Read Mentor Journal Entries

1. Focus (10 minutes)

Display the cover of Discover Journals using the big book or interactive whiteboard resources and invite students to tell you what they learned yesterday about journals. Use the following questions as needed to generate conversation:
• Who writes journals?
• What kinds of things do people write in their journals?

Say: Let’s reread the pages about journals. Then we’re going to read some journal entries. Read aloud pages 2–5 in a fluent, expressive voice as you point to each word to model concepts of print.

Read aloud pages 6–15. Stop and discuss where indicated below before continuing to read.

After reading page 7. Say: These journal writers drew pictures of things they did. What memories did they draw about?

After reading page 9. Say: Look, these journal writers used what they know about letters and sounds to write messages with their drawings.

After reading page 11. Say: Notice that these journal writers have written complete sentences.

After reading page 13. Say: This journal writer wrote how he felt. He said he was excited.

After reading page 15. Say: We just saw many journal entries. They were about many different experiences and memories. They each told about where the writer went, what the writer did or saw, and how the writer felt. You can tell those kinds of things, too, in your journal.

Objectives

Concepts About Print
• Recognize book cover.
• Recognize title page.
• Understand which direction to read.
• Demonstrate one-to-one matching.

Language and Grammar
• Retell information.
• Share a memory orally.

Reflecting Reading in Writing
• Develop genre awareness.
• Visualize.

Writing
• Draw a journal entry.

Materials
• Mentor big book: Discover Journals
• Interactive whiteboard resources
2. Rehearse (5 minutes)

Invite students to close their eyes and think of an event they could draw and write about in a journal. Say: Today I think I will draw what I saw on the way to school this morning. What do you remember from your trip to school this morning? Turn to your partner and tell him or her what you would like to draw.

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

3. Independent Writing and Conferring (10 minutes)

Distribute students’ journals. Invite each student to draw a picture of the memory he or she described to a partner. If students prefer, they can draw a different memory, too. Some students may wish to add written messages to their pictures using scribble writing, letters, or words.

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 their memories. 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 draw my memory of when I ______.
- I will show myself at ______ when I was ______.

Directive and Corrective Feedback
- Close your eyes. Think about something you did or saw. Tell me your memory.

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
Monitor how students grip their pencils as they draw or write. Work with individual students as needed to help them grip their pencils correctly.