



Journals and diaries

Student



ENW311 Travel write

You write a diary or journal to record day-to-day events and personal thoughts.

You write a journal to keep a record of an event or experience over a period of time, with personal thoughts. This could be a trip or a holiday.

Learning intention

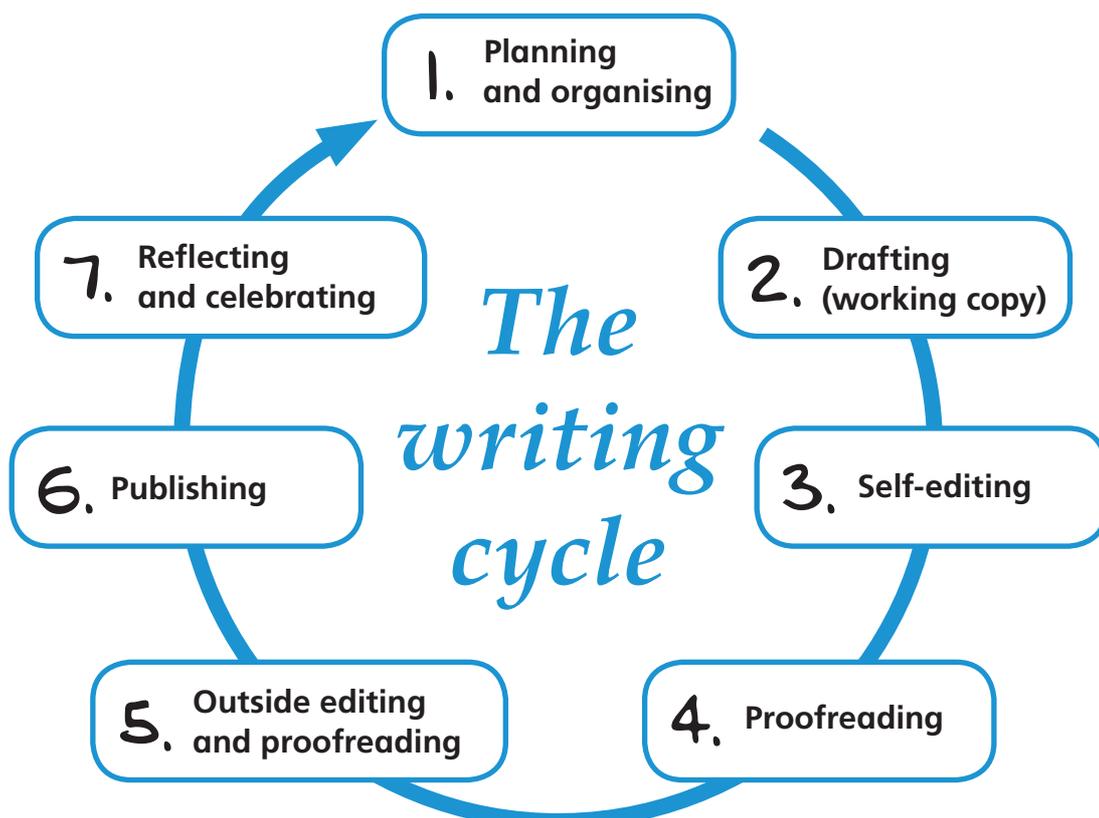
I am learning to:

- write a journal entry to record my experiences, events, personal thoughts and feelings over a period of time
- publish a journal entry with photos, illustrations, maps and brochures.

Success criteria

I will know I have achieved this when my journal entry:

- includes a recount of my experiences, events, personal thoughts and feelings
- is published with photos, illustrations, maps and brochures.



Section 1



Activity 1

Logs, diaries and journals



Learning intention 1

I am learning to identify the audience and purpose for logs, diaries and journals.

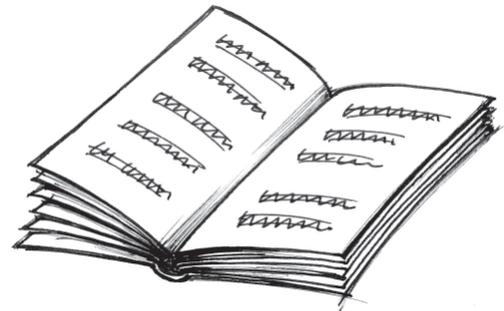
✓ **Success criteria 1**

I will know I have achieved this when

- I can complete the chart on page 4 to properly explain the audience and purpose for diaries, logs and journals.

Logs

A log is a day-by-day record of observations and actions (things you have seen or done). These are often used to record statistics or information from an ongoing science experiment.



Write two things you might keep a log about. Think about something you could observe over a period of time. It could be to do with a science topic where you are observing and researching.



-
-

Journals

The purpose of a journal is to keep a record of an event or experience over a period of time. This could be a trip or a holiday.

A journal can:

- include your feelings and opinions
- be about people and things you have seen
- be presented like a scrapbook with pictures, photos and memorabilia.

The purpose of writing a **diary** or a **journal** is to record personal events plus your thoughts, feelings, news and views. This is your personal voice.

Read this example of a journal entry.

Friday 22 April

The rugby was on at the stadium and the traffic slowed us down as we headed out of Wellington. Bother, we hadn't counted on that!

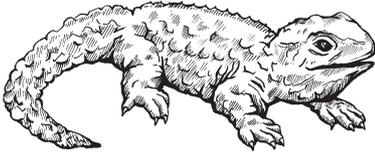
It was a long busy day at school! Eventually it was over and we had excitedly rushed home to do some last minute packing for our tramp in the Ruahine Mountains. As night quickly fell we loaded our overfilled packs into the car and started the drive to Martinborough, our first stop. During the 60-minute journey over the Rimutakas, day turned into night and our tummies told us it was dinner time.

A crowd had gathered at the Martinborough Hotel to watch the big game on the telly so we decided to give that a miss. Luckily the best restaurant in town was still open even though it was getting late. Thank goodness because we were really hungry.

Diaries

The purpose of a diary is to record day-to-day events and personal thoughts.

The **audience** for your diary is usually just yourself but you can write for others to read as well.



Another sort of diary is the kind where you write down all your appointments.

Read this example of a diary entry.

22 February 2007

Dear Diary

Today was a really good day. I met Jason on the way to the supermarket and he showed me his new iPod. It sounds great, wish I had one. School wasn't bad because I got some work back from my teacher and she gave me an award for writing a really cool personal recount. I am doing a research project on sharks. Dad's helping me. It's really interesting, I didn't realise they had to keep swimming all the time or they'll sink to the bottom of the ocean.

I went to Jason's house and he told me a funny joke. It goes: What did the little chick say when it found an orange in its nest? Look at the orange mama laid. Cool eh! The best part of the day was when Dad made spaghetti bolognaise for tea. That's my absolute favourite food. I wish we could have it every night. Might get sick of it though.

Till next time!

What have you discovered about logs, journals and diaries?

✓ **Tick** the sentences that are true.

- Science experiments can be written up in logs.
- You only write true things in logs.
- You only write untrue things in journals.
- Any sort of writing can go in a journal.
- Logs are usually for other people to read.
- Diaries are usually for private writing and reading.
- Each entry in diaries, logs and journals is dated at the beginning.

Complete the chart to show what your **purpose** might be for writing a **log**, **journal** or **diary** and who you think the **audience** could be.



	Purpose (why it is written)	Audience (who will read it)
Log		
Journal		
Diary		



Check the answer guide.

Go back to success criteria 1 for learning intention 1.

Activity 2

Deeper features of journal writing



Learning intention 2

I am learning to identify the deeper features in journal and diary writing.

✓ Success criteria 2

I will know I have achieved this when

- I can identify the deeper features in 'Solomons Diary', 'Kapa Haka Diary' and Sunrise Hut Journal.

Sometimes a journal is called a diary. In this unit of work it will be referred to as a journal.



A journal:

- expresses **personal voice** about an experience or event
- uses a variety of **language features** such as action verbs, adjectives, similes, metaphors, alliteration
- has a variety of sentence beginnings and lengths
- uses **time sequenced words** such as then, next, before, after, finally, during, eventually
- has events in the correct order
- has a **casual tone**: uses informal language
- is written in the **past tense**.

Glossary

Tone: the way words are put together to express attitude.

Read the 'Solomons Diary' excerpt that Bidy Livesey wrote about her trip to the Solomon Islands.

Solomons Diary



22.12.92

Honiara. At last. It's taken forever to fly here. We have just come from the airport - riding on top of the ute. Lots of people waved at us. That bit was fun.

23.12.92

We just went to the market and bought some kumara sort of stuff, fish, and those yummy almondish sort of nuts. The produce was all laid out on big banana leaves to keep it off the ground. It was raining, but it's so warm here you can't wear a raincoat; you have to use an umbrella. We're now on the boat to Tadahadi, the village on Makira where we'll be staying. It's a small boat, maybe eight times my length - quite small, anyway, and it's really really crowded. They said it will be about ten hours sailing.

But the heat here just hits you. It's like a fan on hot. And after dusk, you have to wear long clothes because of the mosquitos. Mostly we just lay around today, getting used to the heat.

24.12.92

It's one in the morning, and we're ashore at Makira, but the ground still seems to be moving like the sea. I've had enough of ships. I was seasick on the boat. All the rice I had for dinner came up. YUK!



Find other **deeper features** and highlight them in the colours used in the colour key.

Personal voice

Casual tone

Similes, metaphors

Past tense

Read 'Kapa Haka Diary' which came with this unit of work.



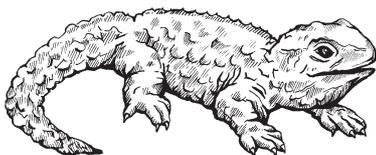
Who do you think the **audience** is?
What do you think the **purpose** was?

Find and write examples of these **deeper features** from 'Kapa Haka Diary'.
The first one is done for you.



Personal voice	'It'll be hard work but we know it will be worth it.'
Casual tone	
Past tense	
Time sequenced words	

To make it more interesting for an **audience**, two other deeper features I would have used in 'Kapa Haka Diary' are:



Ask your friends and family if they have any diaries or journals. Go to your local library and ask for journals and diaries to read.



Check the answer guide.

3

Activity 3 Identify language features

Teachers at The Correspondence School wrote a journal to record a tramping trip to the Ruahine ranges.

Read the journal on the insert.

On the bottom right-hand corner, draw a colour key like the one in the 'Solomons Diary' activity to highlight these **language features**:

- personal voice
- casual tone
- past tense
- time sequenced words



Write one thing you would change to make it more interesting to read.



Can you find any similes and metaphors in the Sunrise Hut journal?



Go back to success criteria 2 for learning intention 2.

4

Activity 4 Plan your first journal entry

Stage 1 of the writing cycle



Learning intention 3

I am learning to plan a draft journal entry.

✓ **Success criteria 3**

I know I will have achieved this when my draft includes answers to

- who
- where
- why
- when
- how

Step 1

Purpose: Decide what you want to write your journal about.

Audience: Who will read your journal?

Include your thoughts and feelings about these things:

- | | | | |
|--------|--------|----------|------------------|
| places | smells | worries | favourite things |
| people | sounds | holidays | music |
| food | dreams | weather | fears |

Step 2

Decide **how** you will keep your journal and **what** it might look like. You could use an exercise book or scrapbook.

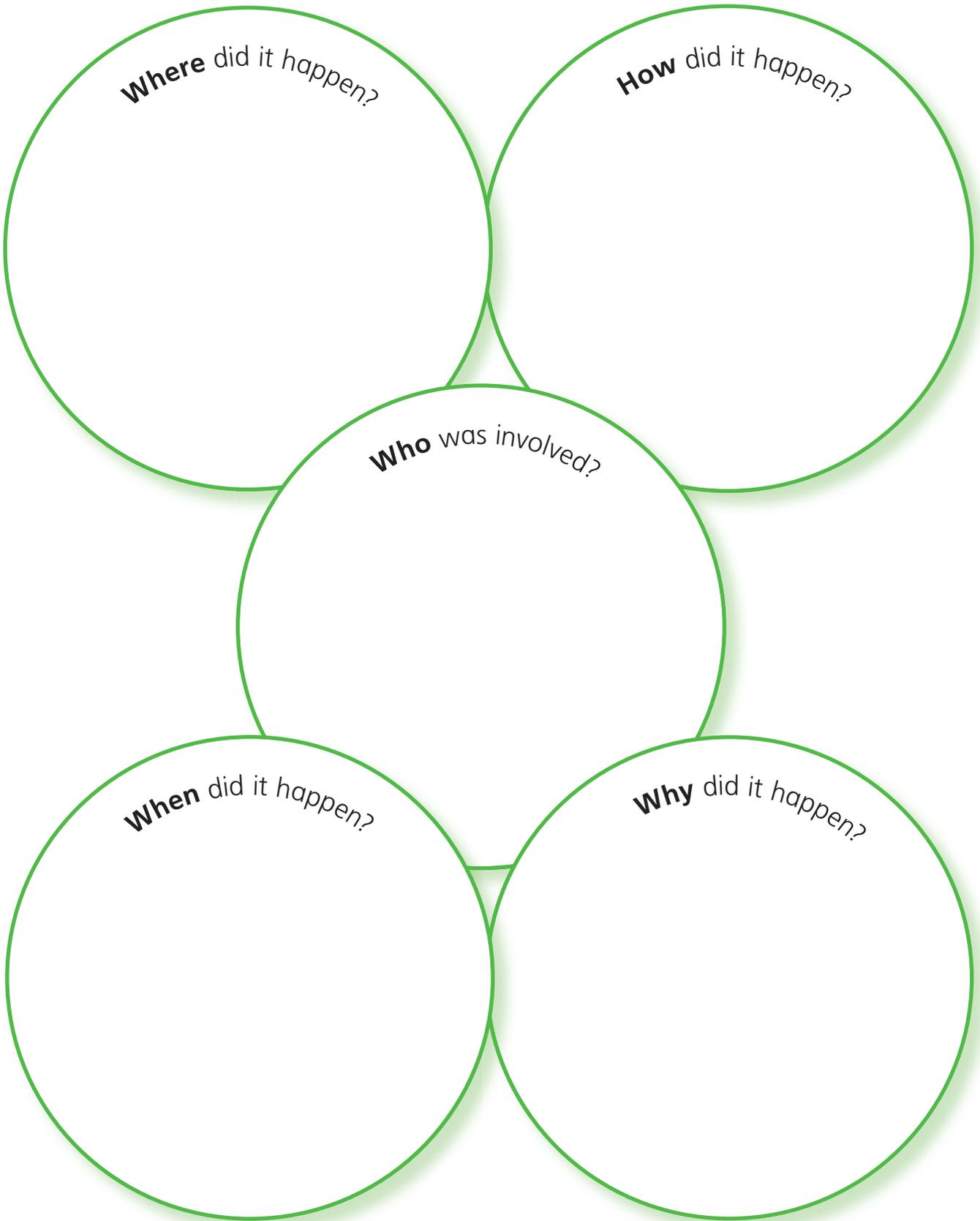
You will make at least five entries over a period of time, possibly 4 to 6 weeks.

If you are writing a journal about travelling around New Zealand or overseas you may want to present it with photos, pamphlets, brochures, maps and tickets that you've collected. Add them to each entry where they are appropriate to add liveliness.

If you are not travelling you could keep a journal or a diary about day-to-day events, including your experiences, thoughts and feelings.



Fill in the circles with your planning ideas for your first journal entry.



Go back to success criteria 3 for learning intention 3.

Activity 5**Make your writing interesting*****Learning intention 4***

I am learning to write a draft journal entry using the deeper features.

✓ **Success criteria 4**

I will know I have achieved this when my draft includes

- my personal voice
- a variety of language features
- the events in the correct order
- time sequenced words
- a casual tone
- verbs in the past tense
- a variety of sentence beginnings and endings.

Language features word study**Similes**

Similes compare things. They use the words **as** and **like** to compare.

For example: The heat is **like** a fan on hot.

The ground is **like** a moving sea.

The people were **as happy as** pigs in sloppy mud.



Your turn to write a simile:

Metaphors

Metaphors are also used to compare things, just like similes but the words **as** and **like** are not used.

For example: The heat **is a hot fan** blowing on my face.

The ground **is a moving sea** as I sway side to side.

The people were **pigs in sloppy mud** as they ate their food.

Your turn to write a metaphor:



(your thoughts and feelings)

Personal voice

Biddy expressed her thoughts and feelings in her diary about her trip to the Solomon Islands. She described how she felt about the heat.

But the heat here just hits you. It's like a fan on hot.

Write a sentence to describe how you feel when it is very hot. You may need to visualise what it would be like to be on a tropical island.

Use a **simile** or a **metaphor** to make it interesting.



Past tense action verbs

Action verbs are **doing** words. They give information about how something happened. A diary or journal is written in the **past tense** because you are writing about something that has already happened.

Most verbs in the past tense end in 'ed'.

To form the **past tense** of some verbs we add 'ed' (or just 'd' when the verb ends with 'e').

For example: lace – laced trace – traced escape – escaped

Your turn:



laugh – talk – wash –
Write one of your own.

If a verb has a single **vowel sound** followed by a **single consonant** sound, double the last letter before adding 'ed'.

For example: wrap – wrapped strap – strapped flap – flapped

Your turn:



fit – plod – bug –
Write one of your own.

When writing the **past tense** of some words 't' is used.

For example: Sweep – swept feel – felt keep – kept

Your turn:



creep – spend – lend –
Write one of your own.



Check the answer guide.

Adjectives

Adjectives are used to describe nouns (naming words).

Biddy also wrote:

After the show we had a big feast of fish and all sorts of puddings.

Rewrite the sentence adding adjectives to describe the nouns. The nouns are highlighted.



After the _____ **show** we had a big _____ **feast** of
_____ **fish** and all sorts of _____ **puddings**.

Alliteration

Alliteration is when **beginning sounds** and vowel sounds in words are repeated.

For example: Wild, wet, windy Wellington.

A wide whale wobbled in the water.

The large, lonely dog loped along the road.

In the last example, the alliteration is with all the words that start with the **letter 'l'** and also the **'o' sound** in **lonely, loped** and **road**.

Use alliteration to describe a place, food, animal or person.

This can be fun to use when you are describing food, people and places in your journal.

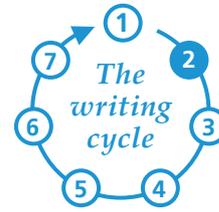


6

Activity 6

Writing a draft journal/diary entry

Stage 2 of the writing cycle



As you write, think about:

- who your **audience** will be and how you will grab their attention at the beginning
- what **language features** you will use to make your writing interesting
- how you will express your **thoughts, feelings and opinions**
- using different **sentence beginnings**
- a finishing sentence or sentences with **impact**.

Glossary

Impact: something that makes you think, gives you a surprise or grabs your attention.

If you are going on a trip in New Zealand or overseas, try writing a journal to record experiences and events.

Your audience would be the people that you want to tell about the trip.

Or you may want to keep a diary or journal about an event like in 'Kapa Haka Diary'.

Plan your ideas on the **journal entry thinking frame**. Then write your draft in your exercise book, missing a line so you can edit your draft later.



Use a **blue pen** for your draft.



Journal/diary entry – thinking frame

Date

Introduction (grab your audience's attention)

Events (include where, when, who, why, how and your thoughts, feelings and opinions)

Final sentence (end it with impact)



Go back to success criteria 4 for learning intention 4.

7

Activity 7

Self-editing and proofreading

Stages 3 and 4 of the writing cycle



Learning intention 5

I am learning to edit and proofread my journal entry.

✓ **Success criteria 5**

I will know I have achieved this when my draft includes

- the deeper features
- the surface features.

Editing is checking the **deeper features** of writing.

Use the **deeper features** checklist to **self-edit** your draft journal entry and make any changes to it as you go.



Use a green pen to make these second changes.

You can add, cross out or change words. Keep using your green pen so your teacher can see how you self-edit your work.

Deeper features checklist

- ✓ My journal entry:
- expresses my personal voice about an experience or event
 - uses a variety of language features such as action verbs, adjectives, similes, metaphors, alliteration
 - has a variety of sentence beginnings and lengths
 - uses time sequenced words such as then, next, before, after, finally
 - has events in the correct order
 - has a casual tone.

Proofreading is checking the **surface features** of writing.

Check the **surface features** of your draft journal entry using the **surface features checklist** below.

Make any changes to your draft using another coloured pen.

Surface features checklist

- I have checked and corrected any spelling errors
- I have used capital letters and full stops correctly for all sentences
- I have used commas correctly
- I have written in the past tense
- I have written each event in a new paragraph.

Editing and proofreading by someone else

Stage 5 of the writing cycle



Ask at least one other person to read your draft journal entry.



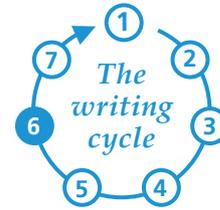
Ask them to record in the box below any changes they think you need to make.



Go back to the success criteria for learning intention 5.

Activity 8 Publishing

Stage 6 of the writing cycle



Learning intention 6

I am learning to publish my journal entry.

✓ Success criteria 6

I will know I have achieved this when my journal entry

- is presented with photographs, brochures, tickets and maps that are appropriate
- includes the deeper features.



Publish your draft journal entry in the book you have chosen to keep your journal in. You can handwrite straight into the journal or use the computer and paste it in.



Then complete the self assessment on the next page and send your published journal entry to your teacher with this booklet.

When you have received feedback from your teacher go to **section 2** to complete your journal. You will use the feedback and next learning steps to write at least four more entries.



Overseas travellers

If you are travelling it will take too long to get the feedback that you need from your teacher. So if you are not able to send your draft to your teacher before you complete the rest of your journal then follow the planning guides and the writing cycle to complete at *least four more entries*. Send the journal to your teacher when you return and it is complete. Your teacher will then give you feedback that you can use to write another journal at another time.



Go back to the success criteria for learning intention 6.

Self assessment



Reflect

Stage 7 of the writing cycle

Complete the self assessment using the success criteria.

I was able to:

- write about my experiences and events over a period of time
- include my personal thoughts and feelings
- publish my journal entry with photos, illustrations, maps and brochures.



yes	no
yes	no
yes	no



What I have done well

The things I have done well are:

I know I have done them well because:

One thing I could improve on the next time I write a journal entry is:

One thing I would like my teacher to comment on about my journal entry is:

Supervisor's comment:

Celebrate

Share your journal with someone else and tell them about the things you think you have done well.



Send in your published journal entry, and your draft with this unit.

Answer guide



Activity 1

- Science experiments can be written up in logs.
- You only write true things in logs.
- You only write untrue things in journals.
- Any sort of writing can go in a journal.
- Logs are usually for other people to read.
- Diaries are usually for private writing and reading.
- Each entry in diaries, logs and journals is dated at the beginning.

You may have written:



	Purpose (why it is written)	Audience (who will read it)
Log	To record observations of things you have seen or done Could be for a science project	Yourself Teacher Other people
Journal	To write about events such as a trip including feelings, ideas, facts	Yourself Teacher Other people
Diary	Private record of day-to-day events and thoughts	Yourself



Activity 2

You might have written:

To make it more interesting the deeper features I would add to 'Kapa Haka Diary' are:

- similes
- metaphors
- adjectives
- a variety of sentence beginnings and lengths.



Activity 5

laugh – laughed

talk – talked

wash – washed

fit – fitted

plod – plodded

bug – bugged

creep – crept

spend – spent

lend – lent

Feedback form

Your teacher will complete this feedback form and send it back to you.

Once you have received this, you will use the feedback and next learning steps to write your next journal entries.

Goal

To write a journal using:

- my personal voice
- action verbs
- similes
- metaphors
- time sequenced words
- a variety of sentence beginnings and length
- casual tone
- the past tense.

Feedback

Feed forward

Your next learning steps (one or two things to focus on):

-
-

How you will achieve these steps

Section 2

Completing your journal



Use the feedback from your teacher to write your next journal entry.

Follow the planning guides and the writing cycle to complete at least four more entries over a period of time.

Write your draft and publish each entry as you go.



Your journal needs to:

- have at least five entries
- be presented in your best handwriting or a suitable font on the computer so that other people can read it
- be set out so that each entry has a date to show when it was written
- include photographs, maps, brochures, tickets to events if possible.



Acknowledgements

Every effort has been made to acknowledge and contact copyright holders. The Correspondence School apologises for any omissions and welcomes more accurate information and contact.

Journal Entry 22 April 2005; Diary entry 22 February 2005; both © The Correspondence School, Wellington, NZ

"Solomons Diary" 22.12.92 to 24.12.92, © Bidy Livesey; Photo of Bidy Livesey, © Janet McCallum; all from "School Journal", Pt.3 No.2 1994, first published by Learning Media for the Ministry of Education, Wellington, NZ. Print and electronic access by permission

"Sunrise Hut Journal", © 2004 The Correspondence School, Wellington, NZ

Photo: Setting off from Sunrise Hut, © 2004 Sandra Taylor, Wellington, NZ: The Correspondence School. Print and electronic access by permission

Other photos of tramp, © 2004 Alan Graham, Wellington, NZ: The Correspondence School. Print and electronic access by permission

