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 3

1. Focus (10 MINUTES)

Display the journal entry you wrote yesterday. Read the sentence together and invite students to share what they notice, using the prompts to generate conversation.

• Did I begin writing my message at the left? Point to my first word.
• How did I begin my sentence? Point to the letter.
• Did I leave spaces between the words? Point to the spaces.
• How did I show where my message came to an end? Point to the period.

Say: This week we’re practicing all the things strong writers do. We’re also learning that the sentences can be about a “who” or a “what.” Today I’m going to draw and write about another “what.”

Model how to close your eyes and decide what to write about. Then draw the details on chart paper, using the think-aloud below as an example of how to select important details.

Ask: Have you ever shined a penny? I have! I put a little vinegar and a tiny bit of salt into a small bowl. Then I put in a dirty penny and stirred it around. After a while, I checked on the penny. It was clean and shiny! I will draw a picture of me with my clean coin.

Model drawing your memory, pointing out that a rough sketch is all you need to record the most important ideas you visualized.

Say: I want to write a sentence to go with my picture. I’ll write “My coin was clean.” Model writing each word of 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. I’ll leave a space before I write the next word.

Write coin. Say: Let’s reread by pointing to the word we have so far and then pointing to where the next word should go. The next word is coin. It is what my sentence is about. I’ll write coin to the right of the word My. Say the word coin slowly with me: /k/ /oi/ /n/. What sound do we hear at the beginning of coin? (Allow responses.) We hear /k/, so it could be k or c. Coin starts with c. I hear /oi/ in the middle of the word. I remember that the letters o and i stand
for /ɔɪ/, so I’ll write o-i. If I didn’t know that, I could just write the sound I hear. What letter do we need at the end of coin? (Allow responses.) Good! The letter n stands for /n/.

Write was and clean. Continue by having students first reread what has been written so far to determine where the next word should go. Then model how you spell the words, matching letters to sounds or using what you know about high-frequency words. 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 an object or experience to draw and write about in their journals. Say: Tell your partner what you visualize. Say a complete thought. Start with a “who” or a “what.” Then tell what happened.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
• One time I ______.
• It was ______.

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. Allow students who change their minds to draw and write about something else. Either way, remind them to record the most important details about what happened and how people felt. Continue to validate students at whatever writing stage they are in, providing support as students learn to apply concepts about print and attempt to 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.
• Notice what kind of letter I use at the start of a sentence.

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 of ______?
• 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? How did that help you?
• What can you add to show that you’ve reached the end of your message?

Validating and Confirming
• Your picture really shows the memory you described in words!
• 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 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.