1. Focus (15 MINUTES)

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

Say: After I wrote my sentence, I read it and thought about how I could make it better. I decided I needed to add a describing word. I added the word **jolly** to describe the man. I thought **jolly** was the best word I could use to tell what the man was like. Now I will think of something new to draw and write about in my journal. After I write, I will reread to see if I can make my sentence better.

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

Say: One time I was hiking with my friends. We were on a trail that had lots of rocks. I got a hole in my shoe, and soon the rocks were in my shoe, too! I had to keep taking off my shoe and dumping out the rocks. The next time I went hiking, I wore different shoes. I will draw a picture of me hiking with rocks in my shoe. I will not look happy!

Model drawing your memory on chart paper. Then say: I will write “I got rocks **in my shoe**!” Act out the “who” and the action in your sentence 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 saying decodable words slowly, asking students to give you the beginning sounds and/or letters. Fill in the vowel, and then repeat with the ending sounds and/or letters. As you write the word **rocks**, model adding an **-s** ending to make the word plural. Ask: How can I show that I’m writing about more than one rock? (Allow responses.) That’s right. I can add the letter **s** to show that I mean **several rocks**. For words with more complex sounds, such as **shoe**, remind students that they can just write the sounds they hear.

Add an exclamation point 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.

I got **tiny** rocks in my shoe!
Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- One time I ______.
- I will draw the part about ______.
- I will say the word ______ and listen for the first sound.
- I will describe ______ with the word ______.

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.
- How could you describe the ______? What other words could you use?

Self-Monitoring and Reflection
- What did you put at the end of your sentence?
- 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 the ______?

Validating and Confirming
- Your picture really shows the memory you described in words!
- You wrote the letter that stands for the ______ sound!
- You thought about several different words and chose ______. That will help your readers visualize it.
- You asked yourself questions about your sentence. That’s something strong writers do to help them decide the best words to use.

Teacher Tip
Continue to add to your word bank of adjectives as students discover new examples in their reading and writing. Encourage students to refer to the list as they revise their work.

Reread your sentence. Then model revising it by adding descriptive words. Model reading your sentence. Say: I think I could make my sentence better by adding a word to describe the rocks. They weren’t big rocks; they were just little ones. I could use the word little, but maybe I can think of a more interesting word that means the same thing as little. I know! I’ll use the word tiny. Demonstrate how to insert a caret before the word rocks and add the word tiny. Then ask students to read your revised sentence with you. Say: Now my sentence helps readers visualize what the rocks were like.

NOTE: Save your draft 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. Use describing words to tell what 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 can draw ______.
- I pictured ______.

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 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.