Draft a Journal Entry

1. Focus (15 minutes)

Review the Journals anchor chart you created yesterday. **Say:** Yesterday we made this chart to help remind us what we do when we write in our journals. We can refer to this chart as we practice these skills today. I’m going to think about something that happened a long time ago. 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:** One time I was visiting a farm. The farmer had a little boy named Jake. Jake climbed a fence and went into the pasture with the horse. I think he startled the horse because the horse started chasing him! We all felt scared for Jake and so relieved when he made it safely back to the fence. His dad hugged him and reminded him to only go into the pasture with a grown-up. A lot of things happened in my visualization, so I need to choose which part I want to show in my journal. I choose to draw a picture of Jake hugging his dad. The horse will be watching them from the other side of the fence.

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. Then share 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 “Jake scared us! Next time he will wait for Dad.” 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 **he:** h-e. I have seen this word many times in books. I can also hear the beginning and ending sounds and write the letters for the sounds.

- 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.

- 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.

Mentor Text

Objectives

**Concepts About Print**
- Begin a sentence with an uppercase letter.
- Use an uppercase letter for the pronoun **I**.
- 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**
- Journals anchor chart (from Day 2)
- Chart paper and markers
Ask students to help you check your journal entry by rereading it with you. Then **say:** I wrote the most important details. I used complete sentences, too. In the first sentence, the word **Jake** tells “who” the sentence is about and the word **scared** tells what Jake did and how we felt. In the second sentence, the word **he** tells “who” the sentence is about and the words **will wait** tells what Jake will do next time.

2. **Rehearse** (5 MINUTES)

Invite students to close their eyes and visualize an event that happened a long time ago 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:

- A _long time ago_ ______.
- _One time_ I ______.
- This made me feel ______.

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**
- The most important details of my memory are ______.
- I will remember to write my feelings.

**Directive and Corrective Feedback**
- Think about something you did or saw a long time ago. What happened? How did you feel?
- Does this word need an uppercase or lowercase letter?
- Say the word slowly and listen to the sounds. Now write the letters that match those sounds.

**Self-Monitoring and Reflection**
- Does your message match your picture?
- Which words were difficult? What did you do to help you write them?
- Did you include the most important details?
- Check that you tell “who” or what each sentence is about and include an action or feeling verb.

**Validating and Confirming**
- I like the way you said the word _slo_.
- You wrote the word ______! You used upperc and lowercase letters as well as end punctuation correctly.
- You used the most important details in your drawing and message. Good thinking!

**Teacher Tip**

For students who are competent in the skill of writing complete sentences, begin using the terms **subject** and **verb** in your validating/confirming prompts. For example, **say:**

- You started with the words _My bike_. The word _bike_ tells what the sentence is about. Your sentence has a subject!
- You said that your mom washed the dog. The word _washed_ tells what happened. You used a verb to help make a complete sentence!