**Mentor Text**

**Objectives**

**Concepts About Print**
- Begin a sentence with an uppercase letter.
- End a sentence with a period.

**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 CVC and high-frequency words.

**Reflecting Reading in Writing**
- Develop genre awareness.
- Visualize; match text to picture.
- Reread by returning to the beginning of the sentence.

**Writing**
- Draw and write a journal entry.

**Materials**
- Mentor big book: *Discover Journals*
- Chart paper and markers
- Interactive whiteboard resources

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**1. Focus (15 minutes)**

Display page 13 of *Discover Journals* using the big book or interactive whiteboard resources. Read the first sentence together. Invite student volunteers to point to the uppercase letter at the beginning of the sentence, the spaces between words, and the period at the end. Next demonstrate how to “bookend” the sentence with your hands to check for the beginning uppercase letter and ending period.

Say: *Remember that the uppercase letter at the beginning of a sentence is like the first bookend. The period at the end is like the second bookend. The uppercase letter and period hold the group of words together. We can use our hand bookends to check if we have put the right beginning and end on our sentences. Now I will think of something to draw and write about 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.

Say: *I have some friends named Tom and Tad. They are bakers. They make cakes, breads, and cookies. Their favorite things to make are pies! I like their cherry pie best of all. I will draw a picture of me watching Tom and Tad make a cherry pie.*

Model drawing your memory on chart paper. Remind students that a rough sketch is fine. Then say your sentence and model writing each word in your sentence.

NOTE: Although the focus is on beginning with an uppercase letter and ending with a period this week, continue to emphasize the concepts about print that students still need to practice based on your daily informal observations and notes.

Write **Tom and Tad.** Say: *The words Tom and Tad tell who bakes a pie.* Model each word by asking students to say it slowly and give you sounds they hear. Ask students to give you the beginning and ending sounds. Fill in the middle letters.

Write **make.** Say: *Let’s point and reread what we have: Tom and Tad ______. I will write make to the right of the words Tom and Tad. Say the word make slowly with me: /m/ /æ/ /k/. What sound do we hear at the beginning of make? (Allow responses.) We hear /m/, so I will write the letter m. I hear /æ/ in the middle. I will write an a. What letter should I put next? (Allow responses.) We hear /k/, so it could be c or k. Make has a k. I don’t hear any more sounds, but I know there is a silent e at the end of this word, so I will write that, too. If you don’t hear the sound, and you don’t know how to spell the word, that’s okay. Just write the sounds you hear.*
Write a and pie. Continue to model writing each word in the sentence. Have students reread the sentence with you before adding a new word. Remind them that you need to leave a space between each word. Put a period at the end of the sentence.

Model checking your sentence for an uppercase letter and end punctuation. Place your hands, like bookends, around the sentence. Invite volunteers to come up to check with their “bookends” as well.

NOTE: Save your journal entry to use in the next lesson.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize something that they could draw and write about in their journals. Say: Tell your partner about your idea. Then act out “who” or what your sentence is about and act out the action to make sure you have a complete thought.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
• I remember ______.
• In my mind, I see ______.

3. Independent Writing and Conferring (20 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 sentence about it. Support students as they determine what details to include. Remind students to reread to remember 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)

Invite two or three students to share their drawings and written messages. Point out and celebrate beginning uppercase letters, spaces between words, ending periods, and 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.
• I will start my message here (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 of ______?
• Try ______. Would that letter sound right?
• What kind of letter do we use to start a sentence?
• Can you read your message with your finger?

Self-Monitoring and Reflection
• Read your message. Does the picture match it?
• What letter would you expect to see at the beginning? At the end?
• What do we put at the end of a sentence?

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 put spaces between your words. That’s an important part of writing.
• I like the way you worked that out!

Teacher Tip

Encourage students to check for an uppercase letter and period by placing their hands (or pointer fingers) directly on their journal page at the beginning and end of the sentence. Remind them that they can always go back and fix their writing if needed.