1. Focus (10 MINUTES)

Display page 11 of Discover Journals using the big book or interactive whiteboard resources. Read the sentence together. Invite student volunteers to come up and point out where the boy started writing, the first word, the uppercase letter at the beginning of the sentence, the spaces between words, and the exclamation point at the end. Congratulate students for all the things they are learning about writing in their journals.

**Say:** You are learning so many things about what strong writers do! Yesterday I wrote a sentence that tells about a “what” instead of a “who.” Today I’ll try another sentence that tells about a “what.” I’m going to keep thinking about things that are special to me. Then I will show you how I draw and write in my journal.

Model how to close your eyes and visualize what to write about. Use the think-aloud below as an example of how to select important details.

**Say:** I’ve always loved to play games. When I was young, my friends and I liked to play tag. We made up all kinds of tag games. In one kind, you couldn’t tag people until you spelled their names! I will draw a picture of my friends and me playing tag. We’ll have happy smiles on our faces.

Model drawing your memory on chart paper. Remind students that a drawing is simply a way to remember the most important details you visualize.

**Say:** I want to write a sentence to go with my picture. I’ll write “Tag is a fun game!”

Model writing each word in your sentence.

**NOTE:** As you model this week, emphasize the concepts about print that students still need to practice based on your daily informal observations and notes.

Write **Tag.** **Say:** The word **Tag** tells what I’m writing about. Where should I begin my sentence? (Allow responses.) That’s right. I need to begin writing at the left side of the paper. Say the word **Tag** slowly with me: /t/ /a/ /g/. What sound do you hear at the beginning of **Tag**? (Allow responses.) That’s right. The word **Tag** begins with /t/, so I will write the letter **T**. What kind of letter should I use? (Allow responses.) Good! I need to use an uppercase letter. I hear /a/ in the middle of the word. I will write the letter **a**. What sound do we hear at the end of **Tag**? (Allow responses.) We hear /g/ at the end. I know that **g** makes the /g/ sound, so I will write this letter. We just wrote **Tag**! Now what do we always do after we write a word? (Allow responses.) That’s right! We leave a space.

**Write is.** **Say:** Let’s reread by pointing to the word we have so far and then pointing to where the next word should go. I’ll write **is** to the right of the word
Tag. I know how to write the word is: i-s. I have seen this word in books many times. But if you don’t know how to spell the word, that’s okay. Just write the sounds you hear.

Write a, fun, and game. Continue by having students reread the sentence to determine where the next word should go. Point out that the word a is spelled with the letter a. Guide students to match sounds to letters to write the words fun and game. Help students decide on the end punctuation. Then ask students to help you reread the entire sentence.

NOTE: Save your draft to use in the next lesson.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and think of a game they like (or something else) that they could draw and write about in their journals. Say: Tell your partner about your idea. Say a complete thought by telling “who” or what your sentence is about and what happens. 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:

- I like to play ______.
- I like ______ because ______.

3. Independent Writing and Conferring (15 MINUTES)

Distribute students’ journals. Invite each student to draw a picture of what he or she described (or of another idea) and to write a sentence. Support students as they determine what details to include. Continue to validate and encourage students in any attempts to scribble write and write letters or words. Reinforce students’ attempts to apply concepts about print.

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. Point out and celebrate examples of applying concepts about print and writing complete thoughts.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented

- I like to play ______. It is ______.
- I will say the word ______ and listen for the first sound I hear in the word.
- I will start my message at the left (pointing).

Directive and Corrective Feedback

- Think about a game you like. Tell me about it.
- Say the word ______. What sound do you hear at the beginning?
- Your first word is in just the right spot!
- Reread what you have so far and show me where the next word should go.

Self-Monitoring and Reflection

- Did you put spaces between the words?
- Did you put an uppercase letter at the beginning of your sentence?
- What can you add to show that you’ve reached the end of your message?

Validating and Confirming

- Your message matches your picture!
- You heard the sounds and wrote the word ______!
- You wrote a complete thought! Good job!
- You wrote your message from left to right. Strong writers do that to make their writing easy to read.

Teacher Tip

Continue to monitor students’ attempts to write complete thoughts. Ask students who struggle to point to whom or what a sentence is about and act out the verb if it is an action verb.