1. Focus (15 MINUTES)

Display an inviting spread of a familiar shared reading big book. Discuss the picture and read a sentence with students. Model how you can “bookend” the sentence with your hands to check for the beginning uppercase letter and ending period. 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.

**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.

**Say:** One time I was at my friend’s house. We were watching for his dad to get home. We couldn’t even see the driveway. Do you know why? It was foggy outside! I’ve never seen so much fog. The fog just sat in the yard and wouldn’t go away. I will draw a picture of my friend and me looking out the window at the fog.

Tell students your sentence. **Say:** The sentence I’ll write to go with my picture is “The fog sat in the yard.” Then model writing each word in the 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 **The**. **Say:** I know how to write **The**. T-h-e. I have seen this word in books many times. What kind of letter should I use to start the word? (Allow responses.) What should I do after I write the word? (Allow responses.) Yes! I leave a space.

Write **fog**. **Say:** Let’s point and reread: **The** ______. The word **fog** tells what my sentence is about. I’ll write it after the word **The**. Model this CVC word by asking students to say it slowly and give you the beginning sound and/or letter. Fill in the vowel, and then repeat the process with the ending sound and/or letter. **Say:** We wrote **fog**!

Write **sat**. **Say:** Let’s point and reread: **The fog** ______. We’re ready for the word that tells what the fog did: **sat**. Model this CVC word by asking students to say it slowly and give you the beginning sound and/or letter. Fill in the vowel, and then repeat the process with the ending sound and/or letter.
**Write in, the, and yard.** 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. Explain that if they don't know how to spell a word, they can just write the sounds they hear. Put a period at the end of the sentence.

Place your hands, like bookends, around the sentence to check the beginning and end. Invite volunteers to come up to check with their “bookends” as well.

### 2. Rehearse (5 minutes)

Invite students to close their eyes and think of something unusual they have seen (or something else) to draw and write about in their journals. Say: **Tell your partner about your memory. Then point 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:
- *When I was _____, I _____.*
- *I could draw about _____.*

### 3. Independent Writing and Conferring (20 minutes)

Distribute students’ journals. Invite each student to draw a picture of what he or she described and to write a message. Allow students who change their minds to draw and write something else. Remind them to record the most important details about what happened and how people felt. Support students as they determine what to include. Remind students to reread to remember what word comes next and to check their messages.

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.

**NOTE:** Continue jotting down notes about each student’s writing, paying special attention to concepts about print. Use this information to help plan next week’s instruction.