**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)

Invite students to listen to incomplete thoughts and tell how you can fix them.

**Say:** Listen as I say this thought: *ran around the yard*. This isn’t a complete thought. How can I fix it to make it a complete thought? (Tell who ran around the yard.)

**Listen to these words:** *my dog*. Why is this thought incomplete? How can I fix it? (Tell what the dog did.)

**Listen to this thought:** *the baker*. What can I do to make it a complete thought? (Tell what the baker did.) *What could the baker do?* (bake cookies, bake cake, etc.)

**Say:** Remember that a sentence must tell a complete thought. We ask ourselves, “Does it tell ‘who’? Does it tell what the person did?” If it doesn’t, we ask ourselves, “How can we fix it?” Now I’m going to think of someone I know and something that person did. I will visualize the experience in my mind and then draw and write about the person and event. I want to be sure I write a complete thought.

Model how to close your eyes and visualize a person and event. Draw the details on chart paper and use the think-aloud below as you model selecting important details to write about.

**Say:** *My mom really loves to read! She has so many books. Her favorite books are about history, but she likes mysteries, too. She often shares her books with me. I like to read books that my mom suggests. They are always good! Now I need to decide what to draw.*

Tell students what your sentence is.

**Say:** I want to add some words to this journal entry. Shall I write “likes to read?” *Why?* (Allow responses.) You’re right! If I write “likes to read,” we don’t know who likes to read. *Could I just write “Mom”?* (Allow responses.) *Why?* (Allow responses.) *Right again!* If I just write “Mom,” we don’t know what Mom does. How can I use both of these parts to write a complete thought? (Allow responses.) *Good! I’ll write “Mom likes to read.” That is a sentence.*

Model writing each word in your sentence.

**Write Mom. Say:** *Say the word Mom slowly with me: /m/ /o/ /m/. What sound do you hear at the beginning of Mom?* (Allow responses.) *That’s right. The word Mom begins with /m/, so I will write the letter M. I hear /o/ in the middle of the word. I will write the letter o. I hear the sound for the letter m again at the end of the word, so I write that letter again. I just wrote Mom! What do I need to do before I start my next word?* (Allow responses.) *Right! I need to leave a space.*
**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

**Goal Oriented**
- A person I know is ______. ______ likes to ______.
- The most important details are ______.

**Directive and Corrective Feedback**
- Think about someone you know and something he or she did. Tell me your memory.
- Say your message. How many words do you hear?
- What letter stands for the sound ______ in the word ______?

**Self-Monitoring and Reflection**
- Does your picture match your message?
- What could you do to help you write the word ______?
- What did you see in your mind as you got ready to draw and write?

**Validating and Confirming**
- Your picture really shows the memory you described in words!
- Your message matches your picture!
- You tell "who" the sentence is about and what that person does.
- 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.

---

**Write likes.** Say: The word **likes** is the next word. It tells what Mom does. I will write this word to the right of the word **Mom**. I know how to write the word **like**. I have seen this word in books many times: **l-i-k-e** like. But there is one more sound! What do you hear at the end of **likes**? (Allow responses.) I need to write **s**. The letter **s** stands for /s/. I’ll be sure to leave a space before I write my next word.

**Write to.** Say: I know how to write the word **to**. I have seen this word in books many times. If this word is tricky, though, you can just write the sounds you hear.

**Write read.** Continue modeling how to write the word **read** by matching sounds to letters. 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 about in their journals. Say: *Tell your partner about your memory. Be sure to tell a complete thought. Tell 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 action he or she described to a partner (or another person and event) and to write a sentence. Support students as they determine what to include. Continue to validate and encourage students in any attempts to scribble write, record the sounds they hear in words, and write high-frequency words.

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 to share their drawings and written messages. Encourage classmates to identify whom each sentence is about and what the person did.