Grammar
- Share a message orally.
- Use a complete sentence (subject and verb).

Purposeful Phonics Connections
- Listen for beginning and ending sounds.
- Recognize sound/symbol relationships.
- Write some high-frequency words.

Reflecting Reading in Writing
- Develop genre awareness.
- Visualize; match text to picture.
- Reread by returning to the beginning of the sentence.
- Demonstrate one-to-one correspondence.

Writing
- Draw and write a journal entry.

Materials
- Chart paper and markers
- Teacher draft from Day 2

1. Focus (10 minutes)

Display the draft you wrote yesterday. Discuss the picture, and read the sentence together. Use the prompts to have students share what they notice about you as a writer.
- Where did I begin writing my message?
- What kind of letter did I use to begin my sentence?
- What did I put between the words?
- What did I use at the end of my sentence?
- “Who” is my sentence about? What did I do?

Say: I had to remember many things. Didn’t I? I had to 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. I also had to be sure I told “who” my sentence was about and that I used a verb to show action. I’m going to keep practicing. I’ll think of an experience I’ve had. Then I’ll draw and write in my journal.

Model how to close your eyes and visualize an experience. Say: A long time ago, I went to the park. I was lonely because none of my friends were there. Then Dave came! We played basketball and played on the swings. He even shared his snack with me! I had fun with Dave. Now I will draw that scene. I will draw a picture of Dave smiling and running toward me at the park.

Model drawing the experience on chart paper. Remind students that a rough sketch is fine in a journal as long as it helps show the most important events and feelings they visualized. Then model word for word writing your sentence, for example, “Dave came to the park!”

Write Dave. Say: The word Dave tells who did something. I will begin my sentence at the left side of the paper. Dave begins with /d/, so I will write the letter D. I will use an uppercase letter. I hear /ɑ/ in the middle of the word. I’ll write the letter a. What letter should I write next? (Allow responses.) Yes! I need to write v. The letter v stands for /v/. I don’t hear any more sounds, but I know there is a silent e at the end of Dave, so I’ll write that, too.

Write came. Say: Let’s reread by pointing to the word we have so far and then pointing to where the next word should go: Dave _______. I will write came to the right of the word Dave. The word came tells what Dave did. Say the word came slowly with me: /k/ /ɑ/ /m/. What sound do you hear at the beginning of came? (Allow responses.) Yes! The word came begins with /k/, so we could use k or c. Came starts with c. I hear /ɑ/ in the middle, so I’ll write the letter a. What letter should I write next? (Allow responses.) Yes! I need to write m. The letter m stands for /m/. I don’t hear any more sounds, but I know there is a silent e at the end of came, just like we had in Dave. Remember that it’s fine to just write the sounds you hear.
**Write to, the, and park.** Continue to model sound/symbol relationships as you write the words to and park. Point out that the word the is a familiar word that you know how to write. Before writing each new word, ask students to read what has been written so far and point to where the next word should go. Add the exclamation point at the end of the sentence and ask students to help you reread the sentence.

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

2. **Rehearse** *(5 MINUTES)*

Invite students to close their eyes and visualize an event to draw and write about in their journals. Say: **Tell your partner what you visualize. What are you doing? Is anyone else there? How do you feel?**

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:

- *One time I ______.*
- *I remember when I ______.*

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

Distribute students’ journals. Invite each student to draw a picture of the event he or she described to a partner (or some other event) and to write a message. Provide support as students learn to apply concepts about print.

Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

4. **Share** *(5 MINUTES)*

Use the Share time in one of the following ways depending on your observations of students during Independent Writing and Conferring:

- Invite volunteers to hold up their sentences and point to where they used uppercase letters and end punctuation. Ask them to tell why they used a period or exclamation point in a particular sentence.
- Ask several students to share the strategies they used to write difficult words.
- Ask volunteers to hold up their sentences and point to the spaces between words.

**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

**Goal Oriented**
- *One time I ______.*
- *I will say the word ______ and listen for the first sound I hear in the word.*
- *I will end my sentence with ______.*

**Directive and Corrective Feedback**
- *Think about something you have done. Tell me your memory.*
- *Listen for sounds you know. Write any sounds you can hear.*
- *What kind of letter do we use to start the first word?*
- *How can you show that you’ve reached the end of your message?*

**Self-Monitoring and Reflection**
- *What did you see in your mind as you got ready to draw and write?*
- *Point to each word. Did you leave spaces between the words?*

**Validating and Confirming**
- *Your picture really shows the memory you described in words!*
- *I noticed that you heard the sound ______ and wrote the letter!*
- *You wrote the word ______!*
- *I like how you wrote a complete thought!*
- *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 to monitor students’ attempts to write complete thoughts. For students who struggle with this concept, have them point to whom a sentence is about and act out what the person did as they share their sentences orally.