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 3

1. Focus (15 MINUTES)

Display the journal entry you wrote yesterday. Read the sentence with students. Invite student volunteers to point to the uppercase letter at the beginning of the sentence, the spaces between words, and the period at the end.

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.

Ask: Do you like hot cocoa? I do! It’s especially tasty on a cold winter day. I will draw a picture of me putting hot cocoa in my snowman mug. I will have a big smile on my face!

Model drawing your memory on chart paper, pointing out that a rough sketch is all you need to record the most important ideas you visualized. Tell students your sentence.

Say: I want to write a sentence to go with my drawing. I’ll write “I put hot cocoa in my mug.” I will point out “who” my sentence is about and act out the action to make sure I have a complete thought. Now model writing your sentence.

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 I. Say: The word I is “who” my sentence is about. I know how to write I. I have seen this word in books many times. What should I do after I write the word? (Allow responses.) Yes! I leave a space.

Write put. Say: Let’s point and reread what I’ve written so far: I _______. Good! I’ll write put to the right of the word I. What do we hear at the beginning of the word put? (Allow responses.) That’s right. We hear /p/, so I will put the letter p. I will write a letter u in the middle of the word. What letter should I put at the end? (Allow responses.) We hear /t/, so I will write the letter t. We wrote put!

Write hot. Say: Let’s point and reread: I put _______. We’re ready for the word hot. 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 cocoa, in, my, and mug. 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 between each word. Explain that if they don’t know how to spell a word, they can just write the sounds they hear. Say: I know how to write the word cocoa, so I know it has the letter a at the end, even though I can’t hear it. You can just write the sounds you hear if you don’t know a word. 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 I have a period. Let’s read my sentence together.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize an object or memory to draw and write about in their journals. Say: Tell your partner what you visualize. Tell lots of details. Later you can decide which details to use when you write.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
• I visualize ______.
• One time I ______.

3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ journals. Invite each student to draw a picture of what he or she described and to write a sentence. Allow students who change their minds to draw and write about something else. Either way, remind them to record the most important details about what happened. In addition, remind students to reread to remember what word comes next and to check that their sentences tell 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 beginning uppercase letters, spaces between words, ending periods, and 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 draw the part about ______.
• I will start my message here (pointing).
• 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 kind of letter do we use to start a sentence?
• Can you read your sentence with your finger?
• What do you need at the end of your sentence?

Self-Monitoring and Reflection
• How can you check for the beginning and end of your sentence?
• Tell me the sounds you hear. Tell me what message you wrote.
• What could you try?
• Point to “who” or what your sentence is about.

Validating and Confirming
• Your message matches your picture!
• You wrote the word ______!
• You wrote a complete thought! Good job!
• I like the way you worked that out!

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.