1. Focus (10 MINUTES)

Display page 8 of the mentor big book, using the big book or interactive whiteboard resources. Discuss the picture and read the sentence below the journal entry together.

**Say:** People often use the word I in their journals to tell about things they do. This boy says, “I played on the monkey bars.” I tells “who” the sentence is about. What word comes after I in the sentence? (Allow responses.) The word **played** comes next. The word **played** tells what the boy did—he played on the monkey bars. When we write a sentence, we tell “who” the sentence is about. Then we tell what someone did. We can write a complete thought by first telling “who” the sentence is about and then telling what someone did. Now I’m going to think of a place I went. First I will close my eyes and visualize the place in my mind. Then I will show you how I draw in my journal and write a sentence about it.

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

**Say:** I was going to the beach, and I needed a hat. I decided to go to the mall to buy one. I found the perfect hat, and I was so happy with it! 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 and that their purpose is to show what we visualize in our minds. Then tell students your sentence.

**Say:** I want to write a sentence to go with my picture. The sentence will be “I went to the mall.”

Model writing each word in your sentence.

**Write I. Say:** The word I tells who is doing something: I am! I know how to write the word I. I will remember to leave a space after the word.

**Write went. Say:** The next word is went. It tells what I did. Say the word **went** slowly with me: /w/ /e/ /nt/. What sound do you hear at the beginning of the word **went**? (Allow responses.) That’s right. The word **went** begins with /w/, so I will write the letter w. Next I hear /e/. I will write the letter e. I hear two sounds blended together at the end of the word **went**. I hear /n/ and then I hear /t/: /nt/. I will write n and t. I just wrote **went**! What do I need to do before I start my next word? (Allow responses.) Yes! I need to leave a space.
Write to and the. Say: I know how to write the words to and the. I have seen these words in books many times. If these words were tricky, though, I could just write the sounds I heard. I will leave a space after each word because I know we leave spaces between words.

Write mall. Say: Say the word mall slowly with me: /m/ /al/. What sound do we hear at the beginning of mall? (Allow responses.) That’s right. You hear the sound /m/. I’ll write the letter m. I just noticed that the last part of the word mall sounds like the word all. I know how to spell all: a-l-l. I’ll write those letters. Remember that if you don’t know how to spell a word, you can just write the sounds you hear. Add a period at the end of the sentence.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize a place they went to that they could draw and write a sentence about in their journals. Say: Think about what you plan to draw and write. Tell your partner “who” your sentence is about and what this person does.

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

3. Independent Writing and Conferring (15 MINUTES)

Distribute students’ journals. Invite students to draw pictures of where they went and to write sentences. If students decide to draw and write about something else, validate their decision to do so. 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. Remind students that their message should be a complete thought, telling who did something and what the person did.

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 written messages. Encourage classmates to identify whom the sentence is about and what that person does. 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
- One time I went ______. I will draw the part about ______.
- I will say the word ______ and listen for the first sound I hear in the word.

Directive and Corrective Feedback
- Think about a place you went. Tell me your memory.
- Tell me your message. Now listen for sounds you know. Write any sounds you can hear.
- Say the word ______. What sound do you hear at the beginning of ______?

Self-Monitoring and Reflection
- Did you include only important details?
- Tell me the sounds you heard. Tell me what message you wrote.
- What could you do to help you write that word?
- Did you put spaces between words?

Validating and Confirming
- Your picture really shows the memory you described in words!
- You scribbled a message!
- I like the way you listened for sounds in words and then wrote the letters that stand for the sounds.
- You put spaces between your words.
- You wrote your message from left to right. Strong writers do that to make their writing easy to read.

Teacher Tip

As noted in the think-aloud, it is important to model correct end punctuation. However this skill isn’t specifically taught until a later lesson, so don’t hold students accountable for it at this point.