1. Focus (15 MINUTES)

Display the journal entry you wrote yesterday. Read the sentence together. Demonstrate how to “bookend” the sentence with your hands to check for the beginning uppercase letter and ending exclamation point.

Say: Remember that the exclamation point at the end shows emotion. In this sentence, I was so proud because my friend Cal built a desk. Let’s practice reading this sentence in a proud voice. (Choral-read several times.) Now I will think of something new to draw and write about 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: One time my family and I went to the beach. I was so excited! I had a pail and shovel. I saw lots of shells sticking out of the sand. I dug out shells with my shovel, and I put them in my pail. “Look, Mom!” I cried. “I can dig for shells!” I will draw a picture of me digging. I will have an excited look on my face.

Model drawing your memory on chart paper, pointing out that a rough sketch is all you need to record the most important ideas you visualized.

Tell students what you want to write. Say: I want to write a sentence to go with my picture. I’ll write “I dig for shells in the sand!” Model writing each word in your sentence.

NOTE: Although the focus is on beginning with an uppercase letter and ending with an exclamation point this week, continue to emphasize the concepts about print that students still need to practice based on your daily informal observations and notes.

Write I. Say: The word I tells “who” my sentence is about. I know how to write I. What kind of letter should I use? (Allow responses.) Good! I should use an uppercase letter. What should I do after I write the word? (Allow responses.) That’s right! I should leave a space.

Write dig. Say: Let’s point and reread: I _______. I’ll write dig to the right of the word I. The word dig tells the action or what I did. Model this CVC word by asking students to say it slowly and give you the beginning sound and/or letter. Fill in the vowel, then repeat the process with the ending sound and/or letter.

Write for. Say: Let’s point and reread: I dig _______. We’re ready for the word for. Say the word for slowly with me: /f/ /ôr/. What sound do you hear at the beginning of for? (Allow responses.) The word for begins with /f/, so I will write the letter f. I hear the little word or at the end of for: /f/ /ôr/. I know how to write or: o-r. We just wrote for!
Write **shells**, **in**, **the**, and **sand**. Continue to model writing the remaining words, asking students to help you with the letters. Before writing each word, ask students to reread with you. Emphasize beginning and ending sounds and fill in vowel sounds. Emphasize that students should write the sounds they hear. **Say:** Remember that it’s fine to just write the sounds you hear. Model the plural -s ending in shells. **Ask:** How can I show that I’m talking about more than one shell? (Allow responses.) **Good! I can add the letter s to show that I mean more than one.** Put an exclamation point at the end of the sentence. Invite volunteers to come up to check whether you have used a beginning uppercase letter and end punctuation, using their hands as “bookends.” Ask students to read the sentence with you, showing emotion in their voices.

2. **Rehearse** (5 minutes)

Invite students to close their eyes and visualize an object or memory to draw and write about in their journals. **Say:** Tell your partner what you visualize. Then tell “who” or what your sentence is about and act out the action to make sure you have a complete thought.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
- **One time I ______.**
- **I felt ______ because ______.**

3. **Independent Writing and Conferring** (20 minutes)

Distribute students’ journals. Invite each student to draw a picture of what he or she described and to write a sentence. Validate students at whatever writing stage they are in. Remind students to reread to remember what word comes next and to check their messages.

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 beginning uppercase letters, spaces between words, exclamation points, and complete thoughts. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.