Develop Concepts About Print

Objectives

Concepts About Print
• Understand that words carry meaning, are comprised of letters, go from left to right, and have spaces between them.
• Begin writing at the left.
• Begin a sentence with an uppercase letter.
• End a sentence with a period or exclamation point.

Oral Language and Grammar
• Share a message orally.
• Use a complete sentence (subject and verb).

Purposeful Phonics Connections
• Listen for beginning and ending sounds.
• Recognize sound/symbol relationships.
• Write some high-frequency words.

Reflecting Reading in Writing
• Develop genre awareness.
• Visualize; match text to picture.
• Reread by returning to the beginning of the sentence.
• Demonstrate one-to-one correspondence.

Writing
• Draw and write a journal entry.

Materials
• Chart paper and markers
• Teacher draft from Day 3

1. Focus (10 MINUTES)

Display the draft you wrote yesterday. Read the sentence together and invite students to share some of the things you did as a writer. Use the following prompts to generate conversation:
• Point to the first word in my sentence.
• Point to the uppercase letter.
• Point to the spaces between words.
• Point to the exclamation point.
• Point to the word that tells “who” the sentence is about.
• Point to the word that tells what I did.

Say: Today I’m going to try to think of a funny experience. Then I will draw and write about it in my journal. I’ll use the things we’ve talked about when I write my sentence.

Model how to close your eyes and visualize a funny experience. Use the think-aloud below as a model.

Say: When I was little, I got some paints. I painted a picture of my red beach ball. My dad came in. “I love your picture!” he said. “What a beautiful tomato! It looks so good that I could eat it right off the paper!” I laughed and laughed. From then on, whenever I saw my dad eat a tomato, I asked him if the beach ball tasted good. I will draw a picture of Dad smiling and pointing at my painting.

Model drawing the event on chart paper, pointing out that a rough sketch is all you need to record the most important ideas you visualized. Then model writing each word in your sentence, for example, “Dad made me laugh.”

Write Dad. Say: The word Dad tells “who” my sentence is about. I’ll begin my sentence at the left side of the paper. Say the word Dad slowly with me: /d/ /a/ /d/. What sound do you hear at the beginning of Dad? (Allow responses.) That’s right. The word Dad begins with /d/, so I’ll write the letter D. I’ll use an uppercase letter to start my sentence. I hear /a/ in the middle of the word, so I’ll write the letter a. What letter should I write at the end of Dad? (Allow responses.) I need to write d. The letter d stands for /d/. We wrote Dad!

Write made. Say: Let’s reread by pointing to the word we have so far and then pointing to where the next word should go: Dad ______. I will write made to the right of the word Dad. The word made tells what Dad did. What sound do you hear at the beginning of made? (Allow responses.) Yes! The word made begins with /m/, so I will write m. I hear /a/ in the middle of the word, so I’ll write the letter a. What letter should I write next? (Allow responses.) Yes! I need to write d. The letter d stands for /d/. I don’t hear any more sounds, but I know I need to add a silent e to the end of made.
Write me and laugh. Continue rereading what you have written before writing the next word. Model making sound/symbol correlations as you write. Point out that the spellings of the middle and ending sounds in the word laugh are irregular and that the sounds seem as though they should be spelled a-f. Remind students that it’s fine to just write the sounds that they hear. Add a period at the end of the sentence, and then ask students to help you reread the entire message.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize a funny event (or any other event) to draw and write about in their journals. Say: Tell your partner what you visualize. Say a complete thought. Start with “who” your sentence is about. Then tell the action that the person did.

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

* Something funny was ______.
* I pictured ______.

3. Independent Writing and Conferring (15 MINUTES)

Distribute students’ journals. Invite each student to draw a picture of the event he or she described to a partner and to write a message. Remind them to record the most important details about what happened and how the people felt. As you continue to validate students at whatever writing stage they are in, provide support as students learn to apply Concepts about Print.

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 examples of applying concepts about print and writing complete thoughts. 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**

* Something funny was ______. I will draw the part about ______.
* I will say the word ______ and listen for the first sound I hear in the word.

**Directive and Corrective Feedback**

* Think about something funny you have done. Tell me your memory.
* Say the word ______. What sound do you hear at the beginning?
* Where do we write the first word? What kind of letter is at the beginning?

**Self-Monitoring and Reflection**

* Does your picture match your message?
* What did you see in your mind as you got ready to draw and write? How did that help you?
* What can you add to show that you’ve reached the end of your message?

**Validating and Confirming**

* Your message matches your picture!
* You heard the sound ______ and wrote the letter!
* You wrote the word ______!
* You told “who” the sentence is about and what that person did.
* You put spaces between your words. Great!
* You wrote your message from left to right. Strong writers do that to make their writing easy to read.

Teacher Tip

Continue to monitor students’ attempts to write complete thoughts. For students who struggle with this concept, have them point to whom a sentence is about and act out what the person did.