Draft a Journal Entry

1. Focus (15 MINUTES)

Review the Journals anchor chart used in the previous lesson. Say: This anchor chart reminds us what we do when we write in our journals. We have learned that writing in our journals is fun! We learned that we can write about an event that we remember and how we felt. We can also write about how others felt. 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 and how others felt, too. 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. 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 went for a walk. It was so windy! A little girl named Tina was out walking with her mom, too. Tina looked like she was going to blow away! She thought it was fun, though. She laughed and laughed while the wind whipped her hair and clothes all around. Seeing Tina in the wind made her mom and me laugh, too! Now I will decide which part of my memory I will include in my journal. I choose to draw and write about Tina in the wind and how she, her mom, and I felt. Tina will have a big smile on her face to show how she felt.

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. I want to write about what Tina was doing and how she felt. Each sentence will be a complete thought. I will write “Tina was laughing at the wind! Her mom and I laughed, too!”

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 was: w-a-s. 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. 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 recheck your writing by reading it with you. Then say: I wrote the most important details. I used complete sentences, too. In the first sentence, the word Tina tells “who” the sentence is about and the words was laughing tell what Tina was doing and how she felt. In the second sentence, the words mom and I tell “who” the sentence is about and the word laughed tells what we did and how we felt.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize an event that happened last week to 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. 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 write about how I felt.
• The most important details of my memory are ______.
• I will say the word ______ and listen for the first sound I hear.

Directive and Corrective Feedback

• Tell me what you did or saw last week. What do you want to write about it?
• Say the word ______. What sound do you hear at the beginning? In the middle? At the end?

Self-Monitoring and Reflection

• Read your sentence. Check that you have written a complete thought.
• What could you do to help you write that word?
• Did you use appropriate end punctuation? Did you use uppercase and lowercase letters correctly?

Validating and Confirming

• I like the way you listened for the sounds in that word and then wrote the correct letters.
• You heard the ______ sound and wrote the letter!
• Your message tells about your picture.
• You used the most important details in your drawing and message. Strong writers do that, too!

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.