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.
- Write from left to right.
- 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 2

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### 1. Focus (10 MINUTES)

Display the draft you wrote yesterday. Read the sentence together and invite students to share what they notice.

- **Where did I begin writing my sentence?**
- **What is my first word?**
- **What did I put between the words?**
- **What kind of letter did I use to begin my sentence?**
- **What did I use at the end of my sentence?**

**Say:** This week we’re learning that a sentence can tell about a “who” or a “what.” We can write about a thing instead of a person. So far I’ve written about my toy train and about the game of tag. Today I’m going to think about something else. Then I will draw and write about it in my journal.

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

**Ask:** Do you like football games? I do! Sometimes I watch them on TV, and sometimes I go to the games. Going to a football game can be cold! One time I had to wear two coats to stay warm! I will draw a picture of me at a football game wearing two coats.

Model drawing your memory on chart paper. Remind students that a rough sketch is fine in a journal as long as it helps you show the most important events and feelings you visualized.

**Say:** I want to write a sentence to go with this journal entry. I will write “My coats keep me warm.” 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 daily informal observations and notes.

**Write My.** **Say:** The first word in my sentence is My. Where do I write it? (Allow responses.) I need to write it on the left side of the paper. I see the word my a lot and I know how to write it. I need to use an uppercase M. After this word, I’ll leave a space before I write the next word.

**Write coats.** **Say:** Let’s read what we have to see what word comes next. Say the word coats slowly with me: /k/ /ō/ /t/ /s/. What sound do you hear at the beginning? (Allow responses.) We hear /k/, so it could be k or c. Coats starts with c. I hear /ō/ in the middle. I have seen this word many times, so I know the /ō/ sound is spelled o-a, but if I didn’t know that, I could just write the sound
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 an interesting object or memory. Tell me about it.
• Say the word ______. What sound do you hear at the beginning? At the end?
• Your first word is in just the right spot! Now what kind of letter do we use to start the first word?

Self-Monitoring and Reflection
• What did you see in your mind as you got ready to draw and write? How did that help you?
• What can you add to show that you’ve reached the end of your message?
• What did you put between words?

Validating and Confirming
• Your picture really shows the memory you described in words!
• You heard the sounds and wrote the word ______! 
• 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 monitor students’ attempts to write complete thoughts. Ask students who struggle to point to whom or what a sentence is about and act out the verb if it is an action verb.

I hear. What letter do we need now? (Allow responses.) Good! The letter t stands for /t/. I will finish the word by adding the letter s to show that it means more than one coat.

Write keep, me, and warm. Continue by having students first reread the sentence to determine where the next word should go. Then model how you spell the words. 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 an object or experience to draw and write about in their journals. Say: Tell your partner what you visualize. What do you see? What are you doing? How do you feel? Then say a complete thought about your experience.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
• I remember ______.
• 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 (or of another idea) and to write a message. Support students as they determine what to include. Continue to validate and encourage students in any attempts to scribble write, record the sounds they hear in words, and write high-frequency words. In addition, provide support as students learn to 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. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.