1. Focus (15 MINUTES)

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

**Say:** We’ve been talking about using the word *I* in our journals when we write about our memories. Sometimes our memories include other people. In this message, I wrote about an experience I had with my friend Ron. I started my sentence with the words *Ron and I*. We will keep thinking of experiences that we have shared with other people. We will use those people’s names along with the word *I* to tell about the experiences. Now I will think of another experience that I have shared with someone else to draw and write about in my journal.

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

**Say:** One time we had a flat tire on our car. My dad asked me to help him change it. First we used a jack to raise part of the car off the ground. Next we took off the flat tire and put on a different tire. Then we took the flat tire to the shop to get it fixed. I will draw a picture of Dad and me changing the tire.

Model drawing your memory on chart paper and then tell students your sentence.

**Say:** I will write “Dad and I changed the tire.” That’s a good sentence, but I want to describe the tire so readers know why we changed it. I’ll write “Dad and I changed the flat tire.”

Point out whom the sentence is about and act out the action to demonstrate that you have a complete thought. Then model writing each word in your sentence.

**Write Dad and I.** Ask students to say the words *Dad* and *and* slowly and give you the sounds and/or letters. Then write the word *I*.

**Write changed.** Reread what you have written so far with students. **Say:** *We’re ready for the word changed.* Ask students to say *change* slowly: /ch/ /æ/ /n/ /j/. Explain to students that spelling these sounds is tricky, and model how to write the beginning digraph. Ask students to give you the middle and ending sounds, pointing out that the /j/ sound is spelled *g* in *change*. **Say:** *Now I will put e-d at the end of the word to show that the action already happened. Remember that if you don’t know how to spell the word, that’s okay. Just write the sounds you hear.*

**Write the.** Reread what you have written so far. **Say:** *We’re ready for the word the.* I know how to spell the: t-h-e. I have seen this word many times.

**Write flat.** Reread what you have written so far with students, and then ask them to say the word *flat* slowly. Model how to write the beginning blend. Ask students to give you the middle and ending sounds and/or letters.

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**Objectives**

**Concepts About Print**
- Understand that a sentence begins with an uppercase letter.
- Understand that words have spaces between them.
- Understand that a sentence can end with a period or exclamation point.

**Oral Language and Grammar**
- Share a message orally.
- Use a complete sentence.
- Use common nouns and adjectives.
- Use compound subjects that include the pronoun *I*.

**Purposeful Phonics Connections**
- Listen for beginning, middle, and ending sounds.
- Recognize sound/symbol relationships.
- Write some CVC and high-frequency words.

**Reflecting Reading in Writing**
- Use descriptive language.
- Ask questions to extend vocabulary.
- Visualize a compound subject and action.
- Reread by returning to the beginning of the sentence.
- Demonstrate one-to-one correspondence.

**Writing**
- Draw and write a journal entry.

**Materials**
- Chart paper and markers
- Teacher draft from Day 2
**Write tire.** Point and reread with students. Ask them to say the word **tire** slowly and give you the beginning, middle, and ending sounds and/or letters. Then **say:** *I know there is a silent e at the end of this word. If you don’t know how to spell the word, just write the sounds you hear.* Put a period at the end, and reread to check your message. Invite a volunteer to make sure you’ve put the right beginning and end on your sentence.

**NOTE:** Save your sentence to use in the next lesson.

**2. Rehearse (5 MINUTES)**

Invite students to close their eyes and think of a shared experience to draw and write about in their journals. **Say:** Tell your partner what you visualize. **Who is with you? What do you see? What are you doing? How do you feel?** Tell “who” your sentence is about and act out what you did 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:

• ______ and I ______.
• We felt ______.

**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 their compound subject, if used, or assist students who would like to try using one as they revise their sentence beginnings. In addition, continue the routine of asking questions to help students add appropriate adjectives to their sentences, encouraging them to get ideas and support from one another.

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 compound subjects.

**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

**Goal Oriented**

• ______ and I ______. I will draw the part about ______.
• I will say the word ______ and listen for the first sound.
• I will describe ______ with the word ______.

**Directive and Corrective Feedback**

• Think about something you’ve done with someone else. Tell me about it.
• Tell me your message. Now listen for sounds you know. Write any sounds you can hear.
• Try ______. Would that sound right?
• How could you describe ______? What other words could you use?

**Self-Monitoring and Reflection**

• Did you show what you did? Did you show how you felt?
• Tell me what you’ve written so far.
• What letter would you expect to see at the beginning of the word ______? At the end?
• What word did you use to describe ______?

**Validating and Confirming**

• Your picture really shows the memory you described in words!
• 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.
• You asked yourself questions about your sentence. That’s something strong writers do.

**Teacher Tip**

Continue to add to your word bank of adjectives for students to refer to and model using a primary-level thesaurus to look up choices for adjectives in your messages.