1. Focus (15 MINUTES)

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

**Say:** We often use the word *I* in our journals. That’s because we write about our memories. Sometimes our memories include other people. In this message, I wrote about an experience I had with my cousin Lee. I started my sentence with the words *Lee and I*. This week, we will keep thinking of experiences that we have shared with other people. We will use those people’s names along with the word *I* to tell about the experiences. Strong writers start their sentences in different ways. It’s fun to try this new way! Now I will think of another experience that I have shared with someone else to draw and write about in my journal.

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

**Say:** One time my mom asked me to pick up a book at the library for her. My friend Ron went with me. We brought home the wrong book! “Please try again,” said Mom. We went back to the library. I will draw a picture of Ron and me bringing home the book Mom wanted.

Model drawing your memory on chart paper and then tell students your sentence.

**Say:** I will write “Ron and I got the book.” I could add a describing word to make my sentence better. The first time, we got the wrong book. But then we went back and got the right book. I will write “Ron and I got the right book.” That’s better!

Model writing each word in your sentence.

**Write** *Ron and I*. Ask students to say the words *Ron* and *and* slowly and give you the sounds and/or letters. Then write the word *I*.

**Write** *got*. Point to the words and reread what you have written so far with students. **Say:** We’re ready for the word *got*. Ask students to say the word slowly and give you the beginning, middle, and ending sounds and/or letters.

**Write** *the*. Point and reread what you have written with students. **Say:** I know how to spell the: *t-h-e*. I have seen this word many times.

**Write** *right* and *book*. Ask students to say each word slowly and give you the beginning and ending sounds and/or letters while you fill in the middle letters. Point out that the vowel sounds are tricky, but you know how to spell them. **Say:** Sometimes you might not know how to spell a word. Remember that you can always just write the sounds that you hear. Put a period at the end and reread.
to check your message. Invite a volunteer to make sure you’ve put the right beginning and end on your sentence.

Continue to emphasize the concepts about print that students still need to practice based on your daily informal observations and notes.

NOTE: Save your sentence to use in the next lesson.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and think of a shared experience that they could draw and write about in their journals. Say: Tell your partner about your idea. Point out “who” your sentence is about and act out what happened to make sure you have a complete thought.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
- I remember when ______ and I ______.
- 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 their compound subject, if used, or assist students who would like to try using one as they revise their sentence beginnings. In addition, continue the routine of asking questions to help students add appropriate adjectives to their sentences, encouraging them to get ideas and support from one another.

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 examples of compound subjects. 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
- ______ and I ______. I will draw the part about ______.
- I will say the word ______ and listen for the first sound.

Directive and Corrective Feedback
- Think about something you’ve done with someone else. Tell me about it.
- Tell me who your message is about. Now write that.
- How could you describe ______? What other words could you use?

Self-Monitoring and Reflection
- Did you show what you did? Did you show how you felt?
- Tell me what you’ve written so far.
- 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 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 write strong sentences.

Teacher Tip

Reinforce examples of compound subjects in students’ everyday conversations in the classroom, such as “Lin and I sat on the carpet for the story” and “Matt and Maria made a poster.” If students inadvertently start the sentence incorrectly, such as “Me and Lin . . .,” simply repeat the sentence modeling correct grammar.