Draft a Journal Entry

1. Focus (15 MINUTES)

Display the mentor big book using the big book or interactive whiteboard resources. Ask: What are some of the things we have learned about writing in our journals? (Allow responses.) Good! We have learned what a journal is and why people write in journals. We have learned to visualize to get ideas for our journals. We have learned that we need to choose the most important details to draw and write about. We have also learned that our messages should have complete thoughts. We will keep practicing these skills this week and next week. Today I’m going to think about something that happened yesterday. I’ll also think about how I felt when it happened. Then I will show you how I draw and write about it in my journal.

Model how to close your eyes and visualize a past event. Then use the think-aloud below as an example of how to select important details about the event and your feelings.

Say: Yesterday I ate some yogurt for breakfast with my friend Lucy. Lucy loves yogurt! She eats it every single morning. Her favorite flavor is peach, and so is mine! I enjoyed eating peach yogurt with my friend. Now I will choose which details to draw. I will draw a picture of Lucy and me eating peach yogurt together. We’ll both have big smiles to show how we feel!

Model drawing the scene on chart paper. Remind students that a rough sketch is fine in a journal as long as it helps you show the most important events and feelings you visualized. Tell students what you want to write.

Say: I want to add a message to this journal entry. Each sentence will be a complete thought. I will write “Lucy and I ate yogurt together yesterday. I enjoyed having breakfast with my friend!” As you write your journal entry, 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 and: a-n-d. I have seen this word many times in books. I can also hear the sounds: /æ/ /n/ /d/.

- 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 sounds you hear.

Mentor Text

Objectives

Concepts About Print
- Begin a sentence with an uppercase letter.
- Capitalize the pronoun I.
- Use end punctuation correctly.

Oral Language and Grammar
- Share a message orally using a complete sentence.
- Vary sentence beginnings.

Purposeful Phonics Connections
- Listen for sounds in words.
- Recognize sound/symbol relationships.
- Write CVC and high-frequency words.

Reflecting Reading in Writing
- Visualize.
- Determine importance.

Writing
- Draw and write a journal entry.

Materials
- Mentor big book: Journals
- Chart paper and markers
- Interactive whiteboard resources
• 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.

Ask students to help you check your journal entry by rereading it with you. Then say: **I wrote the most important details and used complete sentences. In the first sentence, the words Lucy and I tell “who” the sentence is about and the word ate tells what we did. In the second sentence, the word I tells “who” the sentence is about and the word enjoyed tells how I felt about the event.**

**2. Rehearse (5 MINUTES)**

Invite students to close their eyes and visualize an event that happened yesterday that they can draw and write about in a journal. **Say: Tell your partner about your memory and how you felt. When you’re ready to draw and write, you will choose the most important details to use. Tell “who” or what 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:

- **Yesterday ______.
- ______ felt ______.

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

Distribute students’ writing journals. Invite each student to draw a picture of the event he or she described to a partner and to write as many sentences as possible. Remind students to focus on the most important details about what happened and how they felt. Support and encourage students in their attempts to record the sounds they hear in words and to write one-syllable and high-frequency words.

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 important details and complete thoughts. You may also 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**

- **I will start writing here.**
- **I reread what I’ve written so far to help me know what to write next.**

**Directive and Corrective Feedback**

- **Think about something you did or saw yesterday. What happened? How did you feel?**
- **What should you put at the end of this sentence?**
- **Say your sentence. How many words do you hear? What do you need to put between the words in your sentence?**

**Self-Monitoring and Reflection**

- **Read your message. Do you tell what happened and how you felt?**
- **What could you do to help you write that word?**
- **Check that you tell “who” or what your sentence is about. Do you have a verb? Did you write a complete thought?**

**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 ______!**
- **You used the word ______! You used the most important details in your drawing and message. That’s what strong writers do!**

**Teacher Tip**

Remind students that when they draft, they are mostly concerned with getting their ideas down on paper. Reinforce that they can then go back and reread their sentences to make changes in wording, spelling, and punctuation.