Edit for Uppercase Letters and End Punctuation

1. Focus (15 MINUTES)

Display page 7 of the mentor big book using the big book or interactive whiteboard resources. Read the text together. Say: I see four sentences. Each sentence begins with an uppercase letter and ends with a period or exclamation point. I also see that Marta uses uppercase letters for the word I and at the beginning of her teacher’s name. Strong writers use uppercase letters so their sentences are easier to read.

Hold up the bookends. Say: Remember that the uppercase letter at the beginning of a sentence is like the first bookend. The punctuation at the end of a sentence is like the second bookend. They hold the group of words together. Remember that we can use our hand bookends to check if we have put the correct beginnings and ends on our sentences. Then we can use our pointer fingers to check for other uppercase letters we need. Let’s add this to our Journals anchor chart.

Refer to your posted anchor chart and reread what you’ve written so far. Then add the last two bullets:

Writing in My Journal

- I write about things I do and see.
- I write about feelings.
- I choose the most important details.
- I write complete sentences.
- I check for uppercase letters.
- I check for end punctuation.

Journals Anchor Chart

Explain that you will now draw and write in your journal. Model how to close your eyes and decide on an idea, using the think-aloud below as an example.

Ask: Do you ever watch the weather show on TV? I do! I love looking at the weather maps. One time the map was very colorful because a big storm was coming. I called my friend Kory to see if we were still having our ball game. I was so sad that the game was canceled! Now I will choose which details to draw. I will draw a picture of me looking at a colorful weather map. I will have a frown on my face because I felt sad that our game was canceled due to the weather.

Model drawing the scene on chart paper. Then say: I will write three sentences today! I’ll write “I called Kory. The storm ruined our plans. I felt sad!” As you write, model the following:

Materials

- Mentor big book: Journals
- Journals anchor chart (from Week 4)
- Set of bookends
- Chart paper and markers
- Interactive whiteboard resources

Objectives

Concepts About Print
- Begin a sentence with an uppercase letter.
- Capitalize people’s names and the pronoun I.
- Use end punctuation correctly.

Oral Language and Grammar
- Share a message orally using a complete sentence.

Purposeful Phonics Connections
- Listen for sounds in words.
- Write some one-syllable and high-frequency words.

Reflecting Reading in Writing
- Visualize.

Writing
- Draw and write a journal entry.
- Edit for capitalization and punctuation.

Mentor Text

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• 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.

• Model how to say the other words slowly and use letter/sound relationships to help you write them.

• 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.

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 Kory’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.

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.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• I will visualize my idea in my mind. Then I’ll draw and write what I see.
• I will ask myself questions: Did I use an uppercase letter at the beginning of the sentence? Did I use end punctuation?

 Directive and Corrective Feedback
• What do you need to add to the end of this sentence?
• Look at that sentence. Do you have an uppercase letter at the beginning?
• Say the first word of your message slowly. What sound do you hear at the beginning of the word? What sound do you hear next? Write the sounds you hear.

Self-Monitoring and Reflection
• Show me how you checked the beginnings and ends of your sentences.
• Show me where you used an uppercase letter correctly.
• Show me where you used end punctuation correctly.

Validating and Confirming
• I noticed that you checked the beginning and end of each sentence. That’s what strong writers do.
• You capitalized the first letter in every sentence. That makes it easier for your readers to know where the new sentences begin.
• You went back and fixed ______. Good work!

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.