**Develop Concepts About Print**

**Objectives**

**Concepts About Print**
- Write from left to right.
- Put spaces between words.
- Begin a sentence with an uppercase letter.

**Oral Language and Grammar**
- Share a message orally.
- Use a complete sentence.

**Purposeful Phonics Connections**
- Listen for sounds in words.
- 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.

**Writing**
- Draw and write a journal entry.

**Materials**
- Mentor big book: Discover Journals
- Chart paper and markers
- Interactive whiteboard resources

**1. Focus (10 minutes)**

Display page 13 of the mentor big book, using the big book or interactive whiteboard resources. Discuss the picture and read the first sentence together. Use the following prompts to have students share what they notice about the girl as a writer.

- Where does the girl begin writing her message? What is her first word?
- What kind of letter does the girl use to begin her sentence?
- What does the girl put between the words?
- What does the girl use at the end of her sentence?
- “Who” is the girl’s sentence about?

**Say:** I’m going to think of an experience I’ve had. Then I will show you how I draw and write in my journal. I will use all the things we’ve talked about to write a sentence.

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

**Say:** Once I went to a birthday party for my friend Dan. The party was in his backyard. His mom had a piñata! Dan said he would climb the tree to hang the piñata. But he fell out of the tree and broke his arm! He had the worst birthday ever. I will draw a picture of Dan and me under the tree. Dan will look unhappy, and I will look worried.

Model drawing your memory on chart paper. Then model writing each word in the sentence “Dan broke his arm!”

**NOTE:** As you model this week, emphasize the concepts about print that students still need to practice based on your analysis of last week’s writing samples and your daily informal observations.

Write **Dan.** **Say:** The word **Dan** tells “who” my sentence is about. Where should I begin my sentence? (Allow responses.) **That’s right. I need to begin writing at the left side of the paper. Say the word **Dan** slowly with me: /d/ /a/ /n/. What sound do you hear at the beginning of **Dan**? (Allow responses.) **That’s right. The word **Dan** begins with /d/, so I’ll write the letter **D.** What kind of letter should I use? (Allow responses.) **Yes! I need to use an uppercase letter. I hear /a/ in the middle of **Dan.** I’ll write the letter **a.** I hear the sound for the letter **n** at the end of the word, so I write that letter. I need to leave a space before I write my next word.

Write **broke.** **Say:** Let’s reread and then point to where the next word should go: **Dan** ______. **Broke** is the next word. I’ll write it to the right of the word **Dan.** I hear two blended sounds at the beginning of the word **broke.** I hear /br/, and then I hear /r/: /br/. I will write **b** and **r.** I hear long **o** in the middle, so I’ll
write an o. What sound do you hear at the end of broke? (Allow responses.) We hear /k/ at the end. I know that k makes the /k/ sound. I know there is a silent e at the end of this word, so I’ll write that, too. 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 his and arm. Continue to model writing the sentence. Ask students to reread the words with you and tell where the next word should go. Guide students to match sounds to letters. Discuss using an exclamation point at the end of the sentence. Ask students to help you reread the entire message.

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

2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize something they once did that they could draw and write about in their journals. Say: Tell your partner about your memory. Say a complete thought by telling “who” the sentence is about and what the person did.

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 ______.
• When I was _______, 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 any other experience) and to write a sentence. Support students as they determine what details to include. Reinforce students’ attempts to use 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. 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 say the word ______ and listen for the first sound I hear in the word.
• I will start my message at the left (pointing).

Directive and Corrective Feedback

• Think about something you have done. Tell me your memory.
• Reread your message. Do you tell “who” or what the sentence is about? Do you include an action?
• What kind of letter do we use to start the first word?
• Reread what you have so far and show me where the next word should go.

Self-Monitoring and Reflection

• Does your picture match your message?
• What did you see in your mind as you got ready to draw and write?
• What can you add to show that you’ve reached the end of your message?

Validating and Confirming

• Your picture really shows the memory you described in words!
• You heard the sound ______ and wrote the letter!
• You wrote a complete thought! Good job!
• 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.