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 2

1. Focus (10 MINUTES)

Display the journal page you wrote yesterday. Read the sentence together and invite students to share what they notice.
• Where did I begin writing my sentence? Point to my first word. Point to the uppercase letter.
• What did I put between the words?
• What did I use at the end of my sentence?
• “Who” is my sentence about? What did Ben do?

Say: I had to remember to do many things, didn’t I? And you helped me! I’m going to keep practicing! Today I’m going to think about a time I was surprised. Then I will draw and write about that time in my journal.

Model how to close your eyes and visualize an experience. Use the think-aloud below as an example.

Say: I remember the first time I went to a wedding. I had to be really quiet, but I loved the pretty music. After the wedding, we went to a big room with lots of chairs. On the table in front was the wedding cake. It was so tall! It was even taller than me! I was so surprised to see that cake. I will draw a picture of me beside the tall wedding cake. I will have a surprised look on my face.

Model drawing the experience on chart paper and then tell students the sentence you want to write to go with your picture.

Say: My sentence will be “I saw a tall cake!”

Model writing each word in your sentence.

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 I. Ask: Where should I begin my sentence? (Allow responses.) My first word is I. I need to use an uppercase letter. What do I need to do after I write a word? (Allow responses.) That’s right! I need to leave a space.

Write saw. Say: Let’s reread by pointing to the word we have so far and then pointing to where the next word should go. I’ll write saw to the right of the word I. The word saw tells what I did. Say the word saw slowly with me: /s/ /ô/.
What sound do you hear at the beginning of the word saw? (Allow responses.) Good! The word saw begins with /s/, so I will write the letter s. Next I hear /ô/.
This sound is tricky, but I remember that the letters a and w stand for the /ô/ sound. It’s okay to just write the sounds that you hear if you don’t know how to spell the word.
Write *a, tall, and cake*. Continue by having students reread the sentence so far and determine where the next word should go. Point out that you hear the little word *all* in the word *tall*. Guide students to match sounds to letters to write the word *cake*. Help students decide on the end punctuation. Then ask students to help you reread the entire sentence.

NOTE: Save your journal entry to use in the next lesson.

### 2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize a time when they were surprised (or any other 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? When you’re ready to draw and write, you can choose the most important details to use.*

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

- *I was surprised when ______.*
- *I remember ______.*

### 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 another event) 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 and try to 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. 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**

- I will say the word ______ and listen for the first sound I hear in the word.
- Notice what I do when I get ready to start a new word.

**Directive and Corrective Feedback**

- Think about a time you were surprised. Tell me your memory.
- 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 see in your mind as you got ready to draw and write?
- What did you notice about the (beginning, end) of that word?
- What do you put at the end of your message sentence?

**Validating and Confirming**

- Your picture really shows the memory you described in words!
- You wrote the word ______!
- You wrote a complete thought!
- You put spaces between your words.
- You wrote 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 tell whom a sentence is about and act out the action as they share their sentences orally.