Develop Voice: Express Feelings

1. Focus (15 minutes)

Display page 15 of Discover Journals using the big book or interactive whiteboard resources. Read the first two sentences together. Invite students to act out the scenario, using facial expressions and body language to show the feelings the author expresses.

Say: In the first sentence, the writer tells about falling off a bike. In the second sentence, the writer uses the word upset to show feeling. We’ve been practicing writing sentences like these. Let’s do this again today!

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

Say: When I was little, I had a good friend named Jack. We lived in the same neighborhood and went to school together. One day, Jack’s family moved away. I missed him so much! I will draw a picture of me saying goodbye to Jack.

Model drawing your memory on chart paper and then tell students what you want to write in your first sentence.

Say: First I will write a sentence that tells what happened. Then I’ll write a sentence that tells how I felt. My first sentence is “Jack moved away.” That sentence tells what happened.

Model writing each word in your first sentence. Ask students to say Jack slowly and give you the beginning, middle, and ending sounds, pointing out that the /k/ sound is spelled c-k. Point as you reread. Ask students to say moved slowly and give you the beginning sound. Write the rest of the letters and say: That’s a tricky word! Remember that it’s fine to just write the sounds you hear. Point and reread. Ask students to say away slowly and give you the beginning, middle, and ending sounds, pointing out that the long a sound at the end is spelled a-y. Put a period at the end of the sentence.

Ask students to help you come up with a second sentence, one that expresses feelings. Say: Now I need to write my second sentence. What could I write in my second sentence? Allow responses, and decide together on a “feeling” sentence, such as “I was so sad!” Say: Thank you for helping me! The second sentence shows how I felt when Jack moved away.

Model writing each word in your second sentence.

Write J. Ask: What kind of letter should I use for the word I? (Allow responses.) Yes! The word I is always an uppercase letter.

Objectives

Concepts About Print
• Use uppercase letters correctly.
• Use appropriate end punctuation.
• Use two uppercase letters and two end punctuation marks when writing two sentences.

Oral Language and Grammar
• Share a message orally using two complete sentences.
• Use common nouns, the pronoun I, and adjectives.

Purposeful Phonics Connections
• Listen for sounds in words.
• Write CVC and high-frequency words.

Reflecting Reading in Writing
• Visualize actions and feelings.
• Ask questions to determine feelings and develop character.

Writing
• Write one sentence to show action and another to show feelings.

Materials
• Mentor big book: Discover Journals
• Chart paper and markers
• Interactive whiteboard resources
Write was, so, and sad. Reread before writing each word. Say: I know how to spell was: w-a-s. I have seen this word many times. Ask students to say so slowly and give you the beginning and ending sounds and/or letters. Ask students to say sad slowly and give you the beginning, middle, and ending sounds and/or letters. Put an exclamation point at the end of the sentence.

Ask students to help you reread and check both sentences. Point out that both sentences begin with an uppercase letter and have an end punctuation mark. Say: It’s important to make sure that both sentences begin and end correctly.

NOTE: Save your journal entry to use in the Day 5 lesson.

2. Rehearse (5 MInutes)

Invite students to close their eyes and think of a shared 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:

• One time I ______. I felt ______.
• ______ when ______.

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. Ask questions as needed to help students develop their sentences, and help them check for two uppercase letters and two end punctuation marks. Encourage students to get ideas from one another as you continue to support them at whatever stage of writing development they are in.

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 two sentences with appropriate uppercase letters and end punctuation marks. Invite the other students to act out the feelings the writers express.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• One time I ______. I felt ______.
• I will say the word ______ and listen for the first sound.
• I will describe ______ 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 about it.
• How could you describe ______? What other words could you use?

Self-Monitoring and Reflection
• Did you show what you did? How you felt?
• What have you written so far?
• What letter would you expect to see at the beginning of the word ______? In the middle? At the end?
• What word did you use to describe ______?

Validating and Confirming
• You wrote about what you did and how you felt.
• You listened to the sounds in words.
• You remembered where to use uppercase letters. Good thinking!
• You chose a strong describing word here. That will help your readers visualize the ______.
• You asked yourself questions about your sentence. That’s something strong writers do to help them express their feelings.

Teacher Tip
Continue to add to your word bank of “feeling” adjectives for students to refer to. Model using a primary-level thesaurus to look up choices for adjectives in your messages.