Draft a Journal Entry

1. Focus (15 MINUTES)

Review the class Journals anchor chart you have posted in the room. **Say:** Look at our anchor chart. Did you do these things when you wrote in your journal yesterday? (Allow responses.) We will keep practicing these skills today. I’m going to think about something that happened at school this 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 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:** A few days ago I was sitting at my desk after school. I started thinking about how much I like my desk. It has room for my supplies in the drawers. On top, I can display things we need in our classroom. I can display pictures of my family, too. I love looking at those pictures when I’m at school. I think I’m pretty lucky to have that desk. Now I will choose which details to draw. I will draw a picture of me sitting at my desk. I will have a big smile on my face that shows how I feel about my desk!

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 “The other day I thought about my desk. My desk made me happy!” 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 My: M-y. 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 recheck your writing by reading it with you. Then say: I chose the part of my memory that I wanted to write about and the most important details to include. I used complete sentences, too. In the first sentence, the word I tells “who” the sentence is about and the word thought tells what I did. In the second sentence, the word desk tells what the sentence is about and the words made me happy tell what my desk did and how it made me feel.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize an event that happened at school this 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.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:

- This week ______.
- ______ felt ______.
- The other day I ______.

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 use my drawing to help me get started.
- The most important details of my memory are ______.
- Notice how I reread before I write my next word.

Directive and Corrective Feedback
- Think about something you did or saw at school this week. What happened? How did you feel? Now write what you told me.
- Check this word. Does it look right and sound right?

Self-Monitoring and Reflection
- Does your message match your picture?
- What could you do to help you write that word?
- How did drawing your idea help you write about it?

Validating and Confirming
- You wrote the letter for the ______ sound!
- You wrote the word ______!
- You used the most important details in your drawing and message. Strong writers know how to do this.
- I notice that you put spaces between your words. That’s an important part of writing.

Teacher Tip

Continue to monitor students’ attempts to put spaces between words. For students who struggle with this concept, demonstrate how to place your finger on the paper after a word and leave it there as you start the next word on the other side of your finger. Then encourage students to create their own “finger spaces” as they write their messages.