1. Focus (10 minutes)

Display a spread from a familiar shared reading big book. Discuss the picture and read a sentence with students. Invite them to share some of the things the author did as a writer.

- Did the author begin writing at the left? Point to the first word.
- Did the author begin the sentence with an uppercase letter? Point to the letter.
- Did the author leave spaces between the words? Point to the spaces.
- How did the author show that the sentence was finished?

**Say:** Maybe we can write a whole book like this someday! But for now, we’re having fun writing in our journals. Today I’m going to think about something I once saw. 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 write a sentence.

**Say:** One time I was at the park with my family. It was a very windy day. As we walked along, I saw a nest on the ground. The wind had blown it out of the tree! When we got close, we saw three small, blue eggs in the nest. Soon, a mother bird came swooping over our heads to chase us away. As soon as we left, she sat on the eggs. I will draw a picture of the nest on the ground. I will have a surprised look on my face.

Model drawing and writing about your memory. **Say:** My sentence will be “The nest fell down.” 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 *The*. **Ask:** Where should I begin my sentence? (Allow responses.) I need to begin writing at the left side of the paper. I know how to write the word *The*: T-h-e. I have seen this word in books many times. Remember that if you don’t know how to spell a word, you can just write the sounds you hear. What kind of letter should I use to start my sentence? (Allow responses.) Good! I need to use an uppercase letter. What do we do after we write a word? (Allow responses.) That’s right! We leave a space.

Write *nest*. **Say:** Let’s reread by pointing to what we have so far and then pointing to where the next word should go. The next word is *nest*. I’ll write *nest* to the right of the word *The*. The word *nest* tells what I am writing about. Say the word *nest* slowly with me: /n/ /e/ /st/. What sound do you hear at the beginning of *nest*? (Allow responses.) That’s right. You hear the sound /n/. I’ll write the letter *n*. What sound comes next in the word *nest*? (Allow responses.) We hear /e/. I’ll write the letter *e*. I hear two sounds at the end of the word *nest*.

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
- Familiar shared reading big book
**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

**Goal Oriented**
- One time I saw ______. It was ______.
- 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 something unusual you have seen. Tell me about it.
- Listen for sounds you know. Write any sounds you can hear.
- Where do you begin writing?
- Reread what you have so far and show me where the next word should go.

**Self-Monitoring and Reflection**
- Tell me your message. Does your picture match your message?
- What did you notice about the (beginning, end) of that word?
- Check that you put spaces between the words.
- 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 put spaces between your words. Good work!
- You wrote your message from left to right.

**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.

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