1. Focus (15 MINUTES)

Display an inviting spread of a familiar shared reading big book that has an exclamation. Discuss the picture and 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. Next demonstrate how to “bookend” the sentence with your hands to check for the beginning uppercase letter and ending exclamation point.

Say: Remember that the exclamation point at the end shows emotion. What emotion does the author show in this sentence? (Allow responses.) Let’s read this sentence in a happy/angry/excited/proud/hurt/surprised voice. (Choral-read several times.) Today I’m going to think about something I once saw. Then I will draw and write about it in my journal. You can help me use the things we’ve talked about to write a sentence.

Model how to close your eyes and decide what to write about. Use the think-aloud below as an example of how to select important details about the event and people’s feelings.

Say: One time I was at my friend’s house. His mom said we could go to the park if we cleaned his room first. He asked me to take his rug outside to shake it. When I picked up the rug, we saw a ten-dollar bill on the floor! We were so surprised! My friend used part of the money to buy us hot dogs and sodas at the park. I will draw a picture of me finding the money under the rug. I will have a surprised look on my face!

Tell students the sentence that you want to write to go with your picture. Say: I want to write a sentence to go with my picture. I’ll write “The rug hid ten dollars!” 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 *hid*. **Say:** Let’s point and reread: *The rug ______*. We’re ready for the verb, *hid*. 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 *ten* and *dollars*. Continue to model writing the remaining words. Before writing each word, ask students to reread with you. Emphasize beginning and ending sounds and fill in vowel sounds. When you model writing *dollars*, emphasize that students can just write the sounds they hear. Put an exclamation point at the end of the sentence. Invite volunteers to come up to check if 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.

**2. Rehearse** (5 MINUTES)

Invite students to close their eyes and visualize something unusual they have seen (or something else) to draw and write about in their journals. **Say:** Tell your partner about your memory. Then tell “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 saw ______.
* It was ______.

**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. Remind students to reread and to check their message using their hands as “bookends.”

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.

**NOTE:** Collect one writing sample from each student to assess for concepts about print. Use the results to help plan next week’s instruction.