Learn About Journals

1. Focus (15 MINUTES)

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

- What is a journal?
- Why do people write journals?
- What can you write in a journal entry?

**Say:** Today I’m going to read two journals written by two children. Follow along as I read. Read aloud pages 6–15 in a fluent, expressive voice as you point to each word. Stop where indicated to discuss the text.

After reading page 6. **Say:** A girl named Marta is writing about her experiences starting first grade. What are some things she might write about? What kind of feelings do you think she might write about? (Allow responses.) How do you think she felt when she wrote this page? Allow responses. Make sure students notice the exclamation point that indicates excitement.

After reading page 7. **Ask:** How does Marta feel about Mrs. Johnson? How do you know? (Allow responses.)

After reading page 9. **Ask:** What are some feelings Marta writes about? Allow responses. Then point out that Marta drew a picture on each page. Discuss how each drawing helps to show what Marta did and how she felt.

After reading page 10. **Ask:** What is Tom’s journal about? What has Tom done so far? Allow responses.

After reading page 11. **Say:** Tom uses exclamation points to show that he is excited. How does Tom feel about going to the zoo? Allow responses. Point out that Tom includes photographs on each page. Discuss how the photograph on page 11 helps to show what Tom did and saw.

After reading page 15. **Ask:** What things did Tom write about? (Allow responses.) How did Tom let you know how he felt? (Allow responses.) Marta and Tom’s journals tell about many different experiences and memories. They tell about where the writers go, what the writers do and see, and how the writers feel. You can tell about those kinds of things in your journal, too.

Turn to page 16 and read it aloud. **Say:** Now we know the steps we need to follow to write our own journal entries! Tomorrow I will show you how I draw and write a journal entry. Today we will practice thinking of an idea like we did yesterday.
2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize an event they could draw about in a journal. Say: Think about something that happened at school or on summer vacation. Tell your partner about your memory.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
• When I was in kindergarten, I ______.
• During summer vacation I ______.

3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ writing journals. Ask each student to draw a picture of the event he or she described to a partner. Invite students to add messages to their drawings as well. Validate the decision of any student who wishes to draw and write about a different experience. Support students at whatever stage of writing development they are in.

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 tell the class about the memory they drew. 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
• I will close my eyes and visualize my experience.
• I will think about how I felt.

Directive and Corrective Feedback
• Close your eyes. Think about something that happened at school or on summer vacation. Tell me your memory.
• Look at your picture. What words go with your picture?

Self-Monitoring and Reflection
• What picture did you see in your mind?
• What did you do to think of a memory?

Validating and Confirming
• Your picture really shows the memory you described in words!

Teacher Tip
Continue to monitor how students grip their pencils as they draw and write. Work with individual students as needed to help them hold their pencils correctly.