1. Focus (10 minutes)

Remind students that a sentence is a complete thought that tells whom the sentence is about and what the person does.

**Say:** We learned that people often use the word *I* in their journals to tell about their own experiences. We can use other people’s names and tell about their experiences, too! For example, I could write (point to a student) “______ sits on the floor.” The student’s name tells “who” the sentence is about. What word tells what [student’s name] does? (Allow responses.) Yes! The word *sits* tells what the student does. I’m going to think of someone I know and something that person did. First I will visualize the person in my mind. Then I will show you how I choose the most important details to draw and write a sentence.

Model how to close your eyes and visualize a person and his or her experience. Then use the think-aloud below as you model selecting important details to draw and write about.

**Say:** My friend Sam loves to ride his bike! He takes long bike rides on trails through the forest. Once he rode his bike one hundred miles in one day! I will draw a picture of Sam riding his bike.

Model drawing the person and event on chart paper. Remind students that a rough sketch is fine in a journal as long as it helps you show the most important person and event you visualized. Then tell students your sentence.

**Say:** I will add a sentence to this journal entry. I will write “Sam rode all day.” My sentence tells a complete thought.

Model writing each word in your sentence.

Write *Sam*. Say: The word *Sam* tells “who” my sentence is about. Say the word *Sam* slowly with me: /S/ /a/ /m/. What sound do you hear at the beginning of *Sam*? (Allow responses.) That’s right. The word *Sam* begins with /S/, so I will write the letter *s*. The rest of the word is /aamm/. I hear /a/ in the middle of the word. I will write the letter *a*. I will write the letter *m* at the end of the word to stand for /m/. I just wrote *Sam*! What do I need to do before I start my next word? (Allow responses.) Yes! I need to leave a space.

Write *rode*. Say: *Rode* is the next word in my sentence. It tells what *Sam* did. Say the word *rode* slowly with me: /r/ /o/ /d/. What letter do I need to write first? (Allow responses.) That’s right. I will write the letter *r*. I hear /o/ in the middle of the word. I will write the letter *o*. What letter should I write next? (Allow responses.) Yes! I need to write *d*. The letter *d* stands for /d/. I don’t hear any more sounds, but I know there is a silent *e* at the end of *rode*, so I will write that, too. What do I do next? (Allow responses.) Yes! I leave a space.
Write all. Say: I know how to write the word all. I have seen this word in books many times. I will write a-l-l: all.

Write day. Say: I know a good way to figure out how to spell day. I can look at our calendar! Who can point to the word day on our calendar? (Allow responses.) I will leave a space and then copy these letters onto my journal page. Add a period at the end of the sentence.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and think of a person and event to draw and write a sentence about in their journals. Say: Tell your partner “who” you visualize and what that person is doing. Say a complete thought. Start with the person’s name. Then tell what the person did.

3. Independent Writing and Conferring (15 MINUTES)

Distribute students’ journals. Invite each student to draw a picture of the person and event he or she described to a partner (or another person and event) and to write a message. Remind students that a sentence should be a complete thought, telling whom the sentence is about and what that person did.

Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

4. Share (5 MINUTES)

Use the Share time in one of the following ways depending on your observations of students during Independent Writing and Conferring:

- Invite volunteers first to talk about their pictures and then to read aloud their sentences.
- As students listen to the sentences being read aloud, ask them to decide if each sentence tells a complete thought. If a sentence does not, write it on chart paper and ask students to help you add words to make it a complete thought.
- Ask students to close their eyes and visualize the sentences that other students are sharing. Ask volunteers to tell what they visualized. Then ask the writers to show their drawings.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I know someone named _______. _______ likes to _______.
- I will say the word _______ and listen for the first sound I hear in the word.

Directive and Corrective Feedback
- Think about someone you know and something he or she did. Tell me your memory.
- Listen for sounds you know. Write any sounds you can hear.
- Say the word _______. What sound do you hear at the end of _______?

Self-Monitoring and Reflection
- Did you put spaces between words?
- What did you see in your mind as you got ready to draw and write? How did that help you?
- Is your message a complete thought?
- What did you do to help you write that word?

Validating and Confirming
- I liked the way you told your partner what you visualized.
- Your message is a complete thought!
- 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

Monitor students’ attempts to write complete thoughts. For students who struggle with this concept, have them point to whom a sentence is about and act out what this person did as they share their sentences orally.