Write a Journal Entry

Objectives

Concepts About Print
- Understand that words carry meaning and are comprised of letters.
- Understand that words go from left to right.
- Understand that words have spaces between them.

Oral Language and Grammar
- Share an oral message about something that will happen.

Purposeful Phonics Connections
- Listen for beginning and ending sounds.
- Recognize sound/symbol relationships.

Reflecting Reading in Writing
- Develop genre awareness.
- Determine importance of ideas.
- Visualize.

Writing
- Draw and write a journal entry.

Materials
- Chart paper and markers

1. Focus (10 minutes)

Ask students to share some things they do to plan their journaling. Use the following questions as needed to generate discussion:
- How does visualizing help you plan what to draw and write?
- How do you choose the most important details about the events and your feelings?

Say: So far we have been drawing and writing about things that have already happened. These events are experiences that we remember. Did you know that journals can also be about things that haven’t happened yet? We can visualize something that’s going to happen and how we will feel. Then what will we do? (Allow responses.) We will choose the most important details to draw and write about. Today I’m going to think about something that will happen in school this week. I’ll also think about how I might feel when it happens. Then I will show you how I choose the most important details to draw and write about in my journal.

Model how to close your eyes and decide on an event. Use the think-aloud below as an example of how to select the most important details about the event and your feelings.

Say: On Fridays we have Show and Tell. It’s one of my favorite times of the week. Everyone gets to bring something special to share. This week, I’m going to bring something, too! I think it will make everyone laugh. I feel happy when I think about sharing my surprise with the class. Now I will decide what to draw. I don’t think I can draw every detail about our classroom. Instead I need to think of the most important things I visualize. I will draw a picture of myself standing at the front of the room with my bag, ready to share. I’ll have a big smile on my face, too!

Model drawing the event and your feelings on chart paper, pointing out that a rough sketch is all you need to record the most important events and feelings you visualized. Then tell students your sentence.

Say: I want to add some words to this journal entry. I want to write “I love Fridays!”

Model writing each word in your sentence.

Write I love. Say: I know how to write the words I and love. I have seen these words in books many times, and I have written I love you! on a card. I will remember to leave a space after each word.
Write Fridays. Say: I know a good way to figure out how to spell Friday. We can look at our calendar! Who can point to the word Friday on our calendar? (Allow responses.) Yes! Friday is spelled F-r-i-d-a-y. I will copy these letters onto my journal page. Now how can I show that I’m talking about more than one Friday? (Allow responses.) Right! I can add the letter s to show that I mean more than one. I will write s at the end of the word. Good for us! We worked together to write the word Fridays. Add an exclamation point at the end of the sentence.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and think of any event that will happen this week (in or out of school) to draw and write about in their journals. Say: Tell your partner what will happen. Include lots of details about the event. Tell how you might feel, too. Then when you’re ready to draw and write, you can choose the most important details to use.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
• This week I will ______.
• I hope I can ______.

3. Independent Writing and Conferring (15 MINUTES)

Distribute students’ journals. Invite each student to draw a picture of the event he or she described to a partner and to write a message. Allow students who change their minds to draw another event. Either way, remind them to record the most important details about what will happen and how they might feel. Continue to validate and encourage 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.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• This week at school I will ______. I will feel ______.
• The most important details are ______.
• I will say the word ______ and listen for the first sound I hear in the word.

Directive and Corrective Feedback
• Think about something that will happen at school this week. What will you do? How will you feel?
• Where do you start writing?
• Say the word. What sounds do you hear?

Self-Monitoring and Reflection
• Does your picture match your message?
• What could you do to help you write that word?

Validating and Confirming
• Your picture really shows the event you described in words!
• Your message matches your picture!
• You heard the sound ______ and wrote the letter ______!
• 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.