1. Focus (10 MINUTES)

Display page 14 of the mentor big book, using the big book or interactive whiteboard resources. Discuss the picture and read the first sentence together. Use the prompts to invite students to share what they notice.

• Where does the first sentence begin? What is the first word?
• What kind of letter is at the beginning of the sentence?
• What do you see between the words?
• What is at the end of the sentence?
• How many sentences do you see altogether? How can you tell?

**Say:** You have learned so much about what strong writers do! This week we will keep practicing how to think of an idea, draw our idea, and write a sentence about our idea. Today I’m going to think about a time I felt proud. Then I will show you how I draw and write about feeling proud in my journal.

Model how to close your eyes and visualize a memory. Use the think-aloud below as an example.

**Say:** My friend’s uncle has beehives. We went to visit her uncle. My friend asked if I wanted to get some honey out of a hive. At first I was scared of all those bees. But my friend showed me how to put on some netting to protect my face and arms. I walked right up to the hive and got some honey. I was so proud of myself for being brave!

Model drawing your memory on chart paper and then writing the journal entry “I went to the hive.”

**NOTE:** As you model this week, emphasize the concepts about print that students still need to practice based on your analysis of last week’s writing samples and your daily informal observations.

**Write I. Say:** The word I tells who did something: me! Where should I begin my sentence? (Allow responses.) That’s right. I need to begin writing at the left side of the paper. What kind of letter should I use? (Allow responses.) Good remembering! I need to use an uppercase letter. What do we remember to do after we write a word? (Allow responses.) Yes! We leave a space.

**Write went. Say:** Let’s reread by pointing to the word we have so far and then pointing to where the next word should go: I ______. Good! I’ll write went to the right of the word I. The word went shows action and tells what I did. Say the word went slowly with me: /w/ /e/ /nt/. What sound do you hear at the beginning of went? (Allow responses.) The word went begins with /w/, so I’ll write the letter w. Next I hear /e/, so I’ll write the letter e. I hear two sounds at the end of went: /n/ and /t/. I can blend these sounds together: /nt/. I will write n and t.
Write to, the, and hive. Continue by having students reread the sentence so far and determine where the next word should go. Point out that the words to and the are words that they may have seen many times in books. Remind students that if they don’t remember how to spell the words, they can just write the sounds they hear. Guide students to match sounds to letters to write the word hive. Help students decide on the end punctuation. Then ask students to help you reread the entire sentence.

2. Rehearse (5 minutes)

Invite students to close their eyes and picture an experience that made them feel proud (or any other experience) that they could draw and write about in their journals. Say: Tell your partner what you plan to draw and write about. Say a complete thought by telling “who” the sentence is about and what that person did.

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

• I was proud when ______.
• I remember ______.

3. Independent Writing and Conferring (15 minutes)

Distribute students’ journals. Invite each student to draw a picture of the experience he or she described to a partner and to write a message. Praise students for attempting to apply concepts about print, write complete thoughts, and reread to tell what word comes next.

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

4. Share (5 minutes)

Use the Share time in one of the following ways depending on your observations of students during Independent Writing and Conferring:

• Put students in groups of two to four. Ask each group member to show their writing and read it aloud. Ask group members to look for and praise writers for spaces between words, beginning with an uppercase letter, writing a complete sentence, etc.

• Ask students to retell the sentences that students read aloud.

• Ask volunteers to share how visualizing helped them write and draw their messages.

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Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented

• I was proud when ______. I will draw the part about ______.
• I will say the word ______ and listen for the first sound I hear in the word.
• I will start my message at the left (pointing).

Directive and Corrective Feedback

• Say the word ______. What sound do you hear at the beginning of ______?
• Your first word is in just the right spot! What kind of letter do we use to start the first word?
• Reread what you have so far. Show me where the next word should go.

Self-Monitoring and Reflection

• Does your picture match your message?
• What did you notice about the (beginning, end) of that word?
• What can you add to show that you’ve reached the end of your message?

Validating and Confirming

• Your picture really shows the memory you described in words!
• Your message matches your picture!
• You wrote a complete thought! Good job!
• 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

Continue modeling concepts about print during shared and guided reading. To help reinforce the ideas of directionality and one-to-one correspondence, encourage students to point to and “read” environmental print in your classroom.