Develop Concepts About Print

Objectives

Concepts About Print
• Write from left to right.
• Put spaces between words.
• Begin a sentence with an uppercase letter.
• Use correct end punctuation.

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.

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 15 of the mentor big book, using the big book or interactive whiteboard resources. Discuss the picture and read the first sentence together. Ask a volunteer to come up and frame the first sentence with his or her hands. Use the following questions to generate discussion:
• What do you notice about this sentence? (starts at left, begins with uppercase letter, ends with period, has spaces between words)
• “Who” is the sentence about? What did she do?
• How many sentences do you see altogether? How can you tell?

Say: Writers have so much to remember! Today I’m going to think of a time when I got mad at a friend. Then I’ll use all the things we talked about to draw and write in my journal.

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

Say: When I was little, I was playing hide-and-seek with my neighbor, Ben. It was Ben’s turn to hide. I couldn’t find him anywhere! Later, I found out that Ben had gone home to get a snack. I got mad at Ben! I will draw a picture of Ben in his house next door and me looking for him in my yard. Ben will look happy, but I will look angry!

Model drawing your memory on chart paper. Remind students that drawing is simply a way to remember the most important details you have visualized.

Tell students your sentence. Say: My sentence that goes with this picture is “Ben made me mad!” Model writing each word in your sentence.

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 Ben. Say: My sentence is about Ben. (Allow responses.) Where should I start writing? Say the word Ben slowly with me: /b/ /e/ /n/. What sound do you hear at the beginning of Ben? (Allow responses.) That’s right. The word Ben begins with /b/, so I’ll write the letter B. I need to use an uppercase letter. I hear /e/ in the middle of the word. What letter should I write? (Allow responses.) Yes! I should write the letter e. What sound do you hear at the end of Ben? (Allow responses.) I know that n makes the /n/ sound, so I’ll write n. What do we remember to do after we write a word? (Allow responses.) That’s right! We leave a space.

Write made. Say: Let’s reread what we have so far and point to where the next word should go. The word made comes after Ben. Say the word made
slowly with me: /m/ /ā/ /d/. What letter do I write for the /m/ sound? (Allow responses.) Now what sound do you hear in the middle of made? What letter makes that sound? (Allow responses.) What sound do you hear at the end of made? (Allow responses.) Good! We hear /d/ at the end. I know that d makes the /d/ sound. I know that I need to add a silent e to the end of the word made. If you don’t know how to spell the word, just write the sounds you hear.

Write me and mad. Continue by having students reread the sentence so far and determine where the next word should go. Guide students to match sounds to letters to write the words. Point out that the letter a in made makes a long vowel sound because of the silent e at the end. Help students decide on the end punctuation. Then ask students to help you reread the entire sentence.

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

2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize a time when they were angry. Say: Tell your partner about your memory. 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 got mad when ______.
• I pictured ______.

3. Independent Writing and Conferring (15 MINUTES)

Distribute students’ journals. Invite each student to draw a picture of the memory he or she described to a partner (or another memory) and to write a message. Support students as they determine what details to include. Reinforce students’ attempts to write the words, apply concepts about print, 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.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented

• I got mad when ______. 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 a time you were angry. Tell me your memory.
• Say the word ______. What sound do you hear at the beginning?
• Your first word is in just the right spot!
• What do you put between your words?

Self-Monitoring and Reflection

• Does your picture match your message?
• Tell me the sounds you hear.
• 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 message matches your picture!
• You heard the sound ______ and wrote the letter!
• 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.