1. Focus (15 Minutes)

Display the journal entry you wrote yesterday. Discuss the picture and read the sentence with students.

**Say:** After I wrote my sentence, I read it to see if I could make it better. I decided to describe what kind of rocks I got in my shoe. I didn't just write “I got rocks in my shoe.” Instead I wrote “I got tiny rocks in my shoe.” I thought tiny was the best word I could use to tell what the rocks were like. Now I will think of something new to draw and write about in my journal. After I write, I will read my sentence to see if I can add just the right describing word to 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 my friend and I were sitting on his porch. We saw a toad at the bottom of the steps. Before we knew it, the toad was on the porch! We laughed and laughed. “We should put that toad in a race,” my friend said. I will draw a picture of the toad.

Model drawing your memory on chart paper. Then **say:** I will write “The toad hopped up the steps.” Point out the “what” and act out the action in your sentence 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 decodable words slowly, asking students to give you the beginning sounds and/or letters. Fill in the vowels, and then repeat with the ending sounds and/or letters. As you write the words toad and hopped, point out that the /o/ sound is spelled by the letters o and a, and the /p/ sound is spelled by two letter p’s. Remind students that it’s okay to just write the sounds they hear. Talk about how you need to add an -s ending to make steps. **Ask:** How can I show that I’m writing about more than one step? (Allow responses.) **Yes!** I can add the letter s to show that I mean several steps.

Add a period to your sentence. Then ask a volunteer to come up and use his or her hands as bookends to check for a beginning uppercase letter and end punctuation. 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.
Reread your sentence. Then model revising by adding a descriptive word. Model reading your sentence. Say: I’m asking myself, “Why was the toad so funny?” I could use the word fast to describe the toad. I could also use the word quick. I know! I’ll use the word speedy! Demonstrate how to insert a caret before the word toad and add the word speedy. Then ask students to read your new, improved sentence with you. Say: That’s better! Now my readers can visualize why we laughed when we saw the toad on the porch.

The speedy toad hopped up the steps.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize an object or memory to draw and write about in their journals. Say: Tell your partner what you visualize. 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:

• One time I ______.
• I will draw the part about ______.

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. Continue to support students at whatever stage of writing development they are in. Help them circle any adjectives they include. 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. 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 ______.
• Something that happened was ______.
• I will describe my ______ with the word ______.

Directive and Corrective Feedback
• Think about an interesting object or memory. Tell me about it.
• Say the word slowly and write the sounds you hear.
• What do you need at the beginning of the sentence?
• How could you describe ______? What other words could you use?

Self-Monitoring and Reflection
• Does your picture match your message?
• Check the beginning and end of your sentence.
• How could you figure out how to write this word?
• What letter would you expect to see at the beginning? At the end?
• What word did you use to describe ______?

Validating and Confirming
• You wrote the letter that stands for the ______ sound!
• You wrote the word ______! I like the way you worked that out.
• You thought about several different words and chose ______. That will help your readers visualize it.
• You asked yourself questions about your sentence. That’s something strong writers do.

Teacher Tip

Continue to encourage students to check for an uppercase letter and end punctuation by placing their hands (or pointer fingers) directly on their journal page at the beginning and end of the sentence. Remind them to fix these if needed as well as to revise for word choice.