1. Focus (10 minutes)

Display page 11 of the mentor big book, using the big book or interactive whiteboard resources. Discuss the picture and read the sentence together. Use the following prompts to have students share what they notice about the boy as a writer.

- Where does the boy begin writing his message? What is his first word?
- What kind of letter does the boy use to begin his sentence?
- What does the boy put between the words?
- What does the boy use at the end of his sentence?

**Say:** We’ve learned that writers have many things to remember! Today I’m going to practice these things in my journal. First I’m going to think of an experience I’ve had. Then I will show you how I draw and write in my journal. I will use all the things we’ve talked about to write a sentence.

Model how to close your eyes and visualize an experience. Use the think-aloud below as an example of how to write and draw important details.

**Say:** Once I went into my neighbor’s shed to get a bucket. The shed was dark, so I couldn’t see where I was going. I ran into a spider’s web! I started yelling and pulling the web off my face and hair. My neighbor came running and turned on the light. Luckily we didn’t see a spider anywhere. I will draw that scene so I can remember it. I will draw a picture of myself and the spider web. I’ll put a scared look on my face!

Model drawing your memory on chart paper. Remind students that a rough sketch is fine and is simply a way to remember the most important details. Then model writing your sentence word for word, for example, “I ran into a web!”

**Write I. Say:** The word I tells who did something: I did! I know how to write the word I. I’ll begin my sentence at the left side of the paper. I’ll use an uppercase letter. Then I’ll remember to leave a space after the word.

**Write ran. Say:** The word ran tells what I did. Say the word ran slowly with me: /r/ /a/ /n/. What sound do we hear at the beginning of ran? (Allow responses.) That’s right. The word ran begins with /r/, so I will write the letter r. I hear /a/ in the middle of the word. I will write the letter a. What sound do we hear at the end of ran? (Allow responses.) We hear the sound for the letter n at the end of the word, so we will write that letter. We wrote ran!

**Write into. Say:** Let’s reread by pointing to the words we have so far and then pointing to where the next word should go: I ran ______. We’re ready for the word into. The word into is made of two little words: in and to. The word in has only two sounds! The word in begins with /i/, so I will write the letter i. What letter should I write at the end of the word in? (Allow responses.)
Right! I need to write **a**. Now I will add the little word **to** at the end. I have seen this word in books many times.

**Write a and web.** Continue to model writing the words. Begin by rereading and having students point to where the next word should go. Remind students that we leave a space between words. Add an exclamation point at the end of the sentence, and then ask students to help you reread the entire message.

**NOTE:** Save your draft to use in the next lesson.

### 2. Rehearse (5 minutes)

Invite students to close their eyes and visualize something they once did that they could draw and write about. **Say:** Tell your partner about your memory. When you’re ready to draw and write, you can choose the most important details to use.

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

- **One time I ______.**
- **I pictured ______.**

### 3. Independent Writing and Conferring (15 minutes)

Distribute students’ journals. Invite each student to draw a picture of the event he or she described to a partner and to write a sentence about it. Support students in their attempts to scribble write and write letters or words. Reinforce students as they demonstrate using concepts about print.

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 applying concepts about print and writing complete thoughts. 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 ______. I will draw the part about ______.
- I will start my message at the left (pointing).

**Directive and Corrective Feedback**

- Think about something you have done. Tell me your memory.
- Say the word ______. What sound do you hear at the beginning of ______?
- Reread what you have written. What word comes next?
- Where do we write the next word?
- How can you show that you’ve reached the end of your message?

**Self-Monitoring and Reflection**

- Is your message a complete thought?
- What did you see in your mind as you got ready to draw and write?
- Did you use end punctuation?

**Validating and Confirming**

- Your message matches your picture!
- You heard the sound ______ and wrote the letter!
- You wrote the word ______!
- You told “who” your sentence is about and what that person does! Good thinking!
- 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.