**1. Focus** (10 minutes)

Display page 4 of the mentor big book, using the big book or interactive whiteboard resources. Point out the events, objects, and animals in the photographs. Then invite students to share their thoughts about the following questions:

- How do people decide what to write about in their journals?
- How does visualizing help people get ideas?
- How does drawing help people remember their ideas?

**Say:** When people visualize, they see lots of details. Can they include every single detail in their drawing and writing? (Allow responses.) That’s right—they can’t. People have to choose the most important details to draw and write about. Choosing details is an important part of planning our writing. Today I’m going to think about something that happened last week. Then I will show you how I choose the most important details to draw and write about 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 select important details from your memory.

**Say:** Last week, some friends called and asked if they could come over for a visit. I was excited! I hurried to get ready for them. I tidied up my house and swept off the front porch. I made some tea and baked some cookies. I put on a clean outfit, changed my shoes, and combed my hair. Finally they came. We had fun talking and laughing. They loved the tea and cookies, too. Wow! That’s a lot of information! I can’t include all those details in my drawing. I think I will just draw a picture of my friends and me laughing, drinking tea, and eating cookies together. I think that is the most important part of my memory. I will draw these details on my journal page.

Model drawing your memory on chart paper. Remind students that a rough sketch is fine and that the drawing is simply a way to remember the most important details you visualize. Then tell students what your sentence is.

**Say:** I want to add some words to this journal entry. I want to write “We had fun.”

Model writing each word in your sentence.

**Write We. Say:** I know how to write the word we. I have seen this word in books many times. I will write W-e: We.

**Write had. Say:** I’m going to leave a space before I start my next word, had. Say the word had slowly with me: /h/ /a/ /d/. What sound do you hear at the beginning of had? (Allow responses.) That’s right. The word had begins with /h/, so I will write the letter h. The rest of the word is /aaa/. I hear /aaa/ in the
middle of the word, I will write the letter a. I hear the sound for the letter d at the end of the word, so I write that letter. I just wrote had!

Write fun. Say: I’m going to leave another space because I know we leave spaces between words. Say the word fun slowly with me: /f/ /u/ /n/. What sound do we hear at the beginning of the word fun? (Allow responses.) We hear /f/, so I will write the letter f. The rest of the word is /uuunn/. I hear /u/ in the middle of the word, so I’ll write the letter u. What letter should I write at the end of the word? (Allow responses.) You’re right. I need to write n at the end. The letter n stands for the sound /n/. Thank you! Together we wrote the word fun! 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 last week to draw and write about in their journals. Say: Tell your partner about your memory. Include lots of details. Then when you’re ready to draw and write, you can choose the most important details to use.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
• I pictured ______.
• Last week I ______.

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 (or any other event) and to write a message. Remind them to focus on the most important details of the event. Support students as they determine what to include. Continue to validate and encourage students in any attempts to scribble write or write 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 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.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• Last week I ______. The most important details are ______.
• I will say the word ______ and listen for the first sound I hear in the word.

Directive and Corrective Feedback
• Think about something you did or saw last week. Tell me your memory.
• Say the word ______. What sound do you hear at the beginning of ______?

Self-Monitoring and Reflection
• What picture did you see in your mind?
• Does your picture match your message?

Validating and Confirming
• Your picture really shows the memory you described in words!
• I like the way you wrote a message that matches your picture.
• I noticed that you listened carefully to the sounds in that word.
• You wrote the word ______!
• I noticed that you put spaces between your words. That’s an important part of writing.
• You wrote your message from left to right. Strong writers do that to make their writing easy to read.

Teacher Tip
Monitor students’ attempts to put spaces between words. For students who struggle with this concept, demonstrate how to place your finger on the paper after a word and leave it there as you start the next word on the other side of your finger. Then encourage students to create their own “finger spaces” as they write their messages.