Edit for Uppercase Letters and End Punctuation

1. Focus (15 minutes)

Display page 12 of the mentor big book using the big book or interactive whiteboard resources. Read the text together. Ask: How many sentences did Tom write in this entry? (Allow responses.) Tom wrote two sentences. I need a volunteer to come up and point to the end punctuation in the first sentence. Now I need a volunteer to come up and point to the end punctuation in the second sentence. What does each sentence begin with? (Allow responses.) I also see that Tom uses an uppercase letter for the word I. Strong writers do that! Let’s review what else writers do in their journals.

Refer to the posted Journals anchor chart and read it aloud with students. Then tell students that you are ready to draw and write in your journal. Model how to close your eyes and visualize an idea, using the think-aloud below as an example.

Say: One time my dad and I were driving out in the country. Suddenly we saw a flock of turkeys beside the road. We were so surprised! We pulled over to look at them, but they ignored us. They just kept pecking at the ground. Now I will choose which details from my memory to draw. I will draw a picture of the flock of turkeys. I will be looking out the car window with a surprised look on my face!

Model drawing the scene on chart paper. Then say: I will write “Dad and I saw some turkeys. I asked Dad to stop the car. The turkeys kept on pecking!” I need your help, though. Please clap your hands if I forget to use an uppercase letter or end punctuation. Then you can tell me what is wrong and what I can do to fix it.

As you write, continue to model the skills listed below while purposefully including some errors with uppercase letters and punctuation. At the point of each error, students should clap, explain, and advise. If no one notices an error, model how to correct it when you reread the completed message.

- 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 saw: s-a-w. I have seen this word many times in books.
- Model how to say the other words slowly and use letter/sound relationships to help you write them. Depending on the message and the phonics skills you’ve taught, this discussion might include consonants, short vowels, long vowels (final e and common vowel teams), common consonant blends and digraphs, regular plurals (-s and -es endings), and common inflectional endings such as -ed and -ing. 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.

Objectives

Concepts About Print
- Use uppercase letters correctly.
- Capitalize the pronoun I and people’s names.
- Use end punctuation correctly.

Oral Language and Grammar
- Use a complete sentence.
- Vary sentence beginnings.

Purposeful Phonics Connections
- Recognize sound/symbol relationships.
- Write CVC and high-frequency words.

Reflecting Reading in Writing
- Visualize.
- Reread.

Writing
- Draw and write a journal entry.
- Edit for uppercase letters and end punctuation.

Materials
- Mentor big book: Journals
- Journals anchor chart (from Day 2)
- Chart paper and markers
- Interactive whiteboard resources
• 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 a beginning uppercase letter and end punctuation. Invite volunteers to make sure you used an uppercase letter for the word I and at the beginning of the word Dad.

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:
• Once 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 also wish to provide additional modeling based on your observations during Independent Writing and Conferring.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• I know that strong writers go back and reread their sentences to check for errors. I will do that, too.
• I will check that I have used uppercase letters at the beginnings of my sentences and for the pronoun I.
• I will make sure I used the correct end punctuation for my sentences.

Directive and Corrective Feedback
• Reread this sentence. What’s missing?
• Look at the beginning of this sentence. What kind of letter do you need to use to begin your sentence?

Self-Monitoring and Reflection
• Tell me the questions you asked yourself as you edited your sentences.
• I noticed you changed ________. Tell me why you did that.
• How does rereading your sentences help you make them better?

Validating and Confirming
• I noticed that you asked yourself questions about your sentences as you reread them. This helped you find and fix problems with your sentences.
• You remembered to use end punctuation. This helps me read your sentences. I know when one sentence ends and another begins.
• You wrote complete sentences. Good for you!

Teacher Tip

Although the Journal Writing unit does not include a specific lesson on how to hear and record sounds in words, continue to ask students to say words slowly and write what they hear. In addition encourage students to keep a list of high-frequency words they learn to write. Celebrate each gain in sound/symbol relationships and known words.