Develop Concepts About Print

1. Focus (10 minutes)

Display page 10 of Discover Journals using the big book or interactive whiteboard resources. Read the sentence in the journal entry together. Invite volunteers to come up and point out where the girl started writing, the first word, the uppercase letter at the beginning of the sentence, the spaces between words, and the period at the end. Congratulate students for all the things they are learning about writing in their journals.

Say: We have learned that a sentence tells who does something. This sentence tells who kicks the soccer ball. Sentences can also tell about a “what.” They can tell about an object or an animal. Today I’m going to write a sentence that tells about a “what.” I’ll remember to do all the things that strong writers do.

Model how to close your eyes and visualize a special object. Use the think-aloud below as an example of how to describe it.

Say: When I was little, I had a toy train. The train tracks almost filled my whole bedroom floor! When I flipped a switch, the train went around and around. It was fun to watch. The train was also my favorite color—red! I will draw my train going around the track.

Model drawing your memory on chart paper. Remind students that journal drawings don’t have to be works of art. Then model writing each word in the sentence “My train was red.”

NOTE: As you model this week, emphasize the concepts about print that students still need to practice based on your daily informal observations and notes.

Write My. Say: My is a word I see all the time, so I know how to spell it. Where should I write it? (Allow responses.) That’s right! I should write it on the left side of the paper. What kind of letter should I use to start the word? (Allow responses.) Good! I need to use an uppercase letter. Now what do we do after we write a word? (Allow responses.) That’s right! We leave a space.

Write train. Say: Let’s reread by pointing to the word we have so far and then pointing to where the next word should go. I’ll write train after the word My. The word train is what my sentence is about. Say the word train slowly with me: /tr/ /a/ /n/. I hear a blended sound at the beginning of the word train: /tr/. I will write t and r. I hear /a/ in the middle. In train, this sound is spelled with an a and an i together. What sound do you hear at the end of train? (Allow responses.) Yes! We hear /n/ at the end. I know that n makes the /n/ sound, so I write that letter. We just wrote train! Remember that if you’re not sure how to spell a word, you can just write the sounds you hear.

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
**Journals**

Write *was* and *red*. Continue by having students reread the sentence to determine where the next word should go. Point out that the letters and sounds in the middle and end of the word *was* are a little tricky, so you must remember how to spell the word. Remind students to just write the sounds they hear if they can’t remember how to spell a word. Guide students to match sounds to letters to write the word *red*. 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 special toy (or any other object) that they could draw and write about in their journals. **Say:** Tell your partner what you plan to draw and write about. 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 like to play with my ______.
- It is ______.

**3. Independent Writing and Conferring (15 MINUTES)**

Distribute students’ journals. Invite each student to draw a picture of what he or she described and to write a sentence. Support students as they attempt to apply concepts about print, write complete thoughts, and reread to find out what word comes next.

Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

**4. Share (5 MINUTES)**

Use the Share time in one of the following ways depending on your observations of students during Independent Writing and Conferring:

- Ask several students to read aloud their sentences. Ask listeners to say whether the sentences tell about a “who” or a “what.”
- Ask volunteers to share what words they found difficult and to tell what strategies they used to write them.
- Ask a student to read aloud his or her sentence. Ask listeners to decide if the sentence tells a complete thought and how they know.

**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

**Goal Oriented**

- I like to play with my ______. It is ______.
- I will draw the part about ______.
- I will say the word ______ and listen for the first sound I hear in the word.

**Directive and Corrective Feedback**

- Think about a toy you really like. Tell me about it.
- Say your message. How many words do you hear?
- What kind of letter do we use to start the first word?
- What do you need at the end of this sentence?

**Self-Monitoring and Reflection**

- Does your picture match your message?
- What did you notice about the (beginning, end) of that word?
- How did you know how to write that word?

**Validating and Confirming**

- Your message matches your picture!
- You wrote the word ______!
- You wrote a complete thought! Good job!
- You wrote your message from left to right. Strong writers do that to make their writing easy to read.

**Teacher Tip**

Continue to monitor students’ attempts to write complete thoughts. For students who struggle with this concept, have them point to what the sentence is about and act out the verb if it is an action verb as they share their sentences orally.