1. Focus (15 minutes)

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

Say: We have learned that strong writers start their sentences in different ways to make their sentences more interesting to read. Point out the subjects the author uses, highlighting the compound subject. Say: Once again, we will practice using sentences that begin with other people’s names and the word I. These sentences tell about experiences we have shared with these people. Today I’m going to write about something that once happened to a friend and me.

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

Say: One time my friend Alex came over. Mom asked Alex to stay for lunch. We decided to help Mom by pouring the milk into glasses. I held a glass and Alex poured the milk. But we were laughing and we spilled the milk! Mom wasn’t mad, though. She helped us clean up the mess. “I’ll pour the milk next time,” she said. I will draw a picture of Alex and me spilling the milk.

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

Say: I will write “Alex and I spilled the milk!” Hmm . . . I think I want to start my sentence with different words. I’ll write “Once Alex and I spilled the milk!” I like that better!

Model writing each word in your sentence.

Write “Once”. Say: Listen to the word Once. This word is tricky to spell. It starts with /w/, but the letter for the sound is o. Then the /n/ sound is spelled n. What sound do you hear at the end? (Allow responses.) The /s/ sound is spelled c. But there is one more tricky thing. The word ends with a silent e. Remember that if you don’t know how to spell the word, just write the sounds you hear. That way you can write tricky words so that others can read them.

Write “Alex and I”. Point and reread what you’ve written so far. Say: We’re ready for the words that tell “who” the sentence is about. Ask students to say the words Alex and and slowly and give you the sounds and/or letters. Then write the word I.

Write spilled. Point and reread. Then ask students to say spill slowly. Model how to write the beginning blend. Then ask students to give you the middle and ending sounds and/or letters. 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 and milk. Point and reread. Then ask students to help you write the remaining words. Say: I know how to spell the: t-h-e. I have seen this word many times. Now say the word milk slowly with me and help me write the word. Put an exclamation point 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.

Continue to emphasize the concepts about print that students still need to practice based on your daily informal observations and notes.

2. Rehearse (5 minutes)

Invite students to close their eyes and visualize a shared experience to draw and write about in their journals. Say: Tell your partner about your memory. Tell "who" 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 when ______ and I ______.
- I will draw ______.

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.

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

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.
- Read your sentence. Can you think of another way to start it?
- What word did you use to describe ______?

Validating and Confirming
- I like the way you started your sentence!
- 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 to help them write strong sentences.

Teacher Tip

Continue to observe students as they say words slowly and write what they hear. Add check marks above students’ writing for the sounds and high-frequency words they wrote correctly.