Draft a Journal Entry

1. Focus (15 minutes)

Review the Journals anchor chart with students. Say: We will keep practicing these skills today. Next week we will learn a new way to check our writing. We have written about things we remember happening in the past. We also have written about things we think will happen in the future. 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: Soon I will be going to the dentist. My dentist is really nice. I don’t like sitting in the waiting room, though. Sometimes it seems like I have to wait for hours! I think I will take a good book to read. When I read a good book, time flies by. In fact, when the dentist’s helper comes to get me, I’ll probably say, “Already?” Now I need to choose which part to draw. I will draw a picture of me reading a book in the waiting room. I will be smiling while I read.

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 will write.

Say: I want to add a message to this journal entry. Each sentence will be a complete thought. I will write “I will read a good book! Time will pass quickly.” 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 good: g-o-o-d. 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.
Ask students to help you recheck your writing by reading it with you. Then say: I chose which part of my visualization I wanted to include in my journal, and I chose 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 read* tell what I think will happen. In the second sentence, the word *time* tells what the sentence is about and the words *will pass* tell what time will do.

2. **Rehearse** (5 MINUTES)

Invite students to close their eyes and visualize an event that might happen someday to 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.

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**

* The most important details are ______.
* I will say the word ______ and listen for the first sound I hear.

**Directive and Corrective Feedback**

* Think about something that might happen someday. What will you do? How will you feel?
* Say your message. How many words do you hear? Now check that you put spaces between your words.

**Self-Monitoring and Reflection**

* What could you do to help you write that word?
* Read your message. Did you tell “who” or what each sentence was about and include a verb (action word/feeling word)?

**Validating and Confirming**

* You wrote complete sentences. Strong writers remember to include a “who” or “what” and a verb.
* You used the most important details in your drawing and message. Good thinking!
* I like the way you used describing words. Strong writers know that describing words make their writing more interesting.
* I noticed that you used correct end punctuation and uppercase letters correctly. Good work!

**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.