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 3

**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 Jan and I. Why did I use an uppercase letter for the word I? (Allow responses.) That’s right. The word I is always an uppercase letter. 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 I was at the swimming pool with my friend Pat. My dad was sitting on the side of the pool reading a book. Pat did a cannonball jump and splashed water all over Dad! “Yikes!” said Dad. Pat and I went to get Dad a towel. “Thanks,” said Dad. “That’s better!” I will draw a picture of Pat and me helping Dad.

Model drawing your memory on chart paper. Then tell students your sentence.

**Say:** I will write “Pat and I got a dry towel.” I think this is a good sentence. I tell “who” my sentence is about and what we did.

Model writing each word in your sentence.

**Write Pat and I.** Ask students to say the words Pat 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. Point out that Pat and I tells whom the sentence is about.

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 to model writing the words.

**Write got, a, dry, and towel.** 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. As you write the word towel, help students hear the sounds. Point out that it is a long word
with some tricky sounds. Remind students that if they don’t know how to spell a word, they can just write the sounds they hear. Put a period 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.

2. Rehearse (5 minutes)

Invite students to close their eyes and visualize a shared experience to draw and write about in their journals. Say: Tell your partner what you visualize doing with someone you know. 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 ______.
• We felt ______.

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 sentence. 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)

Use the Share time in one of the following ways depending on your observations of students during Independent Writing and Conferring:
• Invite several students to share what they visualized. Then have them show their drawings and read aloud their sentences.
• After listening to a sentence read aloud, encourage students to suggest ideas for other describing words that would improve the sentence.
• After students share their sentences, ask them what questions they asked themselves to help them choose some good describing words.

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.
• How will you start your sentence?
• How could you describe ______? What other words could you use?

Self-Monitoring and Reflection
• Did you show what you did? How you felt?
• Did you ask yourself questions as you wrote?
• 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
• Your picture really shows the memory you described in words!
• 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 ______.
• You asked yourself questions about your sentence. That’s something strong writers do to help them edit their writing.

Teacher Tip
Continue to encourage students to check for an uppercase letter and end punctuation. Remind them to fix these if needed as well as to revise for word choice and sentence structure and edit for the uppercase form of the word I.