Use Uppercase Letters and End Punctuation Correctly

1. Focus (15 minutes)

Display page 12 of Discover Journals using the big book or interactive whiteboard resources. Read the sentences of the journal entry together. Demonstrate how to “bookend” the second sentence with your hands to check for the beginning uppercase letter and ending exclamation point. Invite student volunteers to point to the uppercase letter at the beginning of the sentence, the spaces between words, and the exclamation point at the end.

**Say:** Remember that the exclamation point at the end shows emotion. In this sentence, the boy is happy because his mother is so nice to him. Let’s practice reading this sentence in a happy voice. (Choral-read several times.) 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 visited a farm. The cow kept shaking her head, stomping her feet, and swishing her tail. “A pesky fly keeps bothering her,” said the farmer. He shooed the fly away, but later it came back. Soon the cow was shaking, stomping, and swishing again. She was mad! I was mad at the fly, too, so I shooed it away again. I will draw a picture of the cow and the fly.

Model drawing your memory on chart paper. Remind students that a rough sketch is fine.

Tell students what you want to write. **Say:** I want to write a sentence to go with my picture. I’ll write “The cow got mad at the fly!” Model writing 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 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.) Good! I should use an uppercase letter.

Write cow. **Say:** Let’s point and reread: The ______. I’ll write the word cow after the word The. The word cow tells what my sentence is about. Say the word cow slowly with me: /k/ /ou/. What sound do we hear at the beginning of cow? (Allow responses.) That’s right. We hear /k/, so it could be c or k. Cow starts with c. Next I hear /ou/. I know that the letters o and w together stand for /ou/, so I’ll write these letters. We wrote cow!

Write got. **Say:** Let’s point and reread: The cow ______. We’re ready for the word got. 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** *mad, at, the, and fly.* Continue to model writing the remaining words, asking students to help you with the letters. Point out that if students don’t know how to spell a word, they can write the sounds they hear. Before writing each word, ask students to reread with you. Put an exclamation point at the end of the sentence. Invite volunteers to come up to check whether you have used a beginning uppercase letter and end punctuation, using their hands as “bookends.” Ask students to read the sentence with you, showing emotion in their voices.

**NOTE:** Save your draft to use in the next lesson.

### 2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize an object or memory that they could draw and write about in their journals. **Say:** *Tell your partner about your idea. Use details to tell about your idea. When you write, you can decide which details to include.*

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 ______.*
- *I pictured ______.*

### 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 message. Support students as they determine what details to include. Remind students to reread to remember what word comes next and to use their “bookends” 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, exclamation points, and complete thoughts.

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**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

**Goal Oriented**
- *One time I ______. It was ______.*
- *I will start my message here (pointing).*
- *Notice what I do when I get ready to start a new word.*

**Directive and Corrective Feedback**
- *Think about an interesting object or memory. Tell me about it.*
- *Listen for sounds you know. Write any sounds you can hear.*
- *What kind of letter do we use to start a sentence?*
- *Can you read your sentence with your finger?*

**Self-Monitoring and Reflection**
- *Did you draw and write the important details?*
- *How did visualizing help you decide what to draw and write about?*
- *What should you put at the beginning of this sentence?*

**Validating and Confirming**
- *Your message matches your picture!*
- *You heard the sound ______ and wrote the letter ______!*
- *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 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.