

<p>Mini Lesson: Personal Narrative 1 (29) Capitalizing Proper Nouns: Names and Places</p>
<p>Standards: CC1.4.1.M Write narratives to develop real or imagined experiences or events. CC1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> - Capitalize dates and names of people. - Use end punctuation; use commas in dates and words in series. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. <p>CC1.1.1.B Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence.
<p>Materials:</p> <ul style="list-style-type: none"> • Scott Foresman Reading Street Unit 2, Wells, Rosemary A Big Fish for Max p.19 • Copy of text from A Big Fish for Max • 1 highlighter per student
<p>Connection: “A few weeks ago, we talked about using a capital letter at the beginning of each sentence. Writers also use capital letters at the beginning of every name, and when they use the word ‘I’. Today, we’re going to see how writers use capital letters.”</p>
<p>Teach (modeling):</p> <p>Think aloud: “I’m going to write a sentence. ‘The dog belongs to Ann.’ I know the first letter of the word the is a /t/ - how should I write it?” (class responds – capital)</p> <p>Continue to write the rest of the sentence. Before writing the name Ann, pause and explain that names are important so all names begin with a capital letter. “So when I write the name Ann, what kind of a letter should I use?” (class responds – capital)</p> <p>ELD: Teacher makes a list of names of students in the class emphasizing the capital at the beginning of each name.</p>
<p>Active Engagement: “Today, let’s look at a story that we’re all familiar with, A Big Fish for Max.” Teacher shows story. Do a quick summary of the story. “You are each going to get a copy of part of the story.” (Pass out copies and highlighters.)</p> <p>“We all know good readers use their reading finger to track each word. As we read this part of A Big Fish for Max together, check to see if the author began each sentence with a capital letter. When you come to the first word of each sentence, highlight the capital letter – only the capital letter.” (Go through the text – call on a student or ask the class, “Which letter did you highlight?”)</p> <p>“Now we’re going to look for other words that writers capitalize. Names are very important so when we write a name, it is always capitalized. As we read through A Big Fish for Max again, let’s check to see if the writer started each name with a capital letter. As you read a name, highlight the uppercase letter.” (Go through the text – call on a student or ask the class, “Which letter did you highlight?”)</p>
<p>Bridge to Independent Practice:</p> <p>“It’s your turn to check a piece of your own writing. Select one piece of writing from your folder/journal. It can be one you have already finished or the one you are currently working on. As you re-read your writing, highlight the capital letter at the beginning of each sentence. Also highlight the first letter of every name you used. If you forgot to use a capital letter, you can change it.”</p> <p>Teacher can assist students who have difficulty with what a sentence is by reading their text with them.</p>

Closure:

Writing partners share their writing, focusing on the use of capital letters.

The path in the park led to the pond.

"Max can fish in this pond," said Ruby.

Max sat.

He got a red ball in his net.

But no fish bit.

Then Max got a black ship in his net.

But no fish bit.