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 4

1. Focus (10 MINUTES)

Share your draft from the previous lesson. Remind students that some journal writers draw and write letters they hear, the way you did yesterday.

Say: Some journal writers draw and write complete words to communicate 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. I see the idea in my mind.

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

Say: I have a cat, and she is still a young cat. She is very playful and mischievous. When I come home, she is very happy to see me. Yesterday when I got home from work, my kitty was waiting for me at the door. She did something she has never done before. She leaped into my arms from the floor! I was so surprised. I want to draw that scene. 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. Then share your sentence with students.

Say: I want to add some words to this journal entry. I want to write “My cat jumped.” Model writing each word in your sentence.

Write My. Say: I know how to write the word my. I have seen that word in books, and I recognize it.

Write cat. Say: I’m going to leave a space and start my next word, cat. I will write this word to the right of my first word. The word cat begins with /k/. I know that I can make that sound with a letter c, so I will write that letter. The rest of the word is /a-at/. I hear /aa/ in the middle of the word. I will write the letter a. I hear the sound for letter t at the end of the word, so I write that letter. I just wrote cat!

Write jumped. Say: I’m going to leave another space because I know we leave spaces between words. I hear /j/ at the beginning of jumped. Who knows what letter makes that sound /j/? (Allow responses). That’s right. It’s the letter j. Let’s write that down. If I don’t know how to spell the rest of that word, that’s okay. I can just write that letter. Or I can say the word a few times and listen for other sounds I hear. What other sounds do you hear? Allow responses. Work with students to write the sounds they hear. Fill in the sounds they don’t hear by modeling how you listen for the sounds and write the letters.

NOTE: Save your draft to use in the next lesson.
2. **Rehearse** (5 MINUTES)

Invite students to close their eyes and think of an event to draw and write about in their journal. **Say:** Tell your partner what you plan to draw and write about.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
- I remember ______.
- I will write about ______.

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 able to write some high-frequency words and semiphonetic spellings. Validate students at whatever writing stage 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 at different stages of writing development to share their drawings and written messages. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.

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

#### Goal Oriented
- I will draw my memory of when I ______.
- I will say the word ______ and listen for the first sound I hear in the word.

#### Directive and Corrective Feedback
- Think about something you did or saw. Tell me your memory.
- Say the word ______. What sound do you hear at the beginning of ______?

#### Self-Monitoring and Reflection
- Tell me what you pictured in your mind.
- Does your picture match your message?

#### Validating and Confirming
- Your picture really shows the memory you described in words!
- Your message matches your picture!
- You heard the letter ______ and wrote it!
- You wrote the word ______!
- I notice that you put spaces between your words. That’s an important part of writing.
- You wrote your message from left to right. Strong writers do that to make their writing easy to read.

#### Teacher Tip

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.