Write a Complete Sentence

1. Focus (15 minutes)

Display page 6 of the mentor big book using the big book or interactive whiteboard resources. Discuss the picture and read the entry together.

**Say:** People often use the word I in their journals to tell about things they do. Marta writes, “I wonder who my teacher will be this year.” The word I tells “who” the sentence is about. What word comes after I in the last sentence? (Allow responses.) The word wonder tells what Marta does—she wonders who her teacher will be. A sentence is a complete thought. We can make a complete thought by telling “who” or what the sentence is about and then telling what happens. Now I’m going to think of something I wonder about.

Model how to close your eyes and decide what to write about. Then use the think-aloud below as an example of how to describe a journal idea.

**Say:** I have never climbed a mountain. Maybe someday I will! I wonder what I will see. I will draw a picture of myself on top of a mountain.

Model drawing the scene on chart paper. Remind students that journal drawings don’t have to be detailed and that their purpose is to show what we visualize. Then tell students your sentence and model writing the words.

**Say:** I want to add a sentence to this journal entry. The sentence will be a complete thought. I will write “I wonder what I will see!” As you write, model the following:

- Emphasize the concepts about print that students need to practice based on your daily informal observations and notes. (See list in Objectives.)

- Tell how you remember high-frequency words. For example, say: *I know how to write the word I. The word I is the same as the uppercase letter I.*

- Model how to say the other words slowly and use letter/sound relationships to help you write them. Depending on the message and the phonics skills you’ve taught, this discussion might include consonants, short vowels, long vowels (final e and common vowel teams), common consonant blends and digraphs, regular plurals (-s and -es endings), and common inflectional endings such as -ed and -ing. For words with irregular or higher-level spelling patterns, say: *Remember that if you don’t know how to spell a word, you can just write the letters for the sounds you hear.*

- Model rereading 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.

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**Objectives**

**Concepts About Print**
- Write from left to right.
- Begin a sentence with an uppercase letter.
- Use an uppercase letter for the pronoun I.
- Put spaces between words.
- Use end punctuation correctly.

**Oral Language and Grammar**
- Share an oral message using a complete sentence.

**Purposeful Phonics Connections**
- Listen for sounds in words.
- Recognize sound/symbol relationships.

**Reflecting Reading in Writing**
- Develop genre awareness.
- Visualize.

**Writing**
- Draw and write a journal entry.

**Materials**
- Mentor big book: *Journals*
- Chart paper and markers
- Interactive whiteboard resources
Ask students to reread the journal entry with you to check it. Then say: I used a complete thought. The word I tells “who” the sentence is about. The word wonder tells what I do.

**2. Rehearse (5 MINUTES)**

Invite students to close their eyes and visualize something they wonder about that they could draw and write about in a journal. Say: Tell your partner what you plan to draw and write about. Say a complete thought by telling “who” or what your sentence is about and telling what happens.

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

- I wonder ______.
- I wish ______.
- I would like to ______.

**3. Independent Writing and Conferring (20 MINUTES)**

Distribute students’ writing journals. Invite each student to draw a picture of the idea he or she visualized and to write a message. Validate the decision of any student who chooses to draw and write about something else. Support and encourage students in any attempts to record the sounds they hear in words and to write high-frequency words. Remind students that each sentence should be a complete thought, telling whom or what the sentence is about and what happens.

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 at different stages of writing development to share their drawings and written messages. Encourage students to share how visualizing and then drawing their ideas helped them write their journal entries.

**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

**Goal Oriented**
- I will use my picture to help me write my message.
- I will remember to tell who or what and an action.

**Directive and Corrective Feedback**
- Think about something you wonder about. What is it? How does it make you feel?
- Say the word ______. What sound do you hear at the beginning? In the middle? At the end?

**Self-Monitoring and Reflection**
- What could you do to help you write that word?
- Did you write a complete thought? How do you know?

**Validating and Confirming**
- Your picture really shows the idea you described in words!
- You heard the ______ sound and wrote the letter!
- You wrote the word ______!
- I notice that you put spaces between your words. That’s an important part of writing.
- You wrote your message from left to right. That’s what strong writers do.

**Teacher Tip**
Monitor students’ attempts to write complete thoughts using a subject and verb. Ask students who struggle with this concept to point out “who” a sentence is about and act out the verb as they share the sentence orally.