Objectives

Concepts About Print
• Begin a sentence with an uppercase letter.
• Understand that words have spaces between them.
• End a sentence with a period.

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 CVC words.
• 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 (15 minutes)

Display the journal entry you wrote yesterday. Read the sentence together. Invite student volunteers to “bookend” the sentence with their hands to check for the beginning uppercase letter and ending period.

Say: Remember that the uppercase letter at the beginning of a sentence is like the first bookend. The period at the end is like the second bookend. The uppercase letter and period hold the group of words together. We can use our hand bookends to check if we have put the right beginning and end on our sentences. Now I will think of something to draw and write about in my journal.

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

Say: Once my family went to the beach. We saw a crab. The crab didn’t want us to get too close to it. It kept running away! That made me laugh. I will draw a picture of me laughing at that crab on the beach.

Model drawing your memory on chart paper. Remind students that a rough sketch is fine in a journal as long as it helps you show the most important events and feelings you visualized. Then model writing each word in your sentence “The crab ran in the sand.”

NOTE: Although the focus is on beginning with an uppercase letter and ending with a period this week, continue to emphasize the concepts about print that students still need to practice based on your daily informal observations and notes.

Write The. Say: I know how to write The: T-h-e. I have seen this word in books many times. What kind of letter should I use to start the word? (Allow responses.) What should I do after I write the word? Allow responses.

Write crab. Say: Let’s point and reread what we’ve written so far: The _______. I will write crab to the right of the word The. I hear two sounds at the beginning of the word crab. First I hear /k/, and then I hear /r/. I can blend these sounds together like this: /kr/. I will write c and r. Next I hear /a/, so I will add the letter a. What sound do we hear at the end of /kr//a//b/? (Allow responses.) That’s right. We hear /b/. I will write the letter b. We wrote crab!

Write ran. Say: Let’s point and reread: The crab _______. We’re ready for the verb, ran. Model this CVC word by asking students to say it slowly and give you the beginning sound and/or letter. Fill in the vowel, and then repeat the process with the ending sound and/or letter.
**Write in, the, and sand.** Continue to model writing each word in the sentence. Have students reread the sentence with you before adding a new word. Remind them that you need to leave a space after each word. Explain that if they don’t know how to spell a word, they can just write the sounds they hear. Put a period at the end of the sentence.

Model checking your sentence. Place your hands, like bookends, around the sentence. Invite volunteers to come up to check with their “bookends” as well.

**Say:** I have an uppercase letter and a period. Let's read my sentence together.

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

### 2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize an object or experience to draw and write about in their journals. **Say:** Tell your partner what you visualize. What do you see? What are you doing? How do you feel? Point out “who” or what your sentence is about and act out the action in your sentence to make sure you have 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 felt ______.

### 3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ journals. Invite each student to draw a picture of what he or she described (or of another idea) and to write a message. Support students as they determine what to include. Remind students to reread to remember what word comes next and to check their messages. Continue to validate and encourage students in any attempts to record the sounds they hear in words, write high-frequency words, and use 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 beginning uppercase letters, spaces between words, ending periods, and complete thoughts.

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

#### Goal Oriented

- One time I ______. It was ______.
- 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 an interesting object or memory. Tell me about it.
- What do you need to put between your words?
- Can you read your message with your finger?

#### Self-Monitoring and Reflection

- What words were difficult? What did you do to help yourself write them?
- What did you see in your mind as you got ready to draw and write?
- How did you begin your sentence?
- What do we put at the end of a sentence?

#### Validating and Confirming

- Your picture really shows the memory you described in words!
- You heard the sound ______ and wrote the letter ______!
- You wrote a complete thought! Good job!
- You put spaces between your words. That’s an important part of writing.
- I like the way you worked that out!

**Teacher Tip**

Encourage students to check for an uppercase letter and period by placing their hands (or pointer fingers) directly on their journal page at the beginning and end of the sentence. Remind them that they can always go back and fix their writing if needed.