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 through pointing when rereading.

Writing
• Draw and write a journal entry.

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

1. Focus (10 MINUTES)

Display the draft you wrote yesterday. Discuss the picture and read the sentence together. Use the following prompts to have students share what they notice about you as a writer.
• Where did I begin writing my message? What is my first word?
• What kind of letter did I use to begin my sentence?
• What did I use at the end of my sentence?
• “Who” is my sentence about? What did Dan do?

Say: I had to remember many things, didn’t I? I’m going to keep practicing! I’ll think of an experience I’ve had. Then I will draw and write in my journal. I’ll use the things we’ve talked about to write a sentence.

Model how to close your eyes and visualize an experience. Use the think-aloud below as an example of how to select the important details about the experience.

Say: My family had a friend named Peg. She lived on a ranch. We loved to go visit Peg! One time we visited in the winter. It was so cold! Peg said she would build a fire in her fireplace. But first she had to chop some wood. She got her ax off the hook, marched outside, and chopped the wood. Soon we had a warm fire going. I was little then, but I decided I wanted to chop firewood when I grew up, too! I will draw a picture of Peg chopping the wood with her ax.

Model drawing the experience on chart paper. Then model writing each word in the sentence “Peg had an ax.”

NOTE: As you model this week, emphasize the concepts about print that students still need to practice based on your analysis of last week’s writing samples and your daily informal observations.

Write Peg. Say: The word Peg tells who did something. Where should I begin my sentence? (Allow responses.) You’re right. I need to begin writing at the left side of the paper. Say the word Peg slowly with me: /p/ /e/ /g/. What sound do you hear at the beginning of Peg? (Allow responses.) That’s right. The word Peg begins with /p/, so I’ll write the letter P. What kind of letter should I use? (Allow responses.) Yes! I need to use an uppercase letter. I hear /e/ in the middle of the word, so I’ll write the letter e. What letter should I write at the end? (Allow responses.) I need to write g. The letter g stands for /g/. Thank you for helping me write Peg! What do we remember to do after we write a word? (Allow responses.) That’s right! We leave a space.

Write had. Say: Let’s reread by pointing to the word we have so far and then pointing to where the next word should go: Peg _______. I’ll write had to the right of the word Peg. Say the word had slowly with me: /h/ /a/ /d/. What
sound do you hear at the beginning of **had**? (Allow responses.) The word **had** begins with /h/, so I’ll write **h**. I hear /a/ in the middle of the word. I’ll write the letter **a**. What letter should I write at the end? (Allow responses.) I need to write **d**. The letter **d** stands for /d/.

**Write an and ax.** Continue modeling how to reread the words and start the next word. Guide students to match sounds with letters to spell the words. Point out that the words **had an ax** complete the thought. Add end punctuation and ask students to read the sentence.

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

### 2. Rehearse (5 MINUTES)

Invite students to close their eyes and picture an event to draw and write about in their journals. **Say:** Tell your partner what you visualize. What are you doing? Is anyone else there? How do you feel? Then say a complete thought.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
- **One time I ______.**
- **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 (or of another event) and to write a complete thought about it. Support students as they determine what to include. Provide support as students learn to apply concepts about print and reread to remember what word comes next.

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.

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**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

**Goal Oriented**
- I will draw the part about ______.
- I will say the word ______ and listen for the first sound I hear in the word.
- I will start my message at the left (pointing).

**Directive and Corrective Feedback**
- Think about something you have done. Tell me your memory.
- Say the word ______. What sound do you hear at the beginning?
- Tell me your message. Now listen for sounds you know. Write any sounds you can hear.
- What kind of letter do we use to start the first word?
- Reread what you have so far and show me where the next word should go.

**Self-Monitoring and Reflection**
- Does your picture match your message?
- What did you notice about the (beginning, end) of that word?
- What can you add to show that you’ve reached the end of your message?

**Validating and Confirming**
- Your message matches your picture!
- You wrote the word ______!
- You wrote a complete thought! Good job!
- 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, have them point to whom a sentence is about and act out what the person did as they share their sentences orally.