Mentor Text

Objectives

Concepts About Print
• Use uppercase and lowercase letters correctly.
• Use appropriate end punctuation.

Oral Language and Grammar
• Share a message orally using two complete sentences.
• Use common nouns, the pronoun I, and adjectives.

Purposeful Phonics Connections
• Recognize sound/symbol relationships.
• Write CVC and high-frequency words.

Reflecting Reading in Writing
• Visualize an action and accompanying feelings.
• Ask questions to determine feelings and develop character.

Writing
• Write one sentence to show action and another to show feelings.

Materials
• Mentor big book: Discover Journals
• Chart paper and markers
• Interactive whiteboard resources

Develop Voice: Express Feelings

1. Focus (15 Minutes)
Display page 13 of Discover Journals using the big book or interactive whiteboard resources. Read the sentences together. Invite students to act out the scenario, using facial expressions and body language to show the feelings the author expresses.

Say: I like what the boy did on this page. He wrote one sentence about what he did. Then he wrote another sentence about his feelings. He used the word excited to show how he felt about going to see his grandma. Let’s write two sentences like these!

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

Say: One time my mom and I went to a farm store. We heard a chirping sound. We went to the back of the store and saw baby chicks! They were small, yellow, and fluffy. I'll draw a picture of Mom and me looking at the chicks and smiling!

Model drawing your memory on chart paper and tell students what you want to write about. Say: First I will write “We saw baby chicks.” This is a complete thought that tells “who” the sentence is about and what we did.

Model writing the words in your first sentence. Ask students to say each word slowly and tell you the sounds they hear. Fill in the vowels for difficult sounds, such as in the word saw. Remind students that for tricky words, they can just write the sounds they hear. Ask: How can I show that I’m talking about more than one chick? (Allow responses.) Yes! I can add the letter s to show that I mean more than one. As modeled in Weeks 1–9, continue to reread after each word by pointing to the words you’ve written so far and then pointing to where the next word should go. Put a period at the end of the sentence. Ask students to reread the sentence with you to check it.

Model telling students what you want to write about your feelings.

Say: Next I want to write a sentence that shows how we felt about the chicks. I thought they looked so tiny and cute. I know! I'll write “They were so cute!” The reader can tell that we enjoyed looking at the chicks.

Model writing each word in your second sentence. Write They and were. Say: I know how to spell They and were. I have seen these words many times. Remember that if you don’t know how to spell a word, you can just write the sounds you hear.

Write so and cute. Reread what you have written and point to where the next word will go. Ask students to say so slowly and give you the beginning and
ending sounds and/or letters. Ask students to say cute slowly and give you the beginning, middle, and ending sounds and/or letters. Then say: I know there is a silent e at the end of this word. If you don’t know how to spell the word, it’s okay to write the sounds you hear. Put an exclamation point at the end of the sentence.

Ask students to help you reread both sentences to check your message. Point out that both sentences begin with an uppercase letter, and both sentences have end punctuation.

NOTE: Save your journal entry to use in the Day 5 lesson.

2. Rehearse (5 minutes)

Invite students to close their eyes and think of a shared experience that they could draw and write about in their journals. Say: Tell your partner what you plan to draw and write about. Tell what happened and tell how you felt. Then act out your idea to make sure you have two complete thoughts.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
- I felt ______.
- I will show how I felt by ______.

3. Independent Writing and Conferring (20 minutes)

Distribute students’ journals. Invite each student to draw a picture of what he or she described and to write a message that includes both an action and a feeling. Ask questions as needed to help students develop their sentences, and help them check for uppercase letters and end punctuation marks in both sentences. Encourage students to get ideas from one another as you continue to support them 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 written messages. Point out and celebrate examples of two sentences with appropriate uppercase letters and end punctuation marks. Invite the other students to act out the feelings the writers express.

Teacher Tip

Invite students to share examples of feeling words and sentences from shared reading, guided reading, and independent reading texts. Encourage classmates to act out the feelings.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- One time I ______. I felt ______.
- I will say the word ______ and listen for the first sound.
- I will describe ______ with the word ______.

Directive and Corrective Feedback
- Tell me about something you’ve done. What could you say about it?
- Say the word. Write any sounds you can hear.
- What do you need to put at the end?

Self-Monitoring and Reflection
- Did you show what you did? How you felt?
- Did you write how you felt?
- Could you add another sentence? What could you write?
- What describing word could you add here?

Validating and Confirming
- Your picture shows what you did and how you felt.
- You wrote the letter that stands for the ______ sound.
- I like the way you wrote two complete sentences.
- You remembered where to use uppercase letters. Good thinking!
- I like the describing word you used.
- You asked yourself questions about your sentence. That’s something strong writers do to help them express their feelings.