Model Writing a Journal Entry

Objectives

Concepts About Print
• Understand that words carry meaning.
• Understand that words are comprised of letters.
• Understand that words go from left to right.
• Put spaces between words.

Oral Language and Grammar
• Share a message orally.

Purposeful Phonics Connections
• Listen for beginning sounds.
• Recognize sound/symbol relationships.

Reflecting Reading in Writing
• Develop genre awareness.
• Visualize.

Writing
• Draw and write a journal entry.

Materials
• Chart paper and markers
• Teacher draft from Day 3

1. Focus (10 minutes)

Point to your draft from the previous lesson. Remind students that some journal writers draw their messages, the way you did yesterday.

Say: Some journal writers draw and write words to tell their message. Today I’m going to show you how I draw and write some words in my journal. First I close my eyes and think about what I want to write. Sometimes my idea comes to me right away. Sometimes two or three ideas come to me. And sometimes I have to sit there and think for a while before any idea comes to me. That’s okay. Writers need time to think.

Use the think-aloud below as an example of how to describe a journal idea to students based on a memory or experience.

Say: Last weekend, I visited my mom. She lives in a different town, so I don’t see her every day. I drove to her house, and I spent the day with her. She cooked my favorite dinner for me. She cooked roast chicken, mashed potatoes, and green beans. I remember that meal from my childhood, and whenever I have it, I feel very happy. I’m going to draw my mom and me eating that meal last weekend. I can see the green beans and the steaming chicken and mashed potatoes on my plate. I can smell them, too. I’m not sure I can draw it well, but that doesn’t matter because I’m only drawing it so I remember it.

Model drawing your memory on chart paper. Do not be concerned if your drawing is rough. Remind students that the purpose of drawing in your journal is to remember events, memories, and feelings, not to create works of art.

Say: I want to add some words to this journal entry. I want to write “Mom made good food.” Model writing each word in your sentence.

Write Mom. I’m going to say the word slowly and listen to the first sound: /mmm/. I know that the letter m makes the /mmm/ sound, so I am going to write that letter below my picture. I’m going to say the word again: /mmmoommm/. I hear /ooo/ in the middle of mom. I will write the letter o. If I didn’t know that sound, I could skip that letter and go to the next sound I hear. The last sound I hear in Mom is /mmm/. I will write another m at the end of the word.

Write made. Say: I’m going to leave a space and start my next word, made. I will write this word to the right of my first word. The word made begins with /m/, just like mom. I will write another m. I hear /ā/ in the middle: /māāād/. I will write an a. Then I hear /d/ at the end. I know that d makes the /d/ sound. I don’t hear any more sounds, but I know there is a silent e at the end of this word, so I will write that, too. If you don’t hear the sound, and you don’t know how to spell the word, that’s okay. Just write the sounds you hear.
**Write good.** Say: I’m going to leave a space and start my next word, *good*. I know how to write that word. I have seen it many times.

**Write food.** Say: I’m going to leave a space and start my last word, *food*. Notice how I write this word to the right of the last word I wrote. The word *food* begins with /f/. What letter makes that sound? (Allow responses.) That’s right. The letter *f* makes the /f/ sound, so I will write that letter first. I hear /oo/ in the middle of *food*. I know that *food* has two letter o’s in the middle, so I will write these, but if I didn’t know this, I would just write the sounds I do hear and know. It’s okay for me to leave out any letters I can’t hear. Let’s listen for the last sound in *food*. I hear /d/. What letter makes that sound? (Allow responses.) Great. You heard the sound. I will write the letter *d* to finish that word.

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

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### 2. Rehearse (5 minutes)

**Say:** Close your eyes and use your visualizing skills to help you think of a journal message today. Tell your partner what you see in your mind. Tell your partner what message you want to write. Your message can be a word or many words.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:

- I see ______.
- I will draw ______.

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### 3. Independent Writing and Conferring (15 minutes)

Distribute students’ journals. Invite each student to draw a picture of the memory he or she described to a partner and to write a message. Some students may change their minds and wish to draw about a different experience. Validate the decision of any student who chooses to do this. Keep in mind that some students may not yet be able to hear the sounds in words. Others may be ready to write letters and words. Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

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### 4. Share (5 minutes)

Invite two or three students at different stages of writing development to share their drawings and written messages.