Edit: Capitalize I

Objectives

Concepts About Print
• Understand that a sentence begins with an uppercase letter, has spaces between words, and can end with a period or exclamation point.
• Understand that the pronoun I is always an uppercase letter.

Oral Language and Grammar
• Share a message orally using a complete sentence.
• Use common nouns and adjectives.
• Use compound subjects that include the pronoun I.

Purposeful Phonics Connections
• Listen for beginning, middle, and ending sounds and recognize sound/symbol relationships.
• Write some CVC words.
• Write some new high-frequency words.

Reflecting Reading in Writing
• Visualize a compound subject and action.
• Ask questions to extend vocabulary (descriptive language).
• Demonstrate one-to-one correspondence through pointing when rereading from the beginning of the sentence.

Writing
• Draw and write a journal entry.

Materials
• Chart paper and markers
• Teacher draft from Day 2

1. Focus (15 MINUTES)

Display the journal entry you wrote yesterday. Discuss the picture and read the sentence together.

Say: I started my message with the words Zoe and I. What do you notice about the word I? (Allow responses.) That’s right. The word I is an uppercase letter. We have learned that no matter where we find the word I, it will always be an uppercase letter. This week, we will continue drawing and writing about experiences we have shared with other people and using an uppercase letter for the word I. Now I will think of an experience to draw and write about in my journal.

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

Say: One time my cousin Jan and I were at the park. Many people were walking their dogs. All of a sudden, we saw a pink poodle! The owner smiled at us. “I washed her with pink shampoo,” the lady said. “You can pet her if you want to.” I will draw a picture of Jan and me petting the poodle.

Model drawing your memory on chart paper. Then tell students what you will write. Say: I will write “Jan and I pet a pink dog!” I think this is a good sentence. I tell “who” the sentence is about: Jan and I. I tell an action, or what we did: pet a dog. I also use a describing word to tell what the dog was like: pink.

Model writing each word in your sentence.

Write Jan and I. Ask students to say the words Jan and and slowly and give you the sounds and/or letters. Then write the word I, but use a lowercase letter. If a student notices and reminds you to correct it, do so. If not, correct it when you reread as modeled below.

Reread what you have written and model correcting I.

Say: Now let’s point and reread what I’ve written so far. Did you notice something wrong with my sentence? (Allow responses.) That’s right. I forgot to use an uppercase letter for the word I. I’ll change that. Cross out the lowercase i and write I above it. Continue modeling how to write the words.

Write pet, a, pink, and dog. As modeled in Weeks 1–9, continue to reread 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. Say decodable words slowly, asking students to give you the beginning sounds and/or letters. Fill in the vowels, and then repeat with the ending sounds and/or letters. For high-frequency words such as a, model how you recognize the familiar word and know how to spell it. Remind students
that if they don’t know how to spell a word, they can just write the sounds they hear. Put an exclamation point at the end of the sentence, and reread to check your message. Invite a volunteer to make sure you’ve put the right beginning and end on your sentence. In addition, continue to emphasize the concepts about print that students still need to practice.

NOTE: Save your sentence to use in the next lesson.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and think of a shared experience to draw and write about in their journals. Say: Tell your partner what you visualize. Who is with you? What do you see? What are you doing? How do you feel? Tell “who” your sentence is about and act out the action to make sure you have a complete thought. Try to use a describing word, too.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:

• ______ and I ______.
• One time ______.

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 message. Ask them to circle any occurrences of the word I and make sure it is capitalized. Keep assisting students who are having difficulty coming up with a compound subject and/or adjectives in their sentences. Encourage students to get 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 the correct uppercase form of the word I circled in their sentences. You may 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
• ______ and I ______. I will draw the part about ______.
• I will say the word ______ and listen for the first sound.
• I will describe ______ with the word ______.

Directive and Corrective Feedback
• Tell me about something you’ve done with someone else.
• Listen for sounds you know. Write any sounds you can hear.
• Try ______. Would that sound right?
• How could you describe ______? What other words could you use?

Self-Monitoring and Reflection
• Did you tell what you did?
• What have you written so far?
• What letter would you expect to see at the beginning? In the middle? At the end?
• What word did you use to describe ______?

Validating and Confirming
• You wrote the letter that stands for the ______ sound.
• You wrote the word ______! I like the way you worked that out!
• You remembered that the word I is always an uppercase letter. Good thinking!
• You chose a strong describing word here. That will help your readers visualize the ______.

Teacher Tip
Continue to add to your word bank of adjectives for students to refer to and model using a primary-level thesaurus to look up choices for adjectives in your messages.