Introduce the Genre: Journals

1. Focus (15 MINUTES)

Display the cover of the mentor big book using the big book or interactive whiteboard resources. Read aloud the title and authors of the book. Use the following questions to activate students’ knowledge and initiate a background-building discussion. Allow time for students to respond to each question.

- What do you see on the cover?
- The title of this book is Journals. What is a journal?
- Why do people write journals? What can you write in a journal entry?

Turn to the title page. Point out the title and authors. Say: This is the title page. What is the girl thinking about? What do you think she might be writing in her journal?

Say: I’m going to read to you about journals. Follow along as I read. Read aloud the running text (not the example journal pages) on pages 2–5 one section at a time in a fluent, expressive voice as you point to each word. Stop where indicated below and discuss the text.

After reading page 2. Say: It’s fun to write about yourself! You can write about things you have seen and done. Then you will remember the things that happened. You will remember how you felt, too.

After reading page 3. Say: There are many things that happen that you want to remember. Writing about the events in your journal will help you remember them.

After reading page 4. Say: You can draw and write about many things in a journal, can’t you? Encourage students to look at the photographs on page 4 for examples of events they could write about.

After reading page 5. Say: You can write about your feelings in your journal. Ask students to look at the faces on page 5 and identify some of the feelings people might talk about in their journals. Discuss whether they have felt any of these feelings.

Make connections to students’ personal lives by asking some or all of these questions.

- Do you know anyone who writes in a journal?
- Have you ever drawn a picture or written down some words so that you could remember something that happened in your life?
2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize an event they could draw about in a journal. **Say:** You might visualize something that happened to you on the way to school. Or maybe you’ll visualize something you remember from the past. Tell your partner about what you visualize.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:

- *When I was _____, I ______.*
- *I remember when I ______.*
- *One time I _____.*

3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ writing journals. Ask each student to draw a picture of the event he or she described to a partner. Invite students to add messages to their drawings as well. Validate the decision of any student who wishes to draw and write about a different experience. Support students at whatever stage of writing development they are in.

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 tell the class about the memory they drew. You may also wish to provide additional modeling based on your observations during Independent Writing and Conferring.

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**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

**Goal Oriented**

- I remember when I ______.
- I could draw myself when ______.

**Directive and Corrective Feedback**

- Close your eyes. Think about something you have done or seen. Tell me your memory.

**Self-Monitoring and Reflection**

- What picture did you see in your mind?
- What did you do to think of a memory?

**Validating and Confirming**

- Your picture really shows the memory you described in words!

**Teacher Tip**

Monitor how students grip their pencils as they draw and write. Work with individual students as needed to help them hold their pencils correctly.