1. Focus (15 Minutes)

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

**Say:** We are learning that strong writers start their sentences in different ways. This week, we are practicing using sentences that begin with other people’s names and the word I. In this sentence, I wrote about an experience I had with my dad. I started my sentence with the words Dad and I. We will keep thinking of experiences that we have shared with other people. We’ll use those people’s names along with the word I to tell about the experiences. Now I’ll think of another experience that I have shared with someone to draw and write about in my journal.

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

**Say:** One time my friend Ann and I went to a circus. We saw a man with a bear. The bear was wearing clothes and eating out of the man’s hand. We were so surprised to see a bear acting like that! I will draw a picture of the man and his bear.

Model drawing your memory on chart paper. Tell students your sentence. **Say:** I will write “Ann and I saw a bear!” I think I could add a word to describe the bear, too. We were surprised because the bear was tame. I’ll write “Ann and I saw a tame bear!” This is a good sentence! I tell “who” my sentence is about and what we did. I also include a describing word.

Model writing each word in your sentence.

**Write Ann and I.** Ask students to say the words Ann and and slowly and give you the sounds and/or letters. Then write the word I. Point out that the words Ann and I tell whom the sentence is about.

**Write saw.** Point and reread. Ask students to say the word saw slowly and give you the beginning sound and/or letter while you fill in the rest. Point out that the word saw tells what you and Ann did.

**Write a.** Point and reread. **Say:** Remember that the word a is the same as the letter a.

**Write tame.** Point and reread. Ask students to say the word tame slowly and give you the beginning, middle, and ending sounds and/or letters. Then say: I don’t hear any more sounds, but I know there is a silent e at the end of this word. If you don’t hear the sound, and you don’t know how to spell the word, that's okay. Just write the sounds you hear.
Write bear. Point and reread before asking students to say the word bear slowly and give you the beginning and ending sounds and/or letters while you fill in the vowels. Put an exclamation point 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.

Model rereading your sentence and revising for sentence variety. Say: This sentence starts like all the sentences I’ve been writing: Ann and I; Lee and I; Ron and I; Dad and I. I could revise my sentence so it sounds a bit different. I could change the beginning. I could write “One time Ann and I saw a tame bear.” That sounds different. It’s nice to have a change. We can reread our sentences to see if we want to revise them in some way. Sometimes we end up with better or more interesting sentences.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and think of a shared experience to draw and write about in their journals. Say: Tell your partner what you visualize. Tell “who” your sentence is about and act out the action 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:
- Once ______ and I ______.
- One time ______ and I ______.

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. Encourage them to try starting their sentences in a different way. 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.

Use the Sample Responsive Conferencing 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.