1. Focus (10 MINUTES)

Display the cover of the mentor big book, using the big book or interactive whiteboard resources. Invite students to share what they have learned about journals. Use the following questions as needed to generate conversation:

- **Who writes in journals?**
- **What do people draw and write about in their journals?**
- **How do people show what they think or feel in their journals?**
- **How do people get ideas for their journals?**

**Say:** People often visualize to get ideas for their journals. Does anyone remember what visualizing is? (Allow responses.) That’s right. Visualizing is seeing pictures in your mind. First you close your eyes. Next you think of an idea and “watch” it like a little movie. Finally you draw and write about the idea to show what happens and how you feel about it. I’m going to think about something that happened yesterday. Then I will show you how I draw and write some words in my journal.

Model how to close your eyes and decide on a memory. Use the think-aloud below as an example of how to describe a journal idea based on a memory or experience.

**Say:** I don’t get much mail from my family and friends. Usually, they call on their cell phones or send e-mail. Yesterday was different, though. When I went to the mailbox, I had a card from my friend in Virginia and a card from my aunt in Kansas. I was so excited! I sat in my favorite chair. I read the cards slowly and laughed at the funny parts. When I was finished, I put the cards beside my chair to read again and again. I want to draw that scene so I can remember it.

Model drawing your memory on chart paper. Remind students that journal drawings don’t have to be works of art. Instead their purpose is to show what we visualize in our minds. Tell students your sentence.

**Say:** I want to add some words to this journal entry. I want to write “I like to get cards.”

Model writing each word in your sentence.

**Write I, like, and to.** **Say:** I know how to write the words I, like, and to. I have seen these words in books many times. I will remember to leave a space after each word.

**Write get.** **Say:** I’m going to start my next word, get. I will write this word to the right of the word to. Say the word get slowly with me: /g/ /e/ /t/. What sound do you hear at the beginning of get? (Allow responses.) That’s right. The word get begins with /g/, so I will write the letter g. The rest of the word is /et/. I hear...
in the middle of the word. I will write the letter e. I hear the sound for the letter t at the end of the word, so I write that letter. I just wrote get!

Write cards. Say: I’m going to leave another space because I know we leave spaces between words. I just noticed that the first part of the word cards sounds like the word car. I know how to spell car: c-a-r. I’ll write those letters. What sound comes next in the word cards? (Allow responses.) That’s right. The next sound is /d/. I’ll write the letter d. How can I show that I’m talking about more than one card? (Allow responses.) I can add the letter s to show that I mean more than one. I will write s at the end of the word. Add a period at the end of the sentence.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and think of an event that happened yesterday that they could draw and write about in their journals. Say: Tell your partner what you plan to draw and write about.

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

• Yesterday I ______.
• I remember ______.

3. Independent Writing and Conferring (15 MINUTES)

Distribute students’ journals. Invite each student to draw a picture of the event he or she described to a partner and to write a message about the event. Some students may change their minds and wish to draw and write about a different experience. Validate the decision of any student who chooses to do this. Keep in mind that some students may not yet be able to hear the sounds in words. Others may be able to write some high-frequency words and semiphonetic spellings.

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 at different stages of writing development to share their drawings and written messages. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.