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 through pointing when rereading.

Writing
• Draw and write a journal entry.

Materials
• Chart paper and markers
• Teacher draft from Day 3

1. Focus (10 minutes)

Display the draft you wrote yesterday. Discuss the picture and read the sentence together. Use prompts to generate discussion about the things you did as a writer.
• Did I begin writing my message at the left? Point to my first word.
• Did I begin my sentence with an uppercase letter? Point to the uppercase letter.
• Did I leave spaces between the words? Point to the spaces.
• How did I show where my message came to an end?
• Did I tell “who” the sentence was about?
• Did I tell what Peg did?

Say: I’m going to keep practicing so I’ll remember all the things strong writers need to do. Today I’m going to try to think of a funny experience. Then I will draw and write about it in my journal.

Model how to close your eyes and visualize a funny experience. Use the think-aloud below for modeling.

Say: Once my family went on a tour of a big cave. When we were coming out, a bat flew over my head. I was so startled that I jumped up in the air! Everyone laughed. My family said they never knew I could jump so high! I’ll draw a picture of the bat flying out of the cave and me jumping up in the air looking a little scared.

Model drawing the event on chart paper, pointing out that a rough sketch is all you need to record important ideas. Then model writing each word in the sentence “The bat made me jump!”

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 The. Ask: Where should I begin my sentence? (Allow responses.) You’re right. I need to begin writing at the left side of the paper. I know how to write the word The. But remember that if you don’t know how to spell a word, you can just write the sounds you hear. What kind of letter should I use to start my sentence? (Allow responses.) Yes! I need to use an uppercase letter. What do we remember to do after we write a word? (Allow responses.) That’s right! We leave a space.
Write bat. Say: Let’s reread what we have so far and then point to where the next word should go: The ______. I’ll write bat to the right of the word The. The word bat tells what my sentence is about. Say the word bat slowly with me: /b/ /a/ /t/. What letter makes the /b/ sound? (Allow responses.) Yes! I need to write the letter b. I hear /a/ in the middle of the word, so I’ll write the letter a. What letter should I write at the end? (Allow responses.) Yes! I need to write t. The letter t stands for /t/. Thank you for helping me write bat!

Write made, me, and jump. Continue to use the modeling procedure shown in the previous examples to have students help you decide where to write the words and how to write them. When you finish, ask students to help you reread the entire message.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and picture a funny event (or any other event) to draw and write about in their journals. Say: Tell your partner what you visualize. Say a complete thought. Start with who did the action and then tell the action.

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 ______.
• I will draw ______.

3. Independent Writing and Conferring (15 MINUTES)

Distribute students’ journals. Invite each student to draw a picture of what he or she described to a partner and to write a complete thought about it. Remind students to record the most important details about what happened. As you continue to validate students at whatever writing stage they are in, provide support as students learn to apply concepts about print, reread to decide what word comes next, and write complete thoughts.

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
• I will draw the part about ______.
• 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 funny. Tell me your memory.
• Say the word ______. What sound do you hear at the beginning of ______?
• Your first word is in just the right spot!
• Can you reread what you have so far and show me where the next word should go?

Self-Monitoring and Reflection
• Does your sentence tell a “who” or “what” and an action?
• What did you see in your mind as you got ready to draw and write? How did that help you?
• What words in your message were difficult? What did you do to help yourself write them?
• What can you add to show that you’ve reached the end of your message?

Validating and Confirming
• Your message matches your picture!
• You told “who” the sentence is about and what that person did! 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 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.