Draft a Journal Entry

1. Focus (15 MINUTES)

Together with students, create an anchor chart to show what you have learned about journals so far. Post the anchor chart in the classroom for students to refer to as they write.

Writing in My Journal
- I write about things I do and see.
- I write about feelings.
- I choose the most important details.
- I write complete sentences.

Journals Anchor Chart

Say: We have also learned that writing in our journals is fun! Let’s keep practicing. Today I’m going to think about something that happened last week. 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 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: Last week I was putting on some jeans. I couldn’t zip them up. When I looked at the zipper, it was broken! I was upset because those were my best jeans. I haven’t decided whether to try to sew in a new zipper or to get some new jeans. Now I will choose which details to draw. I will draw a picture of me holding up my jeans with the broken zipper. I will draw a big frown on my face to show how I felt!

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 “The zipper on my best jeans broke! I was upset.”

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 The: T-h-e. I have seen this word many times.
- Model how to say the other words slowly and use letter/sound relationships to help you write them. 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.

Objectives

Concepts About Print
- 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 a message orally.
- Use a complete sentence.
- Vary sentence beginnings.

Purposeful Phonics Connections
- Listen for and record beginning, middle, and end sounds in words
- Write some one-syllable and high-frequency words.

Reflecting Reading in Writing
- Visualize.
- Determine importance.
- Demonstrate one-to-one correspondence.

Writing
- Draw and write a journal entry.

Materials
- Chart paper and markers
• 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.

### 2. Rehearse (5 minutes)

Invite students to close their eyes and visualize an event that happened last week that they can draw and write about in a journal. **Say:** *Tell your partner about your memory and how you or others 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:

- **Last week _____.
- _____ 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. Validate the decision of any student who chooses to draw and write about some other event. 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.

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

**Goal Oriented**

- The most important details of my memory are ______.
- I will check that I used uppercase letters at the beginnings of my sentences.

**Directive and Corrective Feedback**

- Think about something you did or saw last week. What happened? How did you feel? Now write that.
- You stopped writing. What can I do to help?

**Self-Monitoring and Reflection**

- How did you use your picture to help you write?
- What could you do to help you write that word?
- How did you figure out how to write that word?

**Validating and Confirming**

- I like the way you checked the beginning and the end of your sentence. Strong writers always check their sentences for errors. Good job!
- Your words describe your picture. Good work!
- You heard the ______ sound and wrote the letter!
- You wrote a complete thought.

**Teacher Tip**

Continue to reinforce the concept of important details by playing a game in which you describe a familiar book character or a person in your school. Once students have guessed who it is, ask them which details helped them the most.