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
• Familiar shared reading big book

1. Focus (10 MINUTES)

Display a spread of a familiar shared reading big book, making sure it has examples of all the points mentioned below. Use the following prompts to invite students to share the things the author did as a writer:
• Where did the author begin writing? Point to the first word.
• Point to the spaces between the words.
• How did the author show where the sentence ended?
• Point to the word that tells “who” the sentence is about.
• Point to the word that tells what the person did.

Say: We need to remember all the things strong writers do. Today I’m going to think of another funny experience. Then I will draw and write about it in my journal, using the things we’ve talked about in my sentence.

Model how to close your eyes and visualize a funny experience. Use the think-aloud below as an example of how to select important details.

Say: One time I asked for some hacky sacks for my birthday. When I opened the package, it was a pair of boots. I was a little bit sad, but I smiled and started to put them on. They didn’t fit! “Hmm, maybe something is inside the boots,” said my sister. I pulled off the boots and looked inside. I saw a hacky sack stuffed in the toe of each boot! I laughed and laughed. That afternoon, I wore my new boots while my sister and I played hacky sack. I will draw my sister stuffing hacky sacks inside my boots.

Draw your picture on chart paper. Then model writing each word in your sentence, for example, “I got funny boots.”

Write I. Say: The word I tells “who” my sentence is about. I’ll begin my sentence at the left side of the paper. I’ll use an uppercase letter and remember to leave a space after the word I.

Write got. Say: Let’s reread by pointing to the word we have so far and then pointing to where the next word should go: I ______. I’ll write got to the right of the word I. The word got tells what I did. Say the word got slowly with me. What sound do you hear at the beginning of got? (Allow responses.) I will write g. I hear /o/ in the middle of the word, so I’ll write the letter o. What letter should I write next? (Allow responses.) Yes! I need to write t. The letter t stands for /t/. We wrote the word got!

Write funny. Say: Let’s reread by pointing to the words and then pointing to where the next word should go: I got ______. The next word is funny. I hear the word fun at the beginning of funny. I hear /f/ at the beginning of fun, so I’ll write f. I hear /u/ in the middle, so I’ll write the letter u. What letter should I write next? (Allow responses.) Yes! I need to write n. I have seen the word funny
many times, so I know it has another n and the letter y at the end. But if you don’t know how to spell the word, that’s okay. Just write the sounds you hear.

Write boots. Continue rereading the sentence and matching letters to sounds as you write the word boots. Add the exclamation point at the end of the sentence, and then ask students to help you reread the entire message.

2. Rehearse (5 minutes)

Invite students to close their eyes and think of another funny event (or any other event) to draw and write about in their journals. Say: Tell your partner what you plan to draw and write about.

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

• Something funny was ______.
• In my mind, I see ______.

3. Independent Writing and Conferring (15 minutes)

Distribute students’ journals. Invite each student to draw a picture of the person and action he or she described to a partner and to write a complete thought. Continue to validate and encourage students in any attempts to scribble write, record the sounds they hear in words, and write high-frequency words. 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)

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.

NOTE: You may wish to collect one writing sample from each student to assess using the Kindergarten Assessment Checklist at the back of this Teacher Resource System. Use the results to help you plan future instruction.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented

• I will say the word ______ and listen for the first sound I hear.
• I will start my message at the left (pointing).

Directive and Corrective Feedback

• Think about something funny you’ve done. Tell me your memory.
• What kind of letter do we use to start the first word in the sentence?

Self-Monitoring and Reflection

• What did you see in your mind as you got ready to draw and write? How did that help you?
• What can you add to show that you’ve reached the end of your message?
• Does your message tell “who” the sentence is about? Point to the “who” in the sentence.

Validating and Confirming

• Your picture really shows the memory you described in words!
• Your message matches your picture!
• You heard the sound ______ and wrote the letter!
• You wrote the word ______!
• You wrote a complete thought! Good for you!
• I notice that 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 observe students as they say words slowly and write what they hear. Add check marks above students’ writing for the sounds and high-frequency words they wrote correctly.