Use Uppercase Letters and End Punctuation Correctly

1. Focus (15 MINUTES)

Display page 11 of Discover Journals using the big book or interactive whiteboard resources. Read the sentence together.

Say: We have learned that we begin a sentence with an uppercase letter and end it with a period. Sometimes a sentence ends with an exclamation point instead. We use an exclamation point when we want to show our emotions. We might be happy, excited, angry, proud, hurt, or surprised. An exclamation point helps us remember to show those feelings with our voice. In this sentence, the boy is happy because the cold water felt so good on a hot day. Let’s practice reading this sentence in a happy voice.

Choral-read the sentence several times. Then model using your hand “bookends” to check for the beginning uppercase letter and end punctuation. Hold your hands a few inches apart, fingers straight, palms facing each other. Have students mimic your actions. Move your left hand up and down to check for the beginning uppercase letter. Move your right hand up and down to check for the exclamation point. Say: Now I will think of something to draw and write about in my journal.

Model how to close your eyes and visualize a memory.

Say: One time I was playing in the yard. I saw my grandpa coming, so I ran to open the gate for him. The gate had a nail sticking out of it. Ouch! I cut my leg. Grandpa helped me clean the cut and put a bandage on it. Then we put a puzzle together. I will draw a picture of myself opening the gate. I will have a hurt look on my face!

Model drawing your memory on chart paper. Remind students that journal drawings don’t have to be works of art. Their purpose is to show what we visualize in our minds.

Tell students your sentence. Say: I’m going to write “I cut my leg on the gate!” I’ll act out “who” my sentence is about and what the action is to make sure I have a complete thought. Model writing each word in your sentence.

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

Write. Say: The word I is the first word and tells “who” the sentence is about. I’ll start writing on the left side of the paper. I know how to write I. I have seen this word in books many times.
**Write cut. Say:** Let’s point and reread: I ______. The next word is cut, and it tells what I did. I’ll write it after the word I. 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 my, leg, on, the, and gate.** Continue to model writing the remaining words, asking students to help you with the letters. Emphasize beginning and ending sounds and fill in vowel sounds. Point out that if students don’t know how to spell a word and don’t hear all the sounds, they can write what they do hear. Before writing each word, ask students to reread with you. Model writing an exclamation point at the end of the sentence. Use your hands as “bookends” to check for the beginning uppercase letter and end punctuation. Invite volunteers to come up to check with their “bookends” as well. Ask students to read the sentence with you, showing emotion in their voices.

**2. Rehearse** (5 MINUTES)

Invite students to close their eyes and visualize an object or experience that they could draw and write about. Say: Tell your partner what you plan to draw and write about. Act out your sentence 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 when ______.
- I could draw ______.

**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 sentence. If students change their minds and wish to draw and write about something else, validate their decision to do so. Remind students to reread to remember what word comes next and to check their messages. Continue to support students at whatever stage of writing development they are in.

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, exclamation points, and complete thoughts.

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**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.
- 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 slowly and check the letters you wrote.
- Try ______. Would that letter sound right?

**Self-Monitoring and Reflection**
- What did you put at the beginning of your sentence?
- What did you see in your mind as you got ready to draw and write? How did that help you?
- What letter would you expect to see at the beginning of the word ______? At the end?
- What would be best at the end of this sentence, a period or an exclamation point?

**Validating and Confirming**
- Your message matches your picture!
- You wrote the word ______!
- You wrote a complete thought! Good job!
- I like the way you worked that out!

**Teacher Tip**

Encourage students to check for an uppercase letter and exclamation point 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.