Edit for Uppercase Letters and End Punctuation

1. Focus (15 minutes)

Display page 6 of the mentor big book using the big book or interactive whiteboard resources. Read the text together. Ask: What do you notice about the way the first sentence begins and end? (Allow responses.) That’s right. It begins with an uppercase letter and ends with a period. What do you notice about the way the second sentence begins and ends? (Allow responses.) You’re right. It begins with an uppercase letter and ends with an exclamation point.

Show students a set of bookends and demonstrate how they fit at the beginning and end of a group of books. Say: The uppercase letter at the beginning of a sentence is like the first bookend. The end punctuation is like the second bookend. Bookends hold a group of books together. The uppercase letter and end punctuation hold a group of words together. This week we will use a signal to check if we have put the bookends on our sentences.

Hold your hands a few inches apart, fingers straight, palms facing. Ask students to mimic your gestures. Say: I’ll use my left hand like a bookend to check for an uppercase letter at the beginning of a sentence. (Move your left hand up and down.) I’ll use my right hand as a bookend to check for end punctuation. (Move your right hand up and down.) After we use our hand bookends, we’ll use a pointer finger to check for other uppercase letters we need. The word I is always an uppercase letter. We start a person’s name with an uppercase letter, too.

Model how to close your eyes and decide on an idea, using the think-aloud below as an example.

Say: When I was little, I saw my first zebra. I told my friend Zack that it was a horse someone had painted. He laughed at me and told me it was a zebra. I was so embarrassed! Now I will choose which details to draw. I will draw a picture of the zebra, Zack, and me. Zack will be laughing, but I will be unhappy because of my mistake.

Model drawing the scene on chart paper and then share what you want to write. Say: I will write “I thought a zebra was a horse. I felt bad when Zack laughed!” As you write, model the following:

- Emphasize the concepts about print that students need to practice based on your daily informal observations and notes. (See list in Objectives.)
- Tell how you remember high-frequency words. For example, say: I know how to write the word I. The word I is the same as the uppercase letter I.
- Model how to say the other words slowly and use letter/sound relationships to help you write them. For words with irregular or higher-level spelling patterns, say: Remember that if you don’t know how to spell a word, you can just write the sounds you hear.
• Model rereading after each word by pointing to the words you’ve written so far and then pointing to where the next word should go. **Say:** *We’re ready for the word ______.* Then discuss and write the word.

Ask students to reread the journal entry with you. **Say:** *Good! I wrote the most important details and used complete sentences. Now I need to check my writing.* Put your hands at the beginning and end of each sentence like bookends to check for beginning uppercase letters and end punctuation. Invite volunteers to make sure you used an uppercase letter for the word I and at the beginning of Zack’s name.

2. **Rehearse** *(5 MINUTES)*

Invite students to close their eyes and visualize an experience to draw and write about in a journal. **Say:** *Tell your partner about your idea. Tell what happens and how people feel. 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:

- *One time I ______.*
- *I felt ______.*

3. **Independent Writing and Conferring** *(20 MINUTES)*

Distribute students’ writing journals. Invite each student to draw a picture of what he or she described to a partner and to write as many sentences as possible. Remind students to check their writing for correct uppercase letters and end punctuation. Encourage students to get help and ideas from one another as you continue to support them 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 examples of correct uppercase letters and end punctuation. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.

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

**Goal Oriented**
- I will draw the part about ______.
- Notice what I do when I get ready to start a new word.

**Directive and Corrective Feedback**
- Tell me about your memory. What do you want to write about it?
- Try ______. Would that sound right?
- What do you need at the end of this sentence?

**Self-Monitoring and Reflection**
- What have you written so far? What do you want to write next?
- What letter would you expect to see at the beginning? In the middle? At the end?
- What could you put at the end of this sentence?

**Validating and Confirming**
- Your picture shows what you did and how you felt.
- You wrote the letter that stands for the ______ sound.
- You wrote the word ______! I like the way you worked that out!
- You went back and fixed your writing. Strong writers do that to make sure they write the best sentences they can!

**Teacher Tip**

Encourage students to check for a beginning uppercase letter and end punctuation by placing their hands (or pointer fingers) at the beginning and end of each sentence directly on their journal pages. Then help students check for uppercase letters for the word I and at the beginnings of people’s names (if applicable). Remind them that they can always go back and fix their writing if needed.