Draft a Journal Entry

1. Focus (15 minutes)

Review the Journals anchor chart you created with students last week. Say: We made this chart together last week to remind us what we do when we write journals. We have learned many things about journals! We will keep practicing these skills this 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 remembered event. Use the think-aloud below as an example of how to select important details about the event and your feelings.

Say: Yesterday I was getting my toolbox off a shelf. I forgot that I’d put my container of nails on top of it. The nails spilled all over the floor! It took me a long time to pick them up because I had to sort them by size and put each one in the right compartment. I don’t even know if I found them all! I was angry with myself for being so careless. Now I need to decide which part of my memory I want to include in my journal. I choose the part where I’m sorting all the nails and will draw a picture of that. The look on my face will show how I felt. I will not look happy!

Model drawing the event on chart paper, pointing out that a rough sketch is all you need to record the most important ideas 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 spilled nails everywhere! I was angry that I had to pick them up!” 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 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.

Objectives

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

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
- Chart paper and markers

Mentor Text

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Ask students to help you recheck your writing by reading it with you. Then say:
I wrote the most important details. I used complete sentences, too. In both sentences, the word I tells “who” the sentence is about. In the first sentence, the word spilled tells what I did. In the second sentence, the word angry tells how I felt and the words pick them up tells what I had to do. My picture shows how I felt, too!

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. 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:

• 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 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 remember to put spaces between my words.
• I will say the word ______ and listen for the first sound I hear.

Directive and Corrective Feedback
• Think about something you did or saw yesterday. What happened? How did you feel?
• Does this word need an uppercase or lowercase letter?
• How could you start this sentence in a different way?

Self-Monitoring and Reflection
• Does your message match your picture?
• What do you need to do to write a complete thought? Did you write a complete thought here?
• What could you do to help you write that word?
• Tell me about the strategies you used to help you write this sentence.

Validating and Confirming
• Your picture really shows the idea you described in words!
• You heard the ______ sound and wrote the letter!
• You know how to write so many words now!
• You used the most important details in your drawing and message. Good thinking!

Teacher Tip

Students will work at different paces during Independent Writing and Conferring. Validate their efforts and provide support as needed. Students who complete their drafts may wish to write another journal entry or share their writing with another peer who has finished. Use the Class Status Sheet in Making Sense of the Writer’s Workshop to track students’ progress each day.