Write a Journal Entry Using a Complete Sentence

Objectives

Concepts About Print
• Understand that words carry meaning.
• Understand that words 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 a person and an event.
• Use a complete sentence.

Purposeful Phonics Connections
• Listen for beginning and ending 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

1. Focus (10 MINUTES)

Say: Listen as I say these words: came to school. This is not a complete thought. I don’t know who came to school. Now listen to these words: My brother. This is an incomplete thought, too. I don’t know what my brother did. We learned that a sentence must tell a complete thought. It must tell “who” the sentence is about and what that person does. I’m going to think of someone I know and something that person did. First I will visualize the experience in my mind. Then I will choose the most important details to draw and write a sentence in my journal.

Model how to close your eyes and visualize an event. Then use the think-aloud below as you model selecting important details to draw and write about.

Say: One time my cousin Jen was running up the steps to the back door. She fell up the steps! She scraped her knee. I helped her clean up the scrape and put a bandage on it. Then I got her a glass of lemonade so she would feel better. I’ll draw a picture of Jen with her bandage and lemonade.

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

Say: I want to add some words to this journal entry. Shall I write “fell up the steps”? (Allow responses.) You’re right! If I write “fell up the steps,” we don’t know who fell up. Shall I just write “Jen”? (Allow responses.) No! If I just write “Jen,” we don’t know what Jen did. I will write “Jen fell up the steps.” That is a complete thought.

Model writing each word in your sentence.

Write Jen. Say: The word Jen tells who did something. Say the word Jen slowly with me: /j/ /e/ /n/. What sound do you hear at the beginning of Jen? (Allow responses.) That’s right. The word Jen begins with /j/. so I will write the letter J. The rest of the word is /eeenn/. I hear /e/ in the middle of the word. I will write the letter e. I will write the letter n at the end of the word to stand for /n/. I just wrote Jen! What do I need to do before I start my next word? (Allow responses.) Yes! I need to leave a space.

Write fell. Say: My next word is fell. It tells what Jen did. I’ll write this word after the word Jen. Say the word fell slowly with me: /f/ /e/ /ll/. What sound do you hear at the beginning of fell? (Allow responses.) The word fell begins with /f/, so I’ll write the letter f. The rest of the word is /eeell/. I hear /e/ in the middle of the word. I’ll write the letter e. What should I write at the end of the word? (Allow responses.) Yes! I need to write the letter l. Because I have seen the word fell many times, I know it has two l’s at the end. Remember that if you don’t know how to spell a word, that’s okay. Just write the sounds you hear.
Write up, the, and steps. Continue modeling the spelling of the words up and steps by matching sounds to letters. Note that you have seen the word the many times and already know how to spell it. Remind students to write each word to the right of the word that precedes it and to leave spaces between the words. Tell students that if they don’t know how to spell a word, they can just write the sounds they hear. Add a period to the end of the sentence.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and think of a person and something this person did. Say: Tell your partner “who” you visualize and what that person is doing. Start with the person’s name to tell “who.” Then tell what the person did to show action.

3. Independent Writing and Conferring (15 MINUTES)

Distribute students’ journals. Invite each student to draw a picture of the person and action he or she described to a partner and to write a sentence. As you continue to validate students at whatever writing stage they are in, encourage them to write complete thoughts.

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 to talk about what they visualized before they drew their pictures and wrote their messages. Encourage a discussion on how visualizing helps writers write good sentences.
- Invite volunteers to read their sentences. Encourage the listeners to tell what they liked about the sentences.
- After volunteers read aloud their sentences, ask other students to retell what the messages were about.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- Someone I know is ______. One time ______.
- 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 someone you know and something he or she did. Tell me your memory.
- How many sounds do you hear in this word?
- Say the word. Tell me the sound you hear at the end.

Self-Monitoring and Reflection
- Is your message a complete thought?
- What did you see in your mind as you got ready to draw and write?

Validating and Confirming
- Your message matches your picture!
- 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

Continue to 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.