Use Uppercase Letters and End Punctuation Correctly

Objectives

Concepts About Print
• Begin a sentence with an uppercase letter.
• Understand that words have spaces between them.
• Understand that some sentences end with an 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 CVC words.
• 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.
• Read with inflection to show strong emotions.

Writing
• Draw and write a journal entry.

Materials
• Chart paper and markers
• Teacher draft from Day 2

1. Focus (15 Minutes)

Display the journal entry you wrote yesterday. Read the sentence together. 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 cow was mad because the pesky fly was bothering her. Let's practice reading this sentence in an angry voice. (Choral-read several times.) Now I will think of something new 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: My friend Cal likes to build things. At first, he didn't know how. Then he got some tools and wood. His desk was little, so he decided to build a big desk. It turned out great! “I didn’t know you could build a desk!” I told him. I was so proud of Cal!

Tell students what you want to write. Say: My sentence is “Cal built a big desk!” I will tell “who” the sentence is about and act out the action to make sure I have a complete thought.

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 Cal. Say: The word Cal tells “who” my sentence is about. What kind of letter should I use to begin the word Cal? (Allow responses.) Good! I should use an uppercase letter. 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. Ask: What should I do before I write the next word? (Allow responses.) Yes! I should leave a space.

Write built. Say: Let’s point and reread: Cal _______. I’ll write built to the right of the word Cal. Say the word built slowly with me: /b/ /i/ /lt/. What sound do you hear at the beginning of built? (Allow responses.) That’s right. Built begins with /b/, so I will write the letter b. I hear /i/ in the middle of the word. This time the /i/ sound is spelled with a u and an i, but it’s okay to just write the sounds you hear. I hear two sounds at the end of the built. I hear /lt/, and then I hear /t/. I can blend these sounds together like this: /lt/. I will write l and t.
**Write a.** Say: Let’s point and reread: *Cal built ______*. We’re ready for the word *a*. Remember that the word *a* is the same as the letter *a*. I just need to write the letter *a*.

**Write big and desk.** Continue to model writing the remaining words, asking students to help you with the letters. Point out that students 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 journal entry to use in the next lesson.

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**2. Rehearse** *(5 minutes)*

Invite students to close their eyes and visualize an object or experience to draw and write about in their journals. Say: *Tell your partner what you visualize. What do you see? What are you doing? How do you feel? Tell “who” or what your sentence is about and act out the action to make sure your sentence tells 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:

- *One time I ______.*
- *I pictured ______.*

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**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. Continue to validate and encourage students in any attempts to record the sounds they hear in words, write high-frequency words, and use concepts about print.

Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

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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 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?*
- *Can you read your sentence with your finger?*

**Self-Monitoring and Reflection**

- *Does your picture match your message?*
- *What could you try?*
- *What letter would you expect to see at the beginning of this 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 work!*
- *You put spaces between your words. That’s an important part of writing.*

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**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.