Develop Voice: Express Feelings

1. Focus (15 Minutes)

Display page 14 of Discover Journals using the big book or interactive whiteboard resources. Read the first two sentences together. Invite students to act out the scenario, using facial expressions and body language to show the feelings the author expresses.

Say: In the first sentence, the writer tells about going to the museum. In the second sentence, the writer uses the word amazing to show feeling. We’ve been practicing writing sentences like these. Let’s do this again today!

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

Say: One time Dad and I were on a road trip. Suddenly a big storm came up. It had strong winds, thunder, and lightning! I will draw a picture of me in the car. I will not look happy!

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

Say: My first sentence is “Dad and I drove in a storm.”

Model writing the words in the sentence, asking students to say each word slowly and tell you the sounds they hear. Ask students what kind of letter you need to write the word I (an uppercase letter). Point out how you can hear the little word or in storm. Remind students that for tricky words they can just write the sounds they hear. 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. Put a period at the end of the sentence. Ask students to reread the sentence with you to check it.

Tell students the sentence you want to write to tell about your feelings.

Say: Next I want to write a sentence that shows how I felt about driving in a storm. I’ll write “It was scary!” The word scary shows that I did not like being out in the wind, thunder, and lightning.

Model writing the words in the sentence, asking students to say each word slowly and tell you the sounds they hear. Ask students to say it slowly and give you the beginning and ending sounds and/or letters. Before writing the rest of the words in the sentence, ask students to point to the words and read what you have written so far. Explain that you know how to spell the word was because you have seen it many times. Point out that the sounds in scary are difficult. Say: That’s a tricky word! Remember that it’s fine to just write the sounds you hear.
Ask students to help you reread both sentences to check your message. Point out that both sentences begin with an uppercase letter and have an end punctuation mark. **Say:** *It's important to make sure that both sentences begin and end correctly.*

**NOTE:** Save your journal entry to use in the Day 5 lesson.

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### 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 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:

- *I remember ______.
- *I felt ______ when ______.*

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### 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 for two uppercase letters and two end punctuation marks. 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.

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### 4. Share (5 MINUTES)

Invite two or three students to share their drawings and written messages. Point out and celebrate examples of two sentences with appropriate uppercase letters and end punctuation marks. Invite the other students to act out the feelings the writers express. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.

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**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?
- What did you write about in your first sentence? Now write how you felt in your second sentence.
- What words could you use to describe ______?

**Self-Monitoring and Reflection**

- Tell me how you felt. Did you write that?
- What word did you use to describe ______?
- Check that you wrote complete sentences.

**Validating and Confirming**

- Your picture shows what you did and how you felt.
- I like the way you described how you felt.
- You wrote the word ______! I like the way you worked that out!
- You remembered where to use uppercase letters. Good thinking!

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**Teacher Tip**

Continue to use a simple checklist students can refer to as they edit and revise, such as this example:

- Begin with an uppercase letter.
- Use an uppercase letter for the word I.
- Use a describing word.
- Put a period or exclamation point at the end.