Objective:

Concepts About Print
- Understand when to use uppercase and lowercase letters.
- Use end punctuation correctly.

Oral Language and Grammar
- Share a message orally.
- Use adjectives to describe nouns.
- Use personal pronouns correctly.

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

Reflecting Reading in Writing
- Visualize.
- Ask questions.

Writing
- Draw and write a journal entry.
- Add pronouns.

Materials
- Mentor big book: Journals
- Chart paper and markers
- Pronouns chart on chart paper
- Interactive whiteboard resources

I am writing about . . . I can use the pronoun . . .

<table>
<thead>
<tr>
<th>a girl or woman</th>
<th>she or her</th>
</tr>
</thead>
<tbody>
<tr>
<td>a boy or man</td>
<td>he or him</td>
</tr>
<tr>
<td>someone else and me</td>
<td>we or us</td>
</tr>
<tr>
<td>a group of people</td>
<td>they or them</td>
</tr>
</tbody>
</table>

Pronouns Chart

Explain that you will now draw and write in your journal. Say: I will use someone’s name in the first sentence. Then I will use a pronoun to tell more about the person. Model how to close your eyes and decide on a memory, using the think-aloud below as an example.

Say: When I was little, I had a classmate named Whit. Whit had an old trunk full of books and clothes from long ago. Sometimes Whit brought one of the objects for Show and Tell. Now I will choose which details to draw. I will draw Whit showing a hat from his trunk to the class.
Model drawing the scene on chart paper. Then say: I will write “Whit had a trunk. He had books and clothes. He showed us an old hat!” As you write, continue emphasizing and modeling the writing skills detailed in Weeks 1–6.

Ask students to reread the journal entry with you. Say: I wrote the most important details and used complete sentences. I used uppercase letters where I should have, and I put end punctuation on each sentence. What word did I use to describe the hat? (Allow responses.) Yes! I used the word old. I also used the pronoun He in my second and third sentences. My readers know I’m writing about Whit because I used his name in the first sentence.

2. Rehearse (5 minutes)

Invite students to close their eyes and visualize someone (or some group of people) to draw and write about in a journal. Say: Tell your partner about your memory. Name the person or group in the first sentence. Then use a pronoun when you tell more about this person or group.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
• ______ and I ______. We ______.
• My friend ______. He/She ______.

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. Help students circle any pronouns they include, or refer to the pronoun chart you created to help them replace a name with a pronoun. Continue to support students in their current understandings and watch for those students who are ready to move to the next level in their thinking and writing. Allow students to get ideas and help from one another as well.

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 appropriate uses of pronouns in their writing. 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 will write the most important details that I visualize.
• I will look for places where I could use a pronoun to avoid repetition in my sentences.

Directive and Corrective Feedback
• Tell me about someone you know. What do you want to write about this person?
• What pronoun could you use to talk about ______?
• Look at how you wrote people’s names. What type of letter do we use at the start of a name?

Self-Monitoring and Reflection
• Show me where you used pronouns to help make your writing sound more natural.
• How did you decide what describing words to use?
• What pronoun did you use to tell more about ______?

Validating and Confirming
• You used the name ______ and then you used the pronoun ______. Now your writing sounds like talking!
• You used the word ______ to describe ______. That really helps me see what you are writing about!
• You tried to make your sentences even better. That’s what strong writers do!

Teacher Tip

Invite students to look through several independent reading books, mark examples of pronouns with self-stick notes, and share their findings with the class.