Big Starts: First Word and I

Teacher		**Class**	Kindergarten
Subject	ELA	**Topic**	Capital letters in sentences
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn to start sentences big and write I big. They tap, fix, and read tiny sentences made big.

Learning objectives

- Students will begin every sentence with a capital first letter in writing.
- Students will write the pronoun I as a capital letter when talking about self.

Success criteria

- I can start my sentence with a big first letter.
- I can write I big when I talk about me.

What students already know

Show i see a cat. Ask: What do you see? Listen for cat, words, little letters.

Key words

Capital	a big and tall form of a letter [2]
Sentence	a set of words that tells a whole idea [2]
I	word we use when talking about self [2]

Materials

- Slides 1-5, 7, 9, 11-12 projected
- sentence cards with errors showing i see a cat.
- flyswatters or pointers
- dry-erase markers and whiteboard cards
- pencils and paper

Before the lesson

- Make sentence cards with errors showing i see a cat. for teams
- Load Slides 1-5, 7, 9, 11-12 and test display
- Set out flyswatters or pointers, dry-erase markers, pencils and paper

Lesson outline

0–10 min **Starter** 10 min · Whole class

To hook students and recall where big letters go.

YOU DO

1. Show Slide 1: Big Letter Power! with First word BIG! I is BIG!
2. Say the hook and show a tiny card i see a cat.
3. Show Slide 2 question: Where do we put a BIG letter? and have partners tell each other.
4. Take 2-3 answers and point to the first spot and the word for me.

STUDENTS DO

1. Look at the tiny sentence and shout where the big should go.
2. Turn to a partner and answer Where do we put a BIG letter?
3. Point to the air to the very first spot.

Say: These sentences are mixed up and tiny! Who is fast enough to tap the part that needs to be BIG? Look at our power words. First word BIG! I is BIG! Tell your partner, where do we put a BIG letter?

Ask: Where do we put a BIG letter? (At the very start, on the first word.) · Which word about you must be big? (I.)

Check understanding: Ask all to point to the start of i see a cat. If many miss, point together and repeat first word BIG.

Support: Point right to the first letter i so students look only there. **Stretch:** Have students say what big letter it will become: big I.

Use: Slides 1-2

10–22 min **Teaching** 12 min · Whole class

To model starting a sentence big and writing I big.

YOU DO

1. Show Slide 3: Every sentence starts BIG! and explain every sentence should start with a capital letter [2].
2. Show Slide 4 key words Capital, Sentence, I and act out big letter with tall body.
3. Show Slide 5: Little i or BIG I for me? with BIG I! and explain the word 'I' should always be a capital letter [2].
4. Model fixing i see a cat. to I see a cat. with a marker, thinking aloud.

STUDENTS DO

1. Watch, trace big I in the air, and say BIG I with you.
2. Help read i see a cat. then I see a cat. together.
3. Show thumbs up for the sentence that starts BIG.

Say: Every sentence starts BIG! That is how readers know where to begin [2]. Capital means a big and tall letter [2]. When we write about ourselves, the word for me is always BIG I [2]. Watch me fix it.

Worked example: Step 1: Read i see a cat. and find the very first letter i. Step 2: Change little i to BIG I because the first word starts BIG and the word for me is always BIG I [2]. Step 3: Read fixed: I see a cat. Point to BIG I at the start.

Ask: Why does i see a cat. need a fix? (It starts with little i; first letter must be big.) · Little i or BIG I for me? (BIG I!)

Check understanding: Hold up I and i cards; students clap only for BIG I. Reteach with air trace if mixed.

Support: Keep a big I card up the whole time so students can copy the tall straight shape. **Stretch:** Have students spot that I in middle stays BIG too.

Use: Slides 3-5

22–34 min **Guided practice** 12 min · Whole class

To practice together finding big starts and big I.

YOU DO

1. Show Slide 7: First word starts BIG, I is always BIG, I in middle stays BIG.
2. Point to each bullet and have class chant and make tall bodies for BIG.
3. Show I see a dog. and I like to play. and have class point to each BIG start.
4. Correct on the spot and repeat that every sentence should start with a capital letter [2].

STUDENTS DO

1. Chant the rules and stand tall like BIG I.
2. Point to the big first letters in I see a dog. and I like to play.
3. Read both sentences aloud with the teacher.

Say: Let us do it together. First word starts BIG. I is always BIG. I in middle stays BIG [2]. Point to every BIG letter. Read it happy with me.

Worked example: Look at I like to play. Step 1: Find first letter I. It is tall and big. Step 2: Find the word for me. It is BIG I. Step 3: Read together: I like to play. Both rules met [2].

Ask: Where is the BIG letter in I see a dog.? (At the start, letter I.) · What if little i is in the middle for me? (Make it BIG I, it stays big.)

Check understanding: Use thumbs up or down for BIG or little starts; remodel with marker if many show down.

Support: Give the frame I see the ___ so students only listen for the start. **Stretch:** Have students find capital letters at the start of sentences in a big book line.

Use: Slides 7, 11

34–52 min **Main activity** 18 min · Pairs

To fix lowercase first words and lowercase i in a fast game.

YOU DO

1. Show Slide 9: Find first little i, Make it BIG I, Read it happy together with Fix this with BIG letters: i see a cat.
2. Lay out cards showing i see a cat. Remind that every sentence should start with a capital letter [2] and the word 'I' should always be a capital letter [2].
3. In pairs, students race with flyswatters or pointers to tap the tiny letter that should be big.
4. Have pairs rewrite the tapped letter big and read the fixed sentence together.

STUDENTS DO

1. In pairs, take turns to tap the little i with a flyswatter or pointer.
2. Rewrite the letter as BIG I with dry-erase marker.
3. Read I see a cat. aloud and point to the capital.

Say: Your turn in pairs. Find first little i. Make it BIG I. Fix this with BIG letters: i see a cat. Tap it fast, write it BIG, then read it happy together.

Worked example: Card shows i see a cat. Step 1: Tap little i at the start. Step 2: Write BIG I over it with marker because first word starts BIG and I for me is always BIG [2]. Step 3: Read: I see a cat. Point to BIG I.

Ask: What did you tap and why? (Little i, because first word and I must be big.) · Read your fixed sentence. Where is the capital? (I see a cat., capital I at the start.)

Check understanding: Walk and have each pair hold up fixed card and point; fix together on board if a pair still has little i.

Support: Circle the spot with the mistake first so students only fix one letter. **Stretch:** Have students read the whole fixed sentence aloud and tell where the capital is.

Use: Slide 9

52–60 min **Plenary** 8 min · Whole class

To vote, quiz, and confirm big starts and big I.

YOU DO

1. Show Slide 11: Which sentence do you like best? with I see a dog. and I like to play. and take a vote.
2. Read the winner together, pointing to the BIG start.
3. Show Slide 12 quiz: First letter is...? Big, Me word is...? Big I, i or I for me? I.
4. Have all answer together and restate both rules.

STUDENTS DO

1. Vote for I see a dog. or I like to play. and read the winner.
2. Answer the quiz together and point tall for BIG.
3. Say one rule they will use when writing.

Say: You did it! Which sentence do you like best? I see a dog. or I like to play. Point to its BIG start. Now quick quiz to show our power. First word BIG! I is BIG!

Ask: First letter is...? (Big.) · i or I for me? (I.)

Check understanding: Use show of fingers for I versus i; if mixed, show BIG I! again and repeat vote line.

Support: Let students answer by pointing to BIG I card instead of speaking. **Stretch:** Have students make their own two-word I sentence like I jump while standing tall.

Use: Slides 11-12

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Common mistakes

Mistake	How to spot it	How to fix it
Writing little i when talking about self	See i in I see a dog. written small in middle or start	Trace tall BIG I and repeat the word ‘I’ should always be a capital letter [2]
Starting a sentence with a small first letter	See i see a cat. left with little i at start	Point to start and repeat every sentence should start with a capital letter [2], rewrite big

Support

- Circle the spot with the mistake first so students only fix one letter.
- Keep a big I card up and use dotted I outlines to trace.

Stretch

- Have students read the whole fixed sentence aloud and tell where the capital is.
- Have students say their own short I sentence, like I jump, while standing tall.

For the LSE or teaching assistant

Stay with target pairs in main game; circle the i, hand the marker, prompt point-and-read.

Check for understanding

Question	Answer
First letter is...?	Big
Me word is...?	Big I
Fix it: i see a cat. — write it right?	I see a cat.

Homework

Read I see a dog. to someone at home and point to the BIG I.

Sources

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