1. **Focus** (15 minutes)

Each day, choose one of the five Focus lessons you selected after assessing last week’s writing samples. For example, you might reteach the following skills and strategies:

- how to visualize and develop ideas
- how to use a complete sentence (who or what and an action)
- how to vary sentence beginnings (using single or compound subjects)
- how to utilize one or more concepts about print (begin writing at the left and move to the right, use an uppercase letter at the beginning of a sentence and for the word I, put spaces between words, use appropriate end punctuation)
- how to choose the best describing word by asking questions
- how to reread to determine which word comes next and to check your message
- how to use writer’s voice to express feelings
- how to revise and edit

Using the mentor big book (or interactive whiteboard resources), journal entries you have written, or a familiar shared reading big book, show an example of the Focus skill and discuss it. Next model how to close your eyes and visualize a memory, draw it, and decide what to write. Finally model how to write the message. As you think aloud, emphasize the skill taught in the Focus lesson.

2. **Rehearse** (5 minutes)

Invite students to close their eyes and think of an experience that they could draw and write about in their journals. Say: *Tell your partner what you plan to draw and write about. Tell what happened, and tell how you felt. Then act out your idea to make sure you have two complete thoughts.*

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

- *I pictured _____.*
- *One time I _____.*
- *I felt _____.*
- *_____ and I _____.*
3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ journals. Invite each student to draw a picture of what he or she described and to write a message that includes both an action and a feeling. Say: Before you write your sentences, tell your partner what you need to remember from the Focus lesson. As students work, ask questions as needed to help them develop their sentences, and help them check for two uppercase letters and two end punctuation marks. Encourage students to get ideas from one another and use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

Ask students to stop five minutes before writing time is over. Say: Check your writing to make sure you included ____ from our Focus lesson. Then assist students who need help checking, revising, or editing their writing.

4. Share (5 MINUTES)

Invite two or three students who applied the Focus lesson to share their drawings and written messages. Point out what they’ve done, and celebrate their work. 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
- One time I _____. I felt _____.
- I will describe my _____ with the word _____.

Directive and Corrective Feedback
- Tell me about something you’ve done. What could you say about it?
- Listen for sounds you know. Write any sounds you can hear.
- Tell me how you felt. Now write how you felt.

Self-Monitoring and Reflection
- Did you show what you did? How you felt?
- Did you write more than one sentence?
- What word did you use to describe ____?

Validating and Confirming
- You wrote how you felt.
- You remembered to use an uppercase letter for the word I.
- You remembered where to use uppercase letters. Good work!
- You remembered to use a describing word. That will help your readers visualize the _____.
- You asked yourself questions about your sentence. That’s something strong writers do.

Teacher Tip

Finishing the first writing unit is a big accomplishment for your kindergartners! Remember to plan a simple celebration that includes an opportunity for each child to share his or her favorite page with the class and/or invited guests.