**Mentor Text**

**1. Focus (10 minutes)**

Display page 5 of the mentor big book, using the big book or interactive whiteboard resources. Point out the feelings depicted by the photographs. Then invite students to share their thoughts about the following questions:

• *What do you see when you visualize something?*
• *What feelings can you have when you visualize?*

**Say:** When we visualize, we see details about what is happening. We can have feelings about what we visualize, too. How can we decide which details to use in our journals? (Allow responses.) Good! We have to choose the most important details. Choosing details is an important part of planning our writing. Today I’m going to think about something that happened a long time ago and how I felt about it. Then I will 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 the important details from your memory of an event and your feelings about the event.

**Say:** Once when I was young, my dad and I wanted to give my grandma something special for her fiftieth birthday. We decided to plant a tree in her backyard! We bought a little tree. We dug a big hole in Grandma’s backyard. We put the tree in the hole, pushed dirt all around it, and watered it. Grandma was so happy that she cried! I just shared a lot of details about what happened and how everyone felt. I can’t include all those details in my drawing. I will just draw a picture of my dad, my grandma, and me looking at the tree. Dad and I will be smiling, and Grandma will be crying tears of joy. I think these are the most important parts of my memory.

Model drawing your memory on chart paper. Remind students that a rough sketch is fine in a journal as long as it helps you show the most important events and feelings you visualized. Then tell students your sentence.

**Say:** I want to add some words. I want to write “Trees make good gifts.”

Model writing each word in your sentence.

Write **Trees.** **Say:** I hear two sounds that blend together at the beginning of the word *trees*. I hear /t/ and /r/: /tr/. I will write *T* and *r*. Next I hear the long *e* sound. I know the word *trees* has two *e*’s, so I write them. Now I will add the letter *s* at the end of the word to show that I am talking about more than one tree. Remember that if you don’t know how to spell a word, you can just write the sounds you hear.

Write **make.** **Say:** I’m going to leave a space and start my next word, *make*. Say the word *make* with me: /m/ /æ/ /k/. What sound do you hear at the...
**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

**Goal Oriented**
- A long time ago, I ______. I felt ______.
- The most important details of my memory are ______.

**Directive and Corrective Feedback**
- Think about something you did or saw a long time ago. What did you do? How did you feel?
- What do you put between words?

**Self-Monitoring and Reflection**
- Tell me what you pictured in your mind.
- Does your picture match your message?

**Validating and Confirming**
- Your picture really shows the memory you described in words!
- Your message matches your picture!
- You wrote the word ______! I notice 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.

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**beginning of make?** (Allow responses.) Yes! The word make begins with /m/. I will write m. I hear the long a sound in the middle. I will write the letter a. Then I hear /k/. I know that k makes the /k/ sound. I don’t hear any more sounds, but I know there is a silent e at the end of this word, so I will write the letter e.

**Write good.** Say: I’m going to leave a space before I start my next word, good. I have seen this word many times. I will write g-o-o-d: good.

**Write gifts.** Say: I’m going to leave a space before I start my last word. What sound do you hear at the beginning of the word gift? (Allow responses.) That’s right. You hear the sound /g/. I’ll write the letter g. I hear /i/ in the middle of the word, so I’ll write the letter i. I hear two sounds at the end of the word gift. I hear /ft/, and then I hear /l/. I can blend these sounds together like this: /ftl/. I will write f and t. How can I show that I’m talking about more than one gift? (Allow responses.) I can add the letter s to show that I mean more than one.

We wrote the word gifts! Add a period at the end of the sentence.

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**2. Rehearse** (5 MINUTES)

Invite students to close their eyes and think of an event that happened a long time ago (or another event of their choosing) to draw and write about in their journals. Say: Tell your partner about your memory. Include details about the event. Tell how you felt, too.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
- I remember when ______.
- I could draw ______.

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**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. Validate and encourage students in their attempts to scribble write, record the sounds they hear in words, or write high-frequency words.

Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

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**4. Share** (5 MINUTES)

Invite two or three students at different stages of writing development to share their drawings and written messages.