Model Drawing a Journal Entry

1. Focus (10 minutes)

Display the cover of Discover Journals using the big book or interactive whiteboard resources and invite students to retell what they remember about the journal entries you read together yesterday.

Say: Today I’m going to show you how I think of a memory and draw it in my journal. First I close my eyes. I ask myself, “What would I like to write about?” I see things I’ve done as if I am watching myself in a movie. When you see pictures in your mind, you are visualizing.

Describe your memory in detail and draw it on chart paper. Use the think-aloud below as an example of how to describe your memory and share your journal message.

Say: Yesterday after school, I decided to take a walk. Sometimes I do that to stretch my legs and get some exercise. While I was walking, I saw a car speeding on the road. Then I saw a police car go by and stop the speeding car. The driver of the car got a ticket. I can see the police officer standing next to the driver’s car window as he was writing the ticket. I can see the police car right behind the driver’s red car. The police car’s lights were flashing. I am going to draw that memory. My memory is: I saw a police officer give someone a ticket.

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

Objectives

Oral Language and Grammar
- Share a memory orally.

Reflecting Reading in Writing
- Develop genre awareness.
- Visualize.

Writing
- Draw a journal entry.

Materials
- Mentor big book: Discover Journals
- Chart paper and marker
- Interactive whiteboard resources
2. Rehearse (5 MINUTES)

Invite students to close their eyes and think of an event they could draw and write about in a journal.

Say: Before you draw your journal entry, close your eyes and think about what you would like to tell. I drew about something that I saw yesterday. I chose that because I had a strong memory of it. Maybe you will remember something that happened to you yesterday or last week or last month. Remember that writers get to choose what they want to write about. Tell your partner what you picture in your mind. Describe it to him or her.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
• In my mind, I see ______.
• I remember ______.

3. Independent Writing and Conferring (10 MINUTES)

Distribute students’ journals. Invite each student to draw a picture of the memory he or she described to a partner. Some students may change their minds and wish to draw about a different memory. Validate the decision of any student who chooses to do this. Keep in mind that some students may be ready to add written messages to their pictures using scribble writing, letters, or 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 tell the class about their memories. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• I will draw my memory of when I ______.
• I will show myself at _____ when I was ______.

Directive and Corrective Feedback
• Close your eyes. Think about something you did or saw. Tell me your memory.
• Make sure your picture matches the message you want to tell.

Self-Monitoring and Reflection
• Does your picture match your message?
• What did it feel like to close your eyes and visualize?

Validating and Confirming
• Your picture really shows the memory you described in words!
• I notice that you added some writing to your drawing. Tell me what you wrote.

Teacher Tip
Monitor how students grip their pencils as they draw or write. Work with individual students as needed to help them grip their pencils correctly.