**Objectives**

**Concepts About Print**
- Understand that writers use an uppercase letter at the beginning of a sentence and for the pronoun *I*.
- Understand when to use lowercase letters.

**Oral Language and Grammar**
- Use complete sentences.
- Use common nouns and adjectives.
- Use compound subjects.

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

**Reflecting Reading in Writing**
- Visualize a compound subject and action.
- Ask questions to extend vocabulary.

**Writing**
- Draw and write a journal entry.

**Materials**
- Mentor big book: *Discover Journals*
- Chart paper and markers
- Interactive whiteboard resources

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**1. Focus (15 MINUTES)**

Display page 15 of *Discover Journals* using the big book or interactive whiteboard resources. Discuss the picture and read the sentences together. Invite a volunteer to come up and point to all the uppercase letters.

**Ask:** What can you tell me about the rest of the words on this page? (Allow responses.) That’s right. The other words all have lowercase letters. We have learned that we use an uppercase letter at the beginning of a sentence and to write the word *I*. This week, we will continue drawing and writing about experiences we have shared with other people. We will try to remember when to use uppercase letters and when to use lowercase letters.

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 library. A woman dropped a stack of books. A man and I picked up all the books for her. I will draw a picture of the man and me picking up books.

Model drawing your memory on chart paper and then tell students your sentence. **Say:** *I’ll write “A man and I picked up six books.”* I tell “who” my sentence is about and I tell an action. I use the word *six* to describe how many books we picked up.

Model writing each word in your sentence. 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. In addition, continue to emphasize the concepts about print that students still need to practice.

**Write A and man.** Write the word *a* using a lowercase *a*. If students notice and remind you to correct the error, do so. If they do not, correct it when you reread as modeled below.

Model rereading and revise the spelling of *a*. **Say:** *I forgot to use an uppercase letter at the beginning of my sentence! I will fix my mistake. Now we’re ready for the word man.* Ask students to say the word slowly and give you the beginning, middle, and ending sounds.

**Write and, I, and picked.** Write the words one at a time, asking students to tell you the sounds they hear. Point out that the /k/ sound in *pick* is spelled *c-k*. **Say:** *Now I’ll add e-d to the end of pick to show that the action already happened. Remember that if you don’t know how to spell a word, you can just write the sounds you hear.*

**Write up, six, and books.** Ask students to say *up* and *six* slowly and give you
the sounds and/or letters. Begin six with an uppercase letter. If a student notices and reminds you to correct it, do so. If not, correct it when you reread.

Reread what you have written so far and model correcting the word six. Say: I put an uppercase letter on the word six. It’s not at the beginning of the sentence, so I shouldn’t use an uppercase letter. I’ll fix it. Now we’re ready for the word books. Ask students to say book slowly and give you the beginning and ending sounds and/or letters while you fill in the middle letters. Ask: How can I show that I’m talking about more than one book? (Allow responses.) Yes! I can add the letter s to show that I mean more than one. I will write s at the end of the word. Put a period at the end, and reread to check your message.

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

2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize a shared experience that they could draw and write about in their journals. Say: Tell your partner about your idea. Try to add a describing word. Try to say a complete thought that tells a “who” or “what” and tells about an action.

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 their uppercase letters and make sure they are in the right places. Ask questions as needed to help students develop 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 use of uppercase and lowercase letters.

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.
• How could you describe ______? What other words could you use?

Self-Monitoring and Reflection
• What word did you use to describe ______?
• Check that you used uppercase and lowercase letters correctly.

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 where to use uppercase letters. 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

Create a simple checklist students can refer to as they edit and revise, such as this example:
______ Begin with an uppercase letter.
______ Use an uppercase letter for the word I.
______ Use a describing word.
______ Put a period or exclamation point at the end.