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
- Familiar shared reading big book

1. Focus (10 MINUTES)

Display an inviting spread of a familiar shared reading big book, making sure it has examples of all the points mentioned below. After discussing the picture, read the sentence together and invite students to share some of the things the author did as a writer.

- Did the author begin writing at the left? Point to the first word.
- Did the author begin the sentence with an uppercase letter? Point to the uppercase letter.
- Did the author leave spaces between the words? Point to the spaces.
- How did the author show where the sentence ended?
- Did the author tell “who” the sentence is about?

Say: We need to keep practicing so we can write as well as this author writes. We need to remember all the things strong writers do. Today I’ll think of another funny experience. Then I’ll draw and write about it in my journal.

Model closing your eyes and visualizing another funny experience. Use the think-aloud below as an example of how to select important details about an event.

Say: One time when I was sleeping, I had a strange dream. I dreamed that my bed was getting smaller! Soon, it was so small that I fell out. Crash! Then I woke up. I really was on the floor! And my bed really was smaller because our big dog, Max, was sleeping in my place! I laughed. Then I grabbed my pillow and blanket and slept on the floor the rest of the night.

As you draw details about the experience on chart paper, model how you determine their importance in order to choose what to add. Then model writing each word in the sentence “Max was on my bed.”

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 Max. Ask: Which word tells “who” my sentence is about? (Allow responses.) Where should I start writing? (Allow responses.) Yes! I need to begin writing at the left side of the paper. Say the word Max slowly with me: /m/ /a/ /ks/. What sound do you hear at the beginning of Max? (Allow responses.) The word Max begins with /m/, so I’ll write the letter M. What kind of letter should I use? (Allow responses.) Good remembering! I need to use an uppercase letter. What sound do you hear in the middle of the word Max? (Allow responses.) I’ll write the letter a to stand for /a/. What letter should I write at the end? (Allow responses.) Yes! I need to write x. The letter x stands for the sound /ks/. Thank you for helping me write Max! What do I do now? (Allow responses.) That’s right! I leave a space.
**Journals**

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

**Goal Oriented**
- One time ______.
- 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 funny. Tell me your memory.
- Say the word ______. What sound do you hear at the beginning of ______? At the end?
- What kind of letter do we use to start the first word?
- Can you 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?
- Tell me the sounds you hear. Tell me what message you wrote.
- 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 heard the sounds and wrote the word!
- I notice that you put spaces between your words. That’s an important part of writing.
- You wrote your message from left to right. Strong writers do that to make their writing easy to read.

**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.

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**Write was. Say:** Let’s reread what we have so far and then point to where the next word should go: Max ______. I’ll write was to the right of the word Max. I know how to write the word was. If a word is tricky, though, you can just write the sounds you hear.

**Write on, my, and bed.** Continue modeling using the same process. Ask students to read the sentence with you when it is finished.

**2. Rehearse (5 MINUTES)**

Invite students to close their eyes and picture a funny event (or any other event) to draw and write about in their journals. **Say:** Tell your partner about your memory. Be sure to say a complete thought. Remember to tell “who” your sentence is about and what 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. Support students as they determine what to include. Continue to validate and encourage students in any attempts to scribble write, record the sounds they hear in words, and write high-frequency words. Provide support as students learn to apply concepts about print, reread to tell what word comes next, and write complete thoughts.

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.

**NOTE:** Jot down some notes about each student’s writing this week. Pay special attention to concepts about print. Use this information to help plan next week’s instruction.