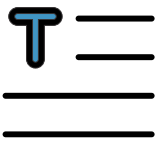


# CONCEPTS OF PRINT



In this learning plan, students will demonstrate their understanding of the organization and basic features of print. They'll identify features of a sentence, like the first word, capitalization at the beginning, and punctuation at the end. This learning plan will help students build a strong foundation in concepts of print, which will support them as they strengthen their reading and writing skills.



## STANDARDS

### CCSS.ELA-LITERACY.RF.1.1

Demonstrate understanding of the organization and basic features of print.

### CCSS.ELA-LITERACY.RF.1.1.A

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

## OBJECTIVES

- ✓ Students will be able to identify the features of a sentence, including the first word, capitalization, and ending punctuation.
- ✓ Students will be able to fix sentences to use correct capitalization and punctuation.

## GUIDING QUESTIONS

How is print organized?

What are the features of a sentence?

How can I tell if a sentence is complete?

## MATERIALS

- Picture books
- Index cards (one card per word in each example sentence)
- Scissors
- Glue
- All About Sentences worksheet
- Unscramble the Sentences worksheet
- Fix the Sentences worksheet
- Sort the Sentences worksheet
- Sentences: Correct or Incorrect worksheet

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## ASSESSMENTS

Formative assessments and checks for understanding occur throughout the lesson:

- Students' responses to questions.
- Students' discussion about various texts.
- Students' sharing and work during guided practice.
- Students' work during independent practice.

**Summative Assessment:**  
Correct or Incorrect?

## DIFFERENTIATION STRATEGIES

- Review the concepts of print in books that students are familiar with. Be sure to choose books with grade-level vocabulary and plenty of sight words.
- Provide students with examples of sentences and crayons or colored pencils. Have them color code the sentence. For example, underline the first word in each sentence with a red crayon. Have students circle the capital letter at the beginning of each sentence.
- For students in need of an extra push, provide them with two sentences and show them how simply rearranging the words can change a statement to a question and vice versa. Ask students to come up with short sentences that can be rearranged into questions and statements, and ask them to observe any patterns they notice in each type of sentence. Here's an example:
  - Do you want to go?
  - You do want to go.

## EXTENSION ACTIVITIES

- Have students look at their writing and identify the features of a sentence that they find. Ask them to correct their writing so each sentence includes first-word capitalization, ending punctuation, and correct spacing between words.
- Explore different types of sentences and punctuation, including exclamation points. Ask students to develop different sentences that convey different emotions or feelings. For example, ask students to write or say a sentence that would show they're confused. Their answer might be: "What do you mean?" Discuss the punctuation they should use at the end of the sentence and why it's appropriate.



## ACTIVITY OVERVIEW

### Activity 1

#### All About Books and Sentences

Students will review and identify the features of books and sentences.

### Activity 2

#### Guided Practice

Students will unscramble sentences and use correct ending punctuation so they make sense.

### Activity 3

#### Independent Practice

Students will identify complete sentences and fix sentences that are missing important features.

### Activity 4

#### Thumbs Up or Thumbs Down

In this activity, students will agree or disagree with statements about the features of sentences.

### Activity 5

#### Correct or Incorrect?

Students will sort sentences based on correct capitalization and punctuation.

### ACTIVITY 1: ALL ABOUT BOOKS AND SENTENCES

- Display a book or have students take out their own. Ask students to share what they know about books. Discuss the information they can find on the outside of the book, like the title, author's name, illustrator's name, and back cover.
- Look at the inside of a book, and point out the title page and illustrations. Then direct students to the first line of text in the book. Ask them to share what they know about good sentences.
- Give each student a copy of the All About Sentences worksheet. Review that a good sentence has the following features:
  - A capital letter at the beginning
  - Space between each word
  - Punctuation at the end
  - Reads from left to right
  - It makes sense!
- Look at the examples of good sentences, and ask students to identify the capital letters at the beginning, spacing between words, and punctuation at the end.
- Guide students through correcting the sentences. Model thinking aloud about what is missing and identifying how to fix the incorrect sentences.
- Invite students to think aloud about the missing features and how to correct the sentences.

**ACTIVITY 2: GUIDED PRACTICE**

- Write a simple sentence on the board or a piece of paper (e.g., I have a dog.) and review the features of sentences (first word, capitalization, ending punctuation). Ask students to identify the first word and ending punctuation.
- Focus specifically on the capitalization in the example sentence. Explain that the first word is capitalized for two reasons. One reason it's capitalized is that it's the first word. The other reason is that it's the word I. When I stands alone in a sentence, it is always capitalized.
- Next, draw a period and a question mark on the board or a piece of paper. Ask students to share what they know about the punctuation marks and when to use each.
- Discuss that a question mark is used at the end of questions, which are sentences that ask for something, like information. Give an example of a sentence, such as "Can you help me?"
- Review that a period is the punctuation mark used for a sentence called a statement. A statement is a sentence that tells you something. Share that the sentence from the beginning of the lesson (I have a dog.) is a statement because it was telling something.
- Tell students that they will look at words that are meant to be a sentence. They're going to unscramble the words so the sentence makes sense, and then they're going to decide if the sentence needs a period or a question mark.
- Display a scrambled set of the index cards with one word written on each. For example, use the sentence "My mom helped me clean the table." Display cards in this order: mom My me helped the table clean.
- Think aloud about how you can put the words in the correct order so the sentence makes sense. Begin by pointing out the capital letter, which is a clue that it's the first word in the sentence.
- Explain that a sentence needs a person or character, so you need to find a word to go next (mom). Think aloud about the remaining words, and move the cards around to try different placements.
- Once you have the sentence in the correct order, read the sentence as a statement and then as a question. Ask students to think about the sentence's goal. Is the sentence telling something, or is it asking for something? Explain that this sentence needs a period as its ending punctuation.
- Repeat the exercise with another scrambled sentence, and invite students to participate in the unscrambling.
- Hand out a copy of the Unscramble the Sentences worksheet to each student and review how to complete it. Give students time to unscramble the sentences on their own and add ending punctuation, and provide assistance as needed.

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## ACTIVITY 3: INDEPENDENT PRACTICE

- Remind students that they have been looking at the features of books and sentences, and ask them to share what they have reviewed or learned.
- Review the definition and features of a complete sentence: A sentence has a naming part and an action part. It tells a complete thought. A complete sentence begins with a capital letter and ends with punctuation, like a period or question mark.
- Give an example of a complete sentence (e.g., My sister chases the bubbles.). Ask students what is missing if the sentence only said: “Chases the bubbles.” Students should identify that the naming part, or the character, is missing from the sentence.
- Provide a few more examples of complete and incomplete sentences, and ask students to explain why a sentence is complete or incomplete.
  - Throws the ball.
  - Grandma baked.
  - My brother jumped.
  - The cat.
- Hand out the Sort the Sentences worksheet to students and explain that they will cut out the sentences and categorize them as complete or incomplete. Then, they’ll glue them to the correct section of the chart.
- Give each student a copy of the Fix the Sentences worksheet and review how to complete it. Go through the first few sentences together, and then have students fix the remaining sentences in groups or on their own.

## ACTIVITY 4: THUMBS UP OR THUMBS DOWN

- Invite students to review the features of sentences in a game called Thumbs Up or Thumbs Down.
- Tell students that you’ll display a sentence and say something about the sentence. If they agree, they give a thumbs up. If they disagree, they give a thumbs down and explain why they disagree.
- Give an example and talk through how the activity will work.
- Write a sentence on the board (e.g., My cat looked out the window.) and point to the ending punctuation. Say, “This is the first word.” Explain that since you’re not pointing to the first word in the sentence, students should give a thumbs down. Call on a student to share why they disagree. A sample answer might point to “This” as the first word, or the answer might explain that you’re pointing to the end punctuation rather than the first word in the sentence.



## CONTINUED-- ACTIVITY 4: THUMBS UP OR THUMBS DOWN

- Go through a few sentences in this same way. Here are some example sentences and statements you can use:
  - The green bird flew over my house. (Point to the capital T, and say, “This is a capital letter.”)
  - Why do I have to take a break? (Point to the question mark, and say, “This is the correct spacing between words.”)
  - What are we going to eat for lunch? (Point to the lowercase w and say, “This is an uppercase letter.”)
  - Our black car is parked in the driveway. (Point to driveway, and say, “This is the last word in the sentence.”)
- If time allows, invite students to come up with their own sentences and statements and have them lead the activity.

## ACTIVITY 5: CORRECT OR INCORRECT?

- Ask students to review the features of a sentence.
- Tell students that they are going to sort sentences based on if they are correct or incorrect. Share that some sentences might have capitalization, spacing, or punctuation errors.
- Give each student a copy of the Sentences: Correct or Incorrect worksheet, and review how to complete it.
- Ask students to cut and paste as they sort the sentences on the worksheet.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# ALL ABOUT SENTENCES



A good sentence has:

- a capital letter at the beginning.
- space between each word.
- punctuation at the end.

A good sentence reads from left to right, and it makes sense!

Examples:

- The bird chirped in the morning.
- She ran across the playground.
- Mom sang.
- Dad cooked.
- I took a break.

DIRECTIONS: FIX EACH SENTENCE.

1. i want a snack

---

2. Please come with me

---

3. he found his book under thebed

---

4. she told us about her art

---

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# UNSCRAMBLE THE SENTENCES

A good sentence has:

- a capital letter at the beginning.
- space between each word.
- punctuation at the end.

UNSCRAMBLE EACH SENTENCE. THEN, ADD A PERIOD OR A QUESTION MARK.

1.

Punctuation

--	--	--	--	--

2.

Punctuation

--	--	--	--	--

CUT THE WORDS AND UNSCRAMBLE THE SENTENCE. GLUE THE WORDS IN THE CORRECT ORDER.

The	is	marker	green
-----	----	--------	-------

play	outside	We	can
------	---------	----	-----



NAME \_\_\_\_\_

DATE \_\_\_\_\_

# FIX THE SENTENCES



DIRECTIONS: FIX EACH SENTENCE.

1. how will we get down from here

---

2. the fly isnear the door

---

3. are these your red boots

---

4. she and i are going to work together

---

5. it is pretty cold out today

---

6. where areyou going now

---

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# SORT THE SENTENCES

DIRECTIONS: READ EACH SENTENCE. IS IT COMPLETE? CUT AND PASTE THE SENTENCES IN THE CORRECT SECTION OF THE CHART.

Complete sentence	Not a complete sentence

Jackie bakes.	I help my dad.	The long, soft ears.
Looks like her.	We ran.	A long walk.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# SENTENCES: CORRECT OR INCORRECT

DIRECTIONS: READ EACH SENTENCE AND DECIDE IF IT IS CORRECT OR INCORRECT. CUT THE SENTENCES AND PASTE THEM IN THE CHART IN THE CORRECT CATEGORY.

Correct	Incorrect

It's a big world out there.	Here I come.	A brown bear.
the birds fly south.	we won the game again.	Drinks water.
I love my new bike.	How old are you?	My new baby brother is cute.