Draft a Journal Entry

1. Focus (15 MINUTES)

Review the Journals anchor chart from previous lessons. **Say:** We will keep practicing these skills today. I'm going to think about something that could happen in the future. I'll also think about how I might feel. Then I will show you how I draw and write about it in my journal.

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

**Say:** I really love to read poetry. I spend a lot of my free time reading poems. I like to write poems, too. Someday I hope a magazine will publish one of my poems. That would be so exciting! I would buy many copies of the magazine to give to all my friends. I would feel so proud. Now I will choose which details to include in my journal. I will draw a picture of me giving one of my friends a copy of the magazine. I will have a big smile on my face because I will be feeling proud and happy!

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 “I will give a magazine to a friend. I will feel proud!” 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 to: t-o. I have seen this word many times in books.
- 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.
- 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. I used complete sentences, too. In the first sentence, the word I tells “who” the sentence is about and the words will give tell what I will do. In the second sentence, the word I tells “who” the sentence is about and the words will feel proud tell what my feelings will be.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize an event that might happen someday that they can draw and write about in a journal. Say: Tell your partner about your memory. Tell how you or others might feel, too. 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:
• Someday ______
• ______ will 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 will happen and how they might feel. 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 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 write how I felt when ______.
• I will use my drawing to help me get started.

Directive and Corrective Feedback
• Think about something that might happen someday. What will you do? How will you feel?
• Tell me what you think are the most important details to include in your drawing.
• Where will you start writing?

Self-Monitoring and Reflection
• How did visualizing help you decide what to draw and write about?
• Show me where you write about your feelings.
• Read your message. Did you use an appropriate ending?

Validating and Confirming
• I like the way you wrote how you feel.
• I like the way you included only the most important details in your drawing and message. That’s something that strong writers do when they write.
• I like how you remembered to use end punctuation.

Teacher Tip

Although the Journal Writing unit does not include a specific lesson on how to hear and record sounds in words, continue to ask students to say words slowly and write what they hear. In addition encourage students to keep a list of high-frequency words they learn to write. Celebrate each gain in sound/symbol relationships and known words.