1. Focus (10 minutes)

Ask students to share some things people can draw and write about in journals. Use the following questions as needed to generate discussion:
- What types of past events can people write about?
- What types of future events can people write about?

Say: Yesterday we learned that we can use our journals to draw and write about things that haven’t happened yet. We can visualize something that’s going to happen and how we will feel. Then we choose the most important details to draw and write about. Today I’m going to think about something that might happen someday. 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 use in my journal.

Model how to close your eyes and decide on an event. Then draw the most important details about the event and people’s feelings on chart paper, using the think-aloud below as an example of how to select the important details.

Say: Someday I will plant a vegetable garden. I’ll plant tomatoes, green beans, potatoes, squash, lettuce, and corn. I’ll have fresh vegetables for dinner every night, and I’ll even have enough to share with my neighbors. It will take a lot of work, but everyone will love it. Now I will decide what to draw. I need to think of the most important details. I might not be able to draw them very well, but they will help me remember what I visualized.

As you draw, model how you determine which details are most important to include. Then tell students your sentence.

Say: Now I want to add some words to this journal entry. I want to write “We love corn on the cob!”

Model writing each word of your sentence.

Write We and love. Say: I know how to write the words We and love. I have seen these words in books many times. I will remember to leave a space after each word.

Write corn. Say: I’m going to start my next word, corn. I will write this word to the right of love. The word corn begins with /k/. I know that I can spell that sound with a letter c, so I will write that letter. I hear a little word in the middle of corn. I hear the word or: /k/ /ɔr/ /n/. I know how to write the word or: o-r. I hear the sound for the letter n at the end of the word and add that letter. I just wrote corn!
Write on and the. Say: I know how to write the words on and the. I have seen these words in books many times. I can hear the sounds in the word on, too: /o/ /n/. I will leave a space after each word. Remember that if you don’t know how to spell a word, you can just write the sounds you hear.

Write cob. Say: Say the word cob slowly with me: /k/ /o/ /b/. What sound do we hear at the beginning of the word cob? (Allow responses.) Yes! We hear /k/, so we could use k or c. Cob starts with c, just like corn. The rest of the word is /ob/. I hear /o/ in the middle of the word, so I’ll write the letter o. What letter should I write at the end of the word? (Allow responses.) I need to write b at the end. The letter b stands for /b/. We worked together to write the word cob! Add an exclamation point at the end of the sentence.

2. Rehearse (5 minutes)

Invite students to close their eyes and think of something they would like to do someday that they can draw and write about in their journals. Say: Tell your partner what you would like to do. 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:
• Someday I will ______.
• I will feel ______.

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. Remember that some students may change their minds at the last minute. Simply remind them to think about the most important details, including what will happen and how they might feel. Continue to validate and encourage students’ current writing stage, including scribble writing or no writing at all.

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.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• Someday 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 you might do someday. What will you do? How will you feel?
• Tell me your message. Now listen for sounds you know. Write any sounds you can hear.
• Make sure your picture matches your message.

Self-Monitoring and Reflection
• Did you write the important details?
• Tell me the sounds you hear. Tell me what message you wrote.

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.