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 3

1. Focus (10 minutes)

Display the journal page you wrote yesterday. Read the sentence together and invite students to share what they notice.
• Point to the first word in my sentence. Did I use an uppercase letter?
• Did I leave spaces between the words? Point to the spaces.
• Did I show where my message came to an end? Point to the exclamation point.
• “Who” is my sentence about? What did I do?

Say: I remembered to use the things that strong writers use. Today I’m going to think about a time I was afraid. Then I will draw a picture and use these things we’ve talked about to write about that time when I felt afraid.

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

Say: When I was little, my family went for a boat ride. The ride was fun at first. Then a storm came up. The waves on the lake got bigger and bigger. Soon the boat was tossing this way and that. We were so scared! But soon we were safely on shore. I will draw a picture of me on that boat in the storm.

Model drawing the event on chart paper, pointing out that a rough sketch is all you need to record the most important ideas you visualized. Tell students the sentence you want to write.

Say: I’ll write this sentence to go with my picture: “We rode in the storm.”

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 We. Ask: Where should I begin my sentence? (Allow responses.) That’s right. I need to begin writing on the left side of the paper. I know how to write the word We. What kind of letter should I use to start the word? (Allow responses.) Good remembering! 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 rode. Say: Let’s reread by pointing to what we have so far and then pointing to where the next word should go. I will write rode to the right of the word We. The word rode tells us what we did. Say the word rode slowly with me: /r/ /o/ /d/. What sound do you hear at the beginning of rode? (Allow responses.) Yes! The word rode begins with /r/, so I will write the letter r.
I hear a long o sound in the middle, so I’ll write an o. I hear /d/ at the end. I remember that the word rode has a silent e at the end.

**Write in, the, and storm.** Continue by having students reread the sentence and tell where the next word should go. Guide students to help you write the words. Point out that you hear the little word or in the word storm. Remind them that if they don’t know how to spell a word, they should just write the sounds they hear. Help students decide on the end punctuation. Then ask students to help you reread the entire sentence.

**2. Rehearse (5 minutes)**

Invite students to close their eyes and think of a scary event (or any other experience) to draw and write about in their journals. *Say: Tell your partner what you visualize.*

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

- *I was scared when ______.*
- *I pictured ______.*

**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 and to write a message. Continue to validate students at whatever writing stage they are in and 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. 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 was scared when ______. I will draw the part about ______.*
- *I will start my message at the left (pointing).*

**Directive and Corrective Feedback**

- *Say the word ______. What sound do you hear at the beginning?*
- *Your first word is in just the right spot! Now 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 did you notice about the (beginning, end) of that word?*
- *What can you add to show that you’ve reached the end of your message?*

**Validating and Confirming**

- *Your message matches your picture!*
- *You wrote the word ______!*
- *You wrote a complete thought! Good thinking!*
- *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.