1. Focus (15 MINUTES)

Display the journal entry you wrote yesterday. Discuss the picture and read the sentence with students.

**Say:** After I wrote my sentence, I decided I could make my sentence better by adding a descriptive word. I added the word **free** to describe what kind of pass I got because that helped my readers understand how special the pass was. Describing words are important to readers and writers. Now I will think of something new 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:** I remember when a bird built her nest right outside my bedroom window. One night the sound of chirping woke me up. The nest had four baby birds in it! I will draw a picture of the birds chirping.

Model drawing your memory on chart paper. Then **say:** I will write “The birds woke me up!” Point out the “what” in your sentence and act out the action to demonstrate that you have a complete thought.

Model writing each word in the sentence. As modeled in Weeks 1–9, continue to reread 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.

Model how you know how to write high-frequency words. For example, **say:** I know how to write the. I have seen this word many times.

Model saying the word slowly and asking students to give you the beginning sound and/or letter. Fill in the vowel, and then repeat with the ending sound and/or letter. For words with more complex sounds, such as birds, remind students that they can just write the sounds they hear. As you write the word birds, model using an -s ending to make the word plural. **Ask:** How can I show that I’m talking about more than one bird? (Allow responses.) **That’s right. I can add the letter s to show that I mean more than one bird.**

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.

The baby birds woke me up!

### Objectives

**Concepts About Print**
- Understand that a sentence begins with an uppercase letter.
- Understand that words have spaces between them.
- Understand that a sentence can end with a period or exclamation point.

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

**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**
- Ask questions.
- Visualize and use descriptive language.
- Reread by returning to the beginning of the sentence.
- Demonstrate one-to-one correspondence.

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

**Materials**
- Chart paper and markers
- Teacher draft from Day 2

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**Revise for Word Choice: Descriptive Words**

**WEEK 10 / DAY 3**

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Model adding descriptive words. **Say:** When I reread my sentence, I wonder if my readers will understand what kind of birds woke me up. I think I need to add a describing word to help my readers visualize the birds. I’ll add the word baby. Demonstrate how to insert a caret before the word birds and add the word baby. Then ask students to read your new, improved sentence with you. **Say:** My sentence is better now. My readers can better visualize the birds that woke me up.

**NOTE:** Save your journal entry to use in the next lesson.

### 2. Rehearse (5 MINUTES)

Invite students to close their eyes and think of an object or experience to draw and write about in their journals. **Say:** Tell your partner what you visualize. What do you see? What are you doing? How do you feel?

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:

- I pictured ______.
- 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. 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 allow students who would like to add an adjective to get ideas and support from other students.

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.

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### 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 add the word ______ to describe ______.

**Directive and Corrective Feedback**

- Think about an interesting object or memory. Tell me about it.
- Tell me your message. Now listen for sounds you know. Write any sounds you can hear.
- Try ______. Would that sound right?

**Self-Monitoring and Reflection**

- What did you put between the words?
- Tell me what you’ve written so far.
- What could you try?
- What letter would you expect to see at the beginning? At the end?
- What word did you use to describe ______?

**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

Continue to encourage students to check for an uppercase letter and end punctuation by placing their hands (or pointer fingers) directly on their journal page at the beginning and end of the sentence. Remind them to fix these if needed as well as to revise for word choice.