

Grade 03: Stories Julian Tells Language Task

All students must read, understand, and express their understanding of complex, grade-level texts. At the heart of being able to read and understand complex texts is the ability to automatically and fluently decode words and determine how they work together in sentences to produce meaning. Having “language sense” combined with other factors, such as having robust background knowledge and a wide vocabulary, are key determining factors in what makes a student able to read and understand complex texts.¹

The language tasks have been developed to support teachers in developing students’ language sense through repeated exploration of how key sentences from the texts of the ELA Guidebooks 2.0 units are put together to produce meaning. This approach reinforces students’ knowledge of language structures and how those structures produce meaning.²

Each language task is made of at least 20 language links. Each language link is designed to take around 10-15 minutes to conduct. The links can be used with the ELA Guidebooks 2.0 units as a beginning activity with a whole class of students or during targeted, small-group instruction or individual instruction with students who need additional support. Each language link contains text to display or project as a stimulus for student work, teacher directions, and student look-fors. The student look-fors include examples of accurate student responses; however they are not inclusive or exclusive of all possible responses.

The language links focus students on the study of mentor sentences from the unit texts. Mentor sentences were selected for their meaning and their structure. The mentor sentences focus on the main ideas or concepts of the unit texts and present opportunities for students to practice with the complex structures of their grade level. Students study each mentor sentence using the same five lesson protocol. The same five language links are then repeated with a new mentor sentence.

¹ Shanahan, T., Fisher, D., & Frey, N. (2012, March). The Challenge of Challenging Text. *Educational Leadership*, 69(6), 58-62. Retrieved from <http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/The-Challenge-of-Challenging-Text.aspx>

² Fillmore, L. W., & Fillmore, C. J. (n.d.). What Does Text Complexity Mean for English Learners and Language Minority Students? Retrieved November 12, 2016, from http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf

These language links focus on the study of 4 mentor sentences from the unit texts. Each language link should take around 10-15 minutes to conduct.

Each mentor sentence is used across five language links that each have a different purpose. The same five language links are then repeated with a new mentor sentence.

1. **What does this sentence mean?**
 - a. Purpose: Students make an initial interpretation of the mentor sentence's meaning.
2. **What do I notice about this sentence?**
 - a. Purpose: Students examine the meaning and structure of the mentor sentence.
3. **What do I know this sentence means?**
 - a. Purpose: Students demonstrate their understanding of the sentence's meaning.
4. **What is the structure of this sentence?**
 - a. Purpose: Students create a sentence frame based on the mentor sentence.
5. **Can I write a quality sentence?**
 - a. Purpose: Students emulate the structure of the mentor sentence in their own sentence.

Throughout this section, notes are provided to identify places of additional skills support for students based on previous grade-level standards. Be sure to keep track during these language links of places where students need additional skills support, and use time during small-group or individual instruction to target those skills.

My Librarian is a Camel

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

The Northwest Territories public library system offers books through their Borrower-by-Mail program.

This sentence means...

2. Prompt students to copy the sentence.
3. Say: "Write and complete the sentence stem underneath the quotation."

Student Look-Fors:

- The sentence means that people can get borrowed books from a library through the mail.

4. After several minutes, ask a few students to share how they paraphrased or interpreted the quotation. Prompt students to use the following stems to guide the conversation.
 - a. "Another way to say this sentence is..."
 - b. "I made meaning of this sentence by..."
 - c. "I looked at..."
 - d. "I noticed that..."

Note: If students have trouble forming their ideas, remind them that this is day 1 with the mentor sentence, and they will have other opportunities to develop understanding of the sentence over the next few language links.

5. Prompt students to revise or adjust their written responses based on what their peers shared.

My Librarian is a Camel

Mentor Sentence 1: What do I notice about this sentence?

1. Display or project:

The Northwest Territories public library system offers books through their Borrower-by-Mail program.

- What do you notice about this sentence?
- How does what you notice help you understand the sentence?

2. Direct students to write their answers to the two questions, recording what they notice about the sentence and how that contributes to their understanding.
3. Ask students to share their thoughts with a partner. Prompt them to use the following conversation stems to guide their initial conversations.
 - a. "I noticed...which means..."
 - b. "I knew...so I..."
4. Ask pairs to work together to describe how the sentence is put together. As needed, ask guiding questions to support students:
 - a. "What are the parts of this sentence?"
 - b. "Can we divide this sentence into two or more sentences? What do we have to remove or change?"
 - c. "What phrases or clauses do you notice? How do those help you understand this sentence?"
 - d. "Are there any conjunctions in this sentence? What do those conjunctions mean?"
 - e. "What punctuation do you notice? How does the punctuation help you understand the sentence?"
5. Remind students that a phrase that includes a subject and a predicate that can stand alone as a complete sentence is called an independent clause.
6. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
7. Prompt them to use the following conversation stems to guide their sharing with the class.
 - a. "We noticed...which means..."
 - b. "We knew...so we..."

As pairs share, mark the grammatical elements students notice on the sentence and record any additional comments or thoughts on the board or chart paper. These will be needed for the next language links.

After each pair shares, ask another student to rephrase what the pair shared. Prompt students to use the following conversation stems to guide their rephrasing.

- a. "They noticed...which meant..."
- b. "They knew...so they..."

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains that people can get books through the mail.
 - The subject of the sentence is *Northwest Territories public library system*. This tells the reader who or what the sentence is about.
 - *Offers* is the verb. It is the action.
 - The independent clause is *The Northwest Territories public library system offers books*.
 - *Through their Borrower-by-Mail program* is a prepositional phrase. If we remove it, the sentence still makes sense.
 - This is a simple sentence because it contains an independent clause.

8. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.

- a. To understand this sentence, I had to _____.
- b. Noticing _____ helped me understand the sentence because _____.
- c. Knowing _____ comes in handy when determining the meaning of this sentence.

9. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or prepositional phrases. Focus on a specific skill your students need.³ It is acceptable for students not to understand the full meaning of the sentence on this day.

³ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 3, the skills that need to be reinforced in grade 3, and the skills that need to be explicitly taught in grade 3.

My Librarian is a Camel

Mentor Sentence 1: What do I know this sentence means?

1. Display or project:

The Northwest Territories public library system offers books through their Borrower-by-Mail program.

This sentence means...

2. Prompt students to read what they wrote in the previous language link about the meaning of the sentence.
3. Say: "We have been analyzing this mentor sentence. Now we are going to look again at its meaning."
4. Display or project:

- **WHO/WHAT?**
- (Did/will) **DO WHAT?**
- **WHEN** did who do what?
- **WHERE** did who do what?
- **WHY** did who do what?
- **HOW** did who do what?

Summary Sentence: _____

5. Ask the following questions one at a time and prompt students to record their written responses. Encourage students to use information from the mentor sentence, as well as the unit text to answer the questions.

WHO/WHAT?

the Northwest Territories public library system

Did/will **DO WHAT?**

offers books

WHEN did who do what?

N/A

WHERE did who do what?

in the north

WHY did who do what?

because they want the community to have access to books

HOW did who do what?

through the mail

6. Say: "Write a summary of the sentence. Make sure to put the sentence into your own words."

Student Look-Fors:

- When people in the north do not live close to the library, the Northwest Territories public library system offers books through the mail because they want the community to have access to the books.
7. After several minutes, ask a few students to share their statements with the class.
 8. Prompt students to revise or adjust their written responses based on what their classmates shared.

My Librarian is a Camel

Mentor Sentence 1: What is the structure of this sentence?

1. Display or project:

The Northwest Territories public library system offers books through their Borrower-by-Mail program.

2. Say: "We have been working with the same mentor sentence to understand what it means. Now we will work together to take it apart so we can write our own quality sentences with a similar structure."
3. Ask: "What have we learned so far about this mentor sentence?" Conduct a brief discussion to review what was learned in the previous language links. Use the following questions to guide the discussion:
 - a. "What does this sentence mean?"
 - b. "What have you noticed about this sentence?"
 - c. "How is it put together?"

Student Look-Fors:

- This sentence means that people who live in the Northwest Territories and are far from library building can borrow books through the mail.
- Students might notice the prepositional phrase *through their Borrower-by-Mail program*. This prepositional phrases explain how the public library offers books.
- Students should understand that the parts of this sentence are independent clause + punctuation.

4. Display or project:

Mobile libraries take books to kids.

5. Ask: "How is this sentence similar to the mentor sentence in the way that it is constructed?"

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence is a complete sentence with a subject and a predicate.
- Students might notice that *to kids* is a prepositional phrase. This phrase tells us where the books are going.

6. Say: "Now let's build a quality sentence about how people borrow books in Australia."
7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- Mobile libraries take books to children in Australia because of rechargeable batteries.

8. Say: "Now let's construct a sentence frame to illustrate the structure of the mentor sentence. We will use the frame to write our own sentences and include a subject and predicate."
9. As a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- Subject + predicate + punctuation
- independent clause + punctuation
- _____.

10. Provide students with a list of 5 - 10 common prepositions that can be used to include a prepositional phrase in their writing. As a class, practice using these prepositions to create prepositional phrases about mobile libraries. Explain to students that they can use these prepositions and prepositional phrases in their writing during the next language link.

Student Look-Fors:

- In the mobile library
- Around the world
- Through reading
- From mobile libraries
- To read

11. Direct students to reflect on their learning. Ask: "How does breaking down this sentence into its parts support your understanding of the sentence?" Answers can be spoken or written.

My Librarian is a Camel

Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

The Northwest Territories public library system offers books through their Borrower-by-Mail program.

- _____.

How do children around the world that don't live close to library buildings borrow library books?

2. Say: "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, "How do children around the world borrow library books?"
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences should have a subject, predicate, and prepositional phrase from the class-made list.
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - Children can receive books from mobile libraries.
 - Australian children have more books to read when the library comes.
 - Children don't have many books to read in the Gold Coast of Australia.
 - Many more children have good books to read because of mobile libraries.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Children can receive books _____." or "_____ from mobile libraries."

Stories Julian Tells

Mentor Sentence 2: What does this sentence mean?

1. Display or project:

“She said we were dirty enough that she could grow plants on our hands and knees.”

From “Our Garden”

This sentence means...

2. Prompt students to copy the sentence.
3. Say: “Write and complete the sentence stem underneath the quotation.”

Student Look-Fors:

- The sentence means that they are very dirty They specifically have dirt on their hands and knees.

4. After several minutes, ask a few students to share how they paraphrased or interpreted the quotation. Prompt students to use the following stems to guide the conversation.
 - a. “Another way to say this sentence is...”
 - b. “I made meaning of this sentence by...”
 - c. “I looked at...”
 - d. “I noticed that...”

Note: If students have trouble forming their ideas, remind them that this is day 1 with the mentor sentence, and they will have other opportunities to develop understanding of the sentence over the next few language links.

5. Prompt students to revise or adjust their written responses based on what their peers shared.

Stories Julian Tells

Mentor Sentence 2: What do I notice about this sentence?

1. Display or project:

“She said we were dirty enough that she could grow plants on our hands and knees.”

From “Our Garden”

- What do you notice about this sentence?
- How does what you notice help you understand the sentence?

2. Direct students to write their answers to the two questions, recording what they notice about the sentence and how that contributes to their understanding.
3. Ask students to share their thoughts with a partner. Prompt them to use the following conversation stems to guide their initial conversations.
 - a. “I noticed...which means...”
 - b. “I knew...so I...”
4. Ask pairs to work together to describe how the sentence is put together. As needed, ask guiding questions to support students:
 - a. “What are the parts of this sentence?”
 - b. “What is the subject in the sentence?” Is the subject singular or plural?”
 - c. “Are there any verbs in the sentence? Are the verbs singular or plural?”
 - d. “Do you notice any phrases or clauses?”
 - e. “If the phrases or clauses were removed, would you still have a complete sentence? Why or why not?”
 - f. “What punctuation do you notice? How does the punctuation help you understand the sentence?”
5. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
6. Prompt them to use the following conversation stems to guide their sharing with the class.
 - a. “We noticed...which means...”
 - b. “We knew...so we...”

As pairs share, mark the grammatical elements students notice on the sentence and record any additional comments or thoughts on the board or chart paper. These will be needed for the next language links.

After each pair shares, ask another student to rephrase what the pair shared. Prompt students to use the following conversation stems to guide their rephrasing.

- c. "They noticed...which meant..."
- d. "They knew...so they..."

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence has a subject and a predicate.
 - *She* is the subject. The sentence is about *she*.
 - *Said* is the verb. She is speaking.
 - *She said we were dirty enough* is an independent clause. It could stand alone as a complete sentence.
 - *That she could grow plants on our hands and knees* is a dependent clause. It provides information on how dirty the children are. If the clause was removed, the sentence would still make sense, but would not be as clear.
 - *Said that she could grow plants on our hands and knees* is the predicate of this sentence. It includes verb and a phrase telling us more about the subject.
 - *We* tells the reader that there is more than one person that *she* is noticing.

7. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.

- a. To understand this sentence, I had to _____.
- b. Noticing _____ helped me understand the sentence because _____.
- c. Knowing _____ comes in handy when determining the meaning of this sentence.

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as pronouns, subjects and verbs, or fragments and complete sentences. Focus on a specific skill your students need.⁴ It is acceptable for students not to understand the full meaning of the sentence on this day.

⁴ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 3, the skills that need to be reinforced in grade 3, and the skills that need to be explicitly taught in grade 3.

Stories Julian Tells

Mentor Sentence 2: What do I know this sentence means?

1. Display or project:

“She said we were dirty enough that she could grow plants on our hands and knees.”

From “Our Garden”

This sentence means...

2. Prompt students to read what they wrote in the previous language link about the meaning of the sentence.
3. Say: “We have been analyzing this mentor sentence. Now we are going to look again at its meaning.”
4. Display or project:

- **WHO/WHAT?**
- (Did/will) **DO WHAT?**
- **WHEN** did who do what?
- **WHERE** did who do what?
- **WHY** did who do what?
- **HOW** did who do what?

Summary Sentence: _____

5. Ask the following questions one at a time and prompt students to record their written responses.

WHO/WHAT?

she

Did/will **DO WHAT?**

said we were dirty enough

WHEN did who do what?

N/A

WHERE did who do what?

N/A

WHY did who do what?

N/A

HOW did who do what?

N/A

6. Say: "Write a summary of the sentence. Make sure to put the sentence into your own words."

Student Look-Fors:

- She said that they were really dirty.
7. After several minutes, ask a few students to share their statements with the class.
8. Prompt students to revise or adjust their written responses based on what their classmates shared.

Stories Julian Tells

Mentor Sentence 2: What is the structure of this sentence?

1. Display or project:

"She said we were dirty enough that she could grow plants on our hands and knees."

From "Our Garden"

2. Say: "We have been working with the same mentor sentence to understand what it means. Now we will work together to take it apart so we can write our own quality sentences with a similar structure."
3. Ask: "What have we learned so far about this mentor sentence?" Conduct a brief discussion to review what was learned in the previous language links. Use the following questions to guide the discussion:
 - a. "What does this sentence mean?"
 - b. "What have you noticed about this sentence?"
 - c. "How is it put together?"

Student Look-Fors:

- This sentence means that someone noticed that more than one person is really dirty because they have soil from the garden all over them.
- Students might say they noticed pronouns and verbs.
- Students should understand that the parts of this sentence are subject + predicate.
- They should understand that the pronoun *she* is singular, so the verb *said* is singular, and *we* is plural, so *were* is plural.

4. Display or project:

I am working in my garden tomorrow.

5. Ask: "How is this sentence similar to the mentor sentence in the way that it is constructed?"

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, has a subject and predicate. It includes an additional phrase *in my garden tomorrow* that could be removed.

Like the mentor sentence, it includes pronouns and verbs. They should also identify that the pronoun *I* is singular, so the verb *am* is singular.

6. Say: "Now let's build a quality sentence about Huey and Julian working in the garden. Use a pronoun to begin your sentence, like the mentor sentence."
7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- They are planting flowers and vegetables.

8. Say: "Now let's construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include a subject and predicate."
9. Prompt students to identify pronouns which could be used as a subject. Record those pronouns. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- subject + predicate + punctuation
- pronoun + verb + dependent clause + punctuation
- She _____.
- He _____.
- They _____.

10. Direct students to reflect on their learning. Ask: "How does breaking down this sentence into its parts support your understanding of the sentence?" Answers can be spoken or written.

Stories Julian Tells

Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

“She said we were dirty enough that she could grow plants on our hands and knees.”

From “Our Garden”

- She _____.
- He _____.
- They _____.

Explain what Huey, Julian, and their mom are doing in the garden.

2. Say: “Now we are going to write our own quality sentences.” Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, “What are Huey, Julian, and their mom doing in the garden?”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with a pronoun that answers “who” and a verb that agrees.
6. Encourage students to use the unit texts to ensure they have an accurate response. As needed, provide support for students who may need to brainstorm a list of action words or activities from the text to include in their writing.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - She is noticing that they are are dirty.
 - He is planting a flower house.
 - They are planting flowers and vegetables in the garden.
 - The subject and verb should agree.

Stories Julian Tells

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

When I met Gloria, we spent the afternoon playing together.

This sentence means...

2. Prompt students to copy the sentence.
3. Say: "Write and complete the sentence stem underneath the quotation."

Student Look-Fors:

- The sentence means that Julian and Gloria spent the day together.

4. After several minutes, ask a few students to share how they paraphrased or interpreted the quotation. Prompt students to use the following stems to guide the conversation.
 - a. "Another way to say this sentence is..."
 - b. "I made meaning of this sentence by..."
 - c. "I looked at..."
 - d. "I noticed that..."

Note: If students have trouble forming their ideas, remind them that this is day 1 with the mentor sentence, and they will have other opportunities to develop understanding of the sentence over the next few language links.

5. Prompt students to revise or adjust their written responses based on what their peers shared.

MENTOR SENTENCES

Stories Julian Tells

Mentor Sentence 3: What do I notice about this sentence?

1. Display or project:

When I met Gloria, we spent the afternoon playing together.

- What do you notice about this sentence?
- How does what you notice help you understand the sentence?

2. Direct students to write their answers to the two questions, recording what they notice about the sentence and how that contributes to their understanding.
3. Ask students to share their thoughts with a partner. Prompt them to use the following conversation stems to guide their initial conversations.
 - a. "I noticed...which means..."
 - b. "I knew...so I..."
4. Ask pairs to work together to describe how the sentence is put together. As needed, ask guiding questions to support students:
 - a. "What are the parts of this sentence?"
 - b. "What is the subject in the sentence?" Is the subject singular or plural?
 - c. "Are there any verbs in the sentence? Are the verbs singular or plural?"
 - d. "What is the predicate of the sentence?"
 - e. "What does the phrase at the beginning of the sentence tell you?"
 - f. "What punctuation do you notice? How does the punctuation help you understand the sentence?"
5. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
6. Prompt them to use the following conversation stems to guide their sharing with the class.
 - a. "We noticed...which means..."
 - b. "We knew...so we..."

As pairs share, mark the grammatical elements students notice on the sentence and record any additional comments or thoughts on the board or chart paper. These will be needed for the next language links.

After each pair shares, ask another student to rephrase what the pair shared. Prompt students to use the

following conversation stems to guide their rephrasing.

- e. "They noticed...which meant..."
- f. "They knew...so they..."

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence has a plural subject and a plural verb.
 - The subject is *we*. The verb is *spent*.
 - The predicate is *spent the afternoon playing together*.
 - The phrase at the beginning of the sentence tells us when they spent the afternoon playing together.
 - The phrase at the beginning of the sentence is set off by a comma.
 - The sentence ends with a period.

7. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.

- a. To understand this sentence, I had to _____.
- b. Noticing _____ helped me understand the sentence because _____.
- c. Knowing _____ comes in handy when determining the meaning of this sentence.

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation. Focus on a specific skill your students need.⁵ It is acceptable for students not to understand the full meaning of the sentence on this day.

⁵ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 3, the skills that need to be reinforced in grade 3, and the skills that need to be explicitly taught in grade 3.

Stories Julian Tells

Mentor Sentence 3: What do I know this sentence means?

1. Display or project:

When I met Gloria, we spent the afternoon playing together.

This sentence means...

2. Prompt students to read what they wrote in the previous language link about the meaning of the sentence.
3. Say: "We have been analyzing this mentor sentence. Now we are going to look again at its meaning."
4. Display or project:

- **WHO/WHAT?**
- (Did/will) **DO WHAT?**
- **WHEN** did who do what?
- **WHERE** did who do what?
- **WHY** did who do what?
- **HOW** did who do what?

Summary Sentence: _____

5. Ask the following questions one at a time and prompt students to record their written responses.

WHO/WHAT?	we
Did/will DO WHAT?	spent the afternoon playing together
WHEN did who do what?	I met Gloria
WHERE did who do what?	N/A
WHY did who do what?	N/A
HOW did who do what?	N/A

6. Say: "Write a summary of the sentence. Make sure to put the sentence into your own words."

Student Look-Fors:

- When Julian met Gloria, they spent the afternoon playing together.
7. After several minutes, ask a few students to share their statements with the class.
 8. Prompt students to revise or adjust their written responses based on what their classmates shared.

MENTOR SENTENCES

Stories Julian Tells

Mentor Sentence 3: What is the structure of this sentence?

1. Display or project:

When I met Gloria, we spent the afternoon playing together.

2. Say: "We have been working with the same mentor sentence to understand what it means. Now we will work together to take it apart so we can write our own quality sentences with a similar structure."
3. Ask: "What have we learned so far about this mentor sentence?" Conduct a brief discussion to review what was learned in the previous language links. Use the following questions to guide the discussion:
 - a. "What does this sentence mean?"
 - b. "What have you noticed about this sentence?"
 - c. "How is it put together?"

Student Look-Fors:

- This sentence means that Julian and Gloria spent the afternoon playing together.
- The phrase at the beginning tells the reader "when."
- Students should understand the the structure of this sentence is: phrase + comma + subject + predicate + punctuation.

4. Display or project:

While they were playing, they watched the bird in its nest.

5. Ask: "How is this sentence similar to the mentor sentence in the way that it is constructed?"

Student Look-Fors:

- Students should identify that the structures are similar-- introductory phrase + subject + predicate.
- They should also identify that the subject is now plural (*they*) and it matches the verb (*watched*)

6. Say: "Now let's build a quality sentence about Gloria and Julian, or just Julian. We are going to focus on the subject verb agreement."

7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- During Gloria's move to her new house, she met Julian for the first time.

8. Say: "Now let's construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include an introductory phrase, subject, and predicate."
9. Prompt students to identify other subordinating conjunctions which signal when an event occurred. Record those conjunctions. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- Before _____, _____.
- During _____, _____.
- After _____, _____.

10. Direct students to reflect on their learning. Ask: "How does breaking down this sentence into its parts support your understanding of the sentence?" Answers can be spoken or written.

MENTOR SENTENCES

Stories Julian Tells

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

When I met Gloria, we spent the afternoon playing together.

- Before _____, _____.
- During _____, _____.
- After _____, _____.

How does Julian feel before, during, and after meeting Gloria?

2. Say: "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, "How does Julian feel before, during, and after meeting Gloria?"
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with an introductory phrase and include a subject and verb that agree.
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - Before Gloria arrived, Julian was lonely with nothing to do.
 - During Gloria's arrival, Julian was curious about the family.
 - After Gloria and Julian met, Julian excited to learn about her.

Stories Julian Tells

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

“He was keeping them on the shelf by the top bunk bed where he sleeps.”

From “I Learn Firefighting: I Wish for Smokey the Bear”

This sentence means...

2. Prompt students to copy the sentence.
3. Say: “Write and complete the sentence stem underneath the quotation.”

Student Look-Fors:

- The sentence means that Huey (he) was keeping his toy on away from Julian.

4. After several minutes, ask a few students to share how they paraphrased or interpreted the quotation. Prompt students to use the following stems to guide the conversation.
 - a. “Another way to say this sentence is...”
 - b. “I made meaning of this sentence by...”
 - c. “I looked at...”
 - d. “I noticed that...”

Note: If students have trouble forming their ideas, remind them that this is day 1 with the mentor sentence, and they will have other opportunities to develop understanding of the sentence over the next few language links.

5. Prompt students to revise or adjust their written responses based on what their peers shared.

Stories Julian Tells

Mentor Sentence 4: What do I notice about this sentence?

1. Display or project:

“He was keeping them on the shelf by the top bunk bed where he sleeps.”

From “I Learn Firefighting: I Wish for Smokey the Bear”

- What do you notice about this sentence?
- How does what you notice help you understand the sentence?

2. Direct students to write their answers to the two questions, recording what they notice about the sentence and how that contributes to their understanding.
3. Ask students to share their thoughts with a partner. Prompt them to use the following conversation stems to guide their initial conversations.
 - a. “I noticed...which means...”
 - b. “I knew...so I...”
4. Ask pairs to work together to describe how the sentence is put together. As needed, ask guiding questions to support students:
 - a. “What are the parts of this sentence?”
 - b. “What is the subject in the sentence?” Is the subject singular or plural?
 - c. “Are there any verbs in the sentence? Are the verbs singular or plural?”
 - d. “What prepositional phrases do you see? What information do they give us?”
 - e. “What punctuation do you notice? How does the punctuation help you understand the sentence?”
5. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
6. Prompt them to use the following conversation stems to guide their sharing with the class.
 - a. “We noticed...which means...”
 - b. “We knew...so we...”

As pairs share, mark the grammatical elements students notice on the sentence and record any additional comments or thoughts on the board or chart paper. These will be needed for the next language links.

After each pair shares, ask another student to rephrase what the pair shared. Prompt students to use the following conversation stems to guide their rephrasing.

- a. "They noticed...which meant..."
- b. "They knew...so they..."

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence has a singular subject and a singular verb.
 - *He* is the subject. *Was keeping* is the verb.
 - *On the shelf, by the top bunk bed* are prepositional phrase.
 - Students might identify *where he sleeps* as a prepositional phrase. Point out that there is a pronoun and a verb in this phrase. This is a dependent clause because it includes a subject and a verb, but it does not express a complete thought. If removed, the sentence still makes sentence.
 - This is a complex sentence because it includes an independent clause and at least one dependent clause.

7. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.

- a. To understand this sentence, I had to _____.
- b. Noticing _____ helped me understand the sentence because _____.
- c. Knowing _____ comes in handy when determining the meaning of this sentence.

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions, such as *where*. Focus on a specific skill your students need.⁶ It is acceptable for students not to understand the full meaning of the sentence on this day.

⁶ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 3, the skills that need to be reinforced in grade 3, and the skills that need to be explicitly taught in grade 3.

Stories Julian Tells

Mentor Sentence 4: What do I know this sentence means?

1. Display or project:

“He was keeping them on the shelf by the top bunk bed where he sleeps.”

From “I Learn Firefighting: I Wish for Smokey the Bear”

This sentence means...

2. Prompt students to read what they wrote in the previous language link about the meaning of the sentence.
3. Say: “We have been analyzing this mentor sentence. Now we are going to look again at its meaning.”
4. Display or project:

- **WHO/WHAT?**
- (Did/will) **DO WHAT?**
- **WHEN** did who do what?
- **WHERE** did who do what?
- **WHY** did who do what?
- **HOW** did who do what?

Summary Sentence: _____

5. Ask the following questions one at a time and prompt students to record their written responses. Encourage students to use information from the mentor sentence, as well as the unit text, to respond to the questions.

WHO/WHAT?

Huey

Did/will **DO WHAT?**

was keeping his toys away from Julian

WHEN did who do what?

N/A

WHERE did who do what?

where he sleeps

WHY did who do what?

he did not want Julian playing with his toys

HOW did who do what?

N/A

6. Say: "Write a summary of the sentence. Make sure to put the sentence into your own words."

Student Look-Fors:

- Huey did not want Julian playing with his toys so he kept them on the shelf by the top bunk bed.

7. After several minutes, ask a few students to share their statements with the class.
8. Prompt students to revise or adjust their written responses based on what their classmates shared.

Stories Julian Tells

Mentor Sentence 4: What is the structure of this sentence?

1. Display or project:

“He was keeping them on the shelf by the top bunk bed where he sleeps.”

From “I Learn Firefighting: I Wish for Smokey the Bear”

2. Say: “We have been working with the same mentor sentence to understand what it means. Now we will work together to take it apart so we can write our own quality sentences with a similar structure.”
3. Ask: “What have we learned so far about this mentor sentence?” Conduct a brief discussion to review what was learned in the previous language links. Use the following questions to guide the discussion:
 - a. “What does this sentence mean?”
 - b. “What have you noticed about this sentence?”
 - c. “How is it put together?”

Student Look-Fors:

- This sentence means that Huey was keeping his toys away from Julian.
- This is a complex sentence because there is an independent clause and a dependent clause.
- There is a singular subject and the verb agrees.
- There are two prepositional phrases that tell the reader where Huey was keeping his toys.

4. Display or project:

Julian was making fun of Huey.

5. Ask: “How is this sentence similar to the mentor sentence in the way that it is constructed?”

Student Look-Fors:

- This is a simple sentence.
- There is a singular subject and the verb agrees.

- There is a prepositional phrase *of Huey*.

6. Say: "Now let's build a quality sentence about how Julian and Gloria feel about playing with Huey after he decides not to jump."
7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- They do not care to play with Huey after he decides not to jump.

8. Say: "Now let's construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include correct subject verb agreement and prepositional phrases. You might even try to include a dependent clause to add more information to your sentence."
9. As a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- subject + predicate + prepositional phrase + punctuation
- subject + predicate + prepositional phrase + dependent clause + punctuation
- _____.

10. Direct students to reflect on their learning. Ask: "How does breaking down this sentence into its parts support your understanding of the sentence?" Answers can be spoken or written.

Stories Julian Tells

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

“He was keeping them on the shelf by the top bunk bed where he sleeps.”

From “I Learn Firefighting: I Wish for Smokey the Bear”

- subject + predicate + prepositional phrase + punctuation
- subject + predicate + prepositional phrase + dependent clause + punctuation
- _____.

Explain how each character felt after Huey didn’t jump off the swing.

2. Say: “Now we are going to write our own quality sentences.” Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, “How did each character feel when Huey didn’t jump off the swing?”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with correct subject verb agreement.
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - Huey was upset with Gloria and Julian.
 - They were not happy with Huey because he didn’t jump.