1. Focus (15 MINUTES)

Display page 11 of Discover Journals using the big book or interactive whiteboard resources. Discuss the picture and read the sentence together.

**Say:** We talked about the way the boy described the water. He wrote “The cold water felt so good.” What other words could you use to describe water? (Encourage a variety of responses—chilly, icy, blue, clean, etc.) Remember that strong writers work hard to use just the right describing words. Now I will think of something to draw and write about in my journal. After I write, I will reread to see if I can add just the right describing word to make my writing better.

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

**Say:** One time my family and I visited a park. Many people were doing things to entertain the crowd. I liked the man who was dancing. He was so funny! He smiled and laughed and told jokes while he danced. I will draw the man I saw.

Model drawing your memory on chart paper. Then **say:** I will write “The man danced at the park.” Point out the “who” in the 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 each decodable word slowly, 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 spellings, such as danced, point out that students can just write what they hear. **Say:** The word danced with me: /d/ /a/ /n/ /s/ /t/. What sound do we hear at the beginning of danced? (Allow responses.) The letter d stands for /d/. I hear /a/ in the middle, so I’ll write a. What sound do we hear next in danced? (Allow responses.) That’s right. We hear /s/. But in this word /s/ is spelled with the letter c. Next I hear /n/, so I’ll write n. What sound do we hear at the end? (Allow responses.) We hear /t/, but in this word /t/ is spelled with the letters e-d.

Add a period to your sentence. Then ask a volunteer to come up and use his or her hands as bookends to check for a beginning uppercase letter and end punctuation. 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 *jolly* man danced at the park.

Reread your sentence. Then model revising it by adding descriptive words. Model reading your sentence. **Say:** I don’t tell what the man was like. I could use the word **happy** to describe the man. I could also use the word **cheerful.** I know! I’ll use the word **jolly!** This word is a fun word to use. Demonstrate how to insert a caret before the word **man** and add the word **jolly.** Then ask students to read your revised sentence with you. **Say:** Now my sentence helps my readers visualize what the dancing man was really like.

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

2. **Rehearse** (5 MINUTES)

Invite students to close their eyes and visualize an object or memory that they could draw and write about in their journals. **Say:** Tell your partner about your idea. Think of good describing words to tell about your idea.

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

- I remember ______.
- In my mind, I see ______.

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 message. 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 should 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.

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.
- Try ______. Would that sound right?
- How could you describe ______? What other words could you use?
- Tell your message. Does your picture match?

**Self-Monitoring and Reflection**

- Tell me what you’ve written so far.
- What word did you use to describe ______?
- Did you write a complete thought?

**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 thought about several different words and chose ______. That will help your readers visualize it.

**Teacher Tip**

Model using a primary-level student thesaurus to look up choices for adjectives in your messages. Extend the concept of word choice to other contexts as well. For example, during Show and Tell, use a variety of adjectives to comment on the objects students bring.