1. Focus (15 minutes)

Display an inviting spread of a familiar shared reading big book that has an adjective. Discuss the picture and read the sentence together.

**Say:** The author did something special on this page. The author used the word ______ to describe ______. We’ve learned that strong writers use describing words. That way readers can see, hear, smell, taste, and feel the same things writers see, hear, smell, taste, and feel. Today I’m going to think of something that happened that I can draw and write about in my journal. After I write, I will see if I can make my writing even better.

Model how to close your eyes and decide on a memory, using the think-aloud below as an example.

**Say:** One time I was at my friend’s house. We smelled something terrible! We found a glass of old milk on the porch steps. We poured out the milk and scrubbed the glass. I will draw a picture of us with the glass of milk. We will be holding our noses!

Model drawing your memory on chart paper. Then say: I will write “We found milk on the steps.” Point out the “who” and act out the action to demonstrate that you have a complete thought.

Model writing each word in the sentence. As modeled in Weeks 1–9, continue to reread 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. Model saying the words slowly, asking students to give you the beginning sound and/or letter. Fill in the vowel and ask students to help you write the ending sound and/or letter.

Model how you know how to write some words because they are very familiar. For example, **say:** I know how to write the. I have seen this word many times. Remember that if you don’t know how to spell a word, you can just write the sounds you hear.

Model putting a period at the end and rereading to check your message. Invite a volunteer to use his or her hands as bookends to make sure you’ve put the right beginning and end on your sentence.

Continue to emphasize the concepts about print that students still need to practice based on your analysis of last week’s writing samples and your daily informal observations.

Model adding an adjective. Reread your sentence. **Say:** My sentence doesn’t really explain how horrible the milk smelled. I could add the describing word sour, but I wonder if my readers will know that sour milk smells awful. Instead
I will add the word **smelly**. That way I’m describing what the milk was like. Demonstrate how to insert a caret before the word **milk** and add the word **smelly**. Then ask students to read your revised sentence with you. **Say:** *My sentence now tells my readers what the milk was like.*

We found **smelly** milk on the steps.

2. **Rehearse** *(5 MINUTES)*

Invite students to close their eyes and visualize something unusual they have seen (or something else) to draw and write about in their journals. **Say:** *Tell your partner about your memory. Then point out “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:
- I remember **______**.
- In my mind, I see **______**.

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 sentence. Continue to support students at whatever stage of writing development they are in. Help them circle any adjectives they included. Ask questions to determine if they could add an adjective to their sentences and assist them by inserting a caret and the word in the proper spot. Alternatively allow students who would like to add an adjective to get ideas and support from other students.

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 adjectives students have used in their writing.

**NOTE:** Continue jotting down notes about each student’s writing. Use this information to help plan next week’s instruction.