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
• Familiar shared reading big book

1. Focus (15 MINUTES)

Display a spread of a familiar shared reading big book that has examples of the word I, both at the beginning of a sentence and as part of a compound subject. Discuss the picture and read the sentences together. Invite a volunteer to come up and point out each instance of the word I.

Say: This author uses the word I. What do you notice about the word I on these pages? (Allow responses.) Yes! 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. Today I’m going to think of something that once happened to a friend and me to draw and write about in my journal. Will you help me remember to use an uppercase letter for the word I?

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

Say: One time my friend Lily and I went to a barbecue. We were so hungry! Lily ate two hot dogs and I ate three! We couldn’t believe we ate so many hot dogs. I will draw a picture of Lily and me eating hot dogs.

Model drawing your memory on chart paper. Then tell students your sentence. Say: I will write “Lily and I ate five hot dogs!” I like my sentence! I tell “who” my sentence is about and I have an action. I also use the word five to describe how many hot dogs we ate.

Model writing each word in your sentence.

Write Lily and I. Ask students to say the words Lily 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 Lily 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 ate, five, and hot dogs. 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. As you write hot dogs, model using an -s
ending to make it plural. Ask: How can I show that I’m writing about more than one hot dog? (Allow responses.) Yes! I can add the letter s to show that I mean more than one. 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.

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 about your memory. 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 ______.
- I pictured ______.

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)

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.

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.
- Tell me “who” your sentence is about. Now write that.
- What kind of letter do you need to use to write the word I?

**Self-Monitoring and Reflection**

- Did you show what you did? How you felt?
- Do you tell “who” your sentence is about?
- What word did you use to describe ______?

**Validating and Confirming**

- Your picture really shows the memory you described in words!
- You wrote the letter that stands for the ______ sound.
- 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 ______.
- You asked yourself questions about your sentence. That’s something strong writers do to help them edit their writing.

**Teacher Tip**

Continue to observe students as they say words slowly and write what they hear. Add check marks above students’ writing for the sounds and high-frequency words they wrote correctly.