1. Focus (15 Minutes)

Display page 9 of Discover Journals using the big book or interactive whiteboard resources. Discuss the picture and read the sentence together.

**Say:** I like something the girl did on this journal page. She didn’t just write “I had a cake.” Instead she wrote “I had a big cake!” She used the word big to describe what her cake looked like. Strong writers use describing words. Describing words help readers see, hear, smell, taste, and feel the same things the writer sees, hears, smells, tastes, and feels. What words could the writer have used to describe how her cake tastes? (Allow responses.) Yes! She could have written “I had a chocolate cake” or “I had a sweet cake.” If she had wanted to describe what her cake felt like, she could have written “I had a sticky cake.” Today we’ll practice writing sentences with good describing words. First I will visualize something to draw and write about in my journal. After I write, I will see if I can add a describing word to make my writing even better.

Model how to close your eyes and visualize a memory, using the think-aloud below as an example.

**Say:** A while ago, I went to a dog park. One little dog was so friendly! He came over to me and licked my hand. I will draw a picture of the dog and me. I will have a big smile!

Model drawing your memory on chart paper. Then **say:** I will write “The dog licked my hand!” This is a complete thought because I tell what the sentence is about—the dog—and what the dog did—licked my hand.

Model writing the sentence. As modeled in Weeks 1–9, continue to model how you use letter/sound relationships to write words. Tell how you remember to write those words you see often in print. **Say:** I know how to write The: T-h-e. I have seen this word in print many times.

Remind students to write the sounds they hear. **Say:** Remember that if you don’t know how to spell a word, you can just write the sounds you hear.

Model rereading after each word by pointing to the words you’ve written so far and then pointing to where the next word should go. **Say:** We’re ready for the word ______. Then discuss and write the word.

In addition, continue to emphasize the concepts about print that students still need to practice based on your analysis of last week’s writing samples and your daily informal observations.

Model adding punctuation to the end of your sentence and reread to check your message. Invite a volunteer to make sure you’ve put the right beginning and end on your sentence.

Objectives

**Concepts About Print**
- Understand that a sentence begins with an uppercase letter.

**Oral Language and Grammar**
- Share a message orally.
- Use a complete sentence.
- Use common nouns and adjectives.

**Purposeful Phonics Connections**
- Listen for sounds in words.
- Recognize sound/symbol relationships.
- Write CVC and high-frequency words.

**Reflecting Reading in Writing**
- Ask questions.
- Use descriptive language.

**Writing**
- Draw and write a journal entry.

**Materials**
- Mentor big book: Discover Journals
- Chart paper and markers
- Interactive whiteboard resources
Reread your sentence with students. Then model revising to add descriptive words. Say: I don’t tell much about the dog. I think I could make my sentence better by adding a describing word. I remember that it was a little dog. I will describe the dog by adding the word little. Demonstrate how to insert a caret before the word dog and add the word little. Then ask students to read your new sentence with you. Say: That’s better! Now my readers can picture what the dog was like.

The little dog licked my hand.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize an object or experience that they could draw and write about in their journals. Say: Tell your partner what you plan to draw and write about. Think of words to describe your object or experience.

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 will draw ______.

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. Then encourage them to read the sentence aloud to see if they can add a descriptive word to make the sentence better. Continue to support students at whatever stage of writing development they are in. Help them circle any adjectives they include. Ask questions to determine if they could add an adjective to their sentences and assist them by inserting a caret and the word in the proper spot. Alternatively encourage students to offer ideas for adding describing words for other students’ sentences.

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 adjectives students have used in their writing. 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 say the word ______ and listen for the first sound.
• I will describe my ______ with the word ______.

Directive and Corrective Feedback
• Think about an interesting object or memory. Tell me about it.
• How could you describe the ______?
• Can you read your sentence with your finger?
• Did you write a complete thought?

Self-Monitoring and Reflection
• Does your picture match your message?
• Tell me what you’ve written so far.
• Which words did you already know how to spell?
• What word did you use to describe the ______?

Validating and Confirming
• Your picture really shows the memory you described in words!
• You wrote the letter that stands for the ______ sound!
• You wrote the word ______! I like the way you worked that out.
• You used the word ______ to describe ______! That will help your readers visualize it.

Teacher Tip

Begin a word bank of simple adjectives, such as red, long, fast, and large. Add to the list as students discover new adjectives in their reading and writing, and encourage students to refer to the list as they revise their work.