1. Focus (15 minutes)

Display page 12 of Discover Journals using the big book or interactive whiteboard resources. Read the sentences together. Invite students to act out the scenario, using facial expressions and body language to show the feelings the author expresses.

**Say:** I like what the boy did on this page. He wrote one sentence about what he and his mom did. Then he wrote another sentence about his feelings. He used the words the best to show how he feels about his mom. That sounds like something we could do, doesn’t it?

Display the last journal page you modeled last week. Discuss the picture and read the message together. Use the following think-aloud to model how to add a sentence to express your feelings about the experience.

**Say:** I wrote “An artist and I made funny pictures.” When I visualize that experience, I can also remember how I felt. I remember laughing at the pictures we both drew. If I write that I laughed, my readers will know that I was having fun. They’ll know I was happy! I will add these words to my message to show how I felt when the artist and I were making funny pictures. I’ll write “I laughed and laughed!”

Model writing each word in your new sentence.

**Write I and laughed. Ask:** What kind of letter should I use for the word I? (Allow responses.) Yes! The word I is always an uppercase letter. What sound do you hear at the beginning of laughed? (Allow responses.) Yes! Laughed begins with /l/, so I will write the letter l. Then I will write the rest of the letters. Laughed is a tricky word, so it’s okay to just write the sounds you hear.

**Write and.** Reread what you’ve written with students. Ask them to say and slowly and give you the beginning, middle, and ending sounds and/or letters.

**Write laughed.** Reread, and then write laughed again. **Say:** I put a period at the end of my first sentence. What shall I put at the end of my second sentence? (Allow responses.) Yes! I think an exclamation point is best. I was having so much fun that day!

Model rereading to check your new sentence. Then ask students to help you reread both sentences to check your message. Point out that both sentences begin with an uppercase letter, and both sentences have an end punctuation mark. **Say:** It’s fun to write two sentences! You can try it today!

**NOTE:** Save your journal entry to use in the Day 5 lesson.
2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize a shared experience that they could draw and write about in their journals. Say: Tell your partner what you plan to draw and write about. Tell what happened, and tell how you felt. Then act out your idea to make sure you have two complete thoughts.

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

- One time I ______.
- I felt ______.

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 that includes both an action and a feeling. Ask questions as needed to help students develop their sentences, and help them check that each sentence has a beginning uppercase letter and an end punctuation mark. Encourage students to get ideas from one another as you continue to support them at whatever stage of writing development they are in.

Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

4. Share (5 MINUTES)

Use the Share time in one of the following ways depending on your observations of students during Independent Writing and Conferring:

- Ask several students to read their sentences. Ask listeners to tell what feelings the writer wrote about.
- Write a sentence on chart paper, such as “I saw a cat.” Under the sentence, write “I saw a.” Go around the group asking for different describing words you could add to the sentence and add them to your second sentence, for example, “I saw a fat, fluffy, yellow, hungry cat.”
- Invite volunteers to read aloud their sentences and then to hold them up for the group to see. Ask students to point out the things the writer did that strong writers do, for example: wrote from left to right, put spaces between words, began with an uppercase letter, ended with a period, wrote a complete thought, matched text to a picture.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented

- One time I ______. I felt ______.
- I will say the word ______ and listen for the first sound.
- I will describe ______ with the word ______.

Directive and Corrective Feedback

- Tell me about something you’ve done. What could you say about it?
- Listen for sounds you know. Write any sounds you can hear.
- Tell me what ______ was like. Now write a describing word.
- How could you describe ______? What other words could you use?

Self-Monitoring and Reflection

- Did you show what you did? How you felt?
- What strategies did you use to help you write your message?
- What word did you use to describe ______?

Validating and Confirming

- Your picture shows what you did and how you felt.
- You wrote the letter that stands for the ______ sound.
- You wrote the word ______! I like the way you worked that out!
- You remembered where to use uppercase letters. Good thinking!
- You chose a strong describing word here. That will help your readers visualize the ______.

Teacher Tip

Add words to or put a star beside words in the adjective word bank that express or suggest different feelings, such as proud, shy, amazed, scared, cranky, sore, and lucky. Encourage students to refer to the list as they write and revise.