

Grade 04 - Lightning Thief

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.

The Lightning Thief

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

“Percy,” Chiron said, “you may choose to believe or not, but the fact is that *immortal* means immortal.”

From *The Lightning Thief*

This sentence means...

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

Student Look-Fors:

- This sentence means that the gods are immortal³. Chiron is explaining this term to Percy.
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...”
 5. Prompt students to revise or adjust their written responses based on what their peers shared.

³ *Immortal* should be explained or defined within the context of the Lightning Thief unit before this language link. If needed, remind students that immortal means living forever, never dying.

The Lightning Thief

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

1. Display or project:

“Percy,” Chiron said, “you may choose to believe or not, but the fact is that *immortal* means immortal.”

From *The Lightning Thief*

- 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. 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:
 - Chiron is telling Percy that the gods will live forever.
 - The dialogue tag is in the middle of the sentence. A comma is used before the dialogue tag and after the dialogue tag to show that it is one sentence.
 - The name *Percy* begins the sentence. *Percy* is being spoken to.
 - There are two independent clauses joined by the conjunction, *but*. *But* shows a contrast within a compound sentence.
 - There is a comma before *but*.
 - There are quotation marks around what Chiron is saying.

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. 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 4, the skills that need to be reinforced in grade 4, and the skills that need to be explicitly taught in grade 4.

The Lightning Thief

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

1. Display or project:

"Percy," Chiron said, "you may choose to believe or not, but the fact is that *immortal* means immortal."

From *The Lightning Thief*

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 add details and evidence from the text beyond what is included in the mentor sentence.

WHO/WHAT?

Chiron

Did/will **DO WHAT?**

said that the gods were immortal

WHEN did who do what?

N/A

WHERE did who do what?

N/A

WHY did who do what?

Chiron was trying to explain to Percy who he was

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:

- Chiron told Percy that the gods were immortal to help him understand who he was.

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.

The Lightning Thief

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

1. Display or project:

"Percy," Chiron said, "you may choose to believe or not, but the fact is that *immortal* means immortal."

From *The Lightning Thief*

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?"
 - d. "Where is the ending punctuation?"

Student Look-Fors:

- Chiron is explaining to Percy that gods live forever.
- Students might say they noticed quotation marks, commas, or conjunctions.
- *Percy* is addressed at the beginning of the sentence.
- The dialogue tag is in the middle of the sentence.
- The commas around *Chiron said* tell us that he is speaking.
- Quotation marks tell the reader what is being said.
- Students should understand that the ending punctuation is within the quotation marks.
- Students should understand that the parts of this sentence are open quotation marks + Introductory phrase + comma + closed quotation marks + speaker said + comma + open quotation marks + independent clause + comma + conjunction + independent clause + punctuation + closed quotation marks

4. Display or project:

“Right after we visited,” Annabeth continued, “the weather got weird, as if the gods had started fighting.”

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 examples also has the dialogue tag in the middle of the sentence.
- Before the dialogue tag there is a comma and the quotation marks around the introductory phrase close. After the dialogue tag there is another comma and the quotation marks open for the rest of the statement.

6. Say: “Now let’s build a quality sentence about Percy and his first days at Camp Half-Blood.”

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:

- “Percy,” Luke murmured, “the gods like the smell, so we give them burnt offerings.”

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.”

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:

- Open quotation marks + Introductory phrase + comma + closed quotation marks + _____ said + comma + open quotation marks + independent clause + comma + conjunction + independent clause + punctuation + closed quotation marks
- “ _____,” _____ said, “ _____, but _____.”
- “ _____,” _____ said, “ _____, and _____.”
- “ _____,” _____ said, “ _____, as if _____.”
- “ _____,” _____ said, “ _____, so _____.”

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

The Lightning Thief

Mentor Sentence 1 Can I write a quality sentence?

1. Display or project:

"Percy," Chiron said, "you may choose to believe or not, but the fact is that *immortal* means immortal."

From *The Lightning Thief*

"_____," _____ said, "_____, but _____."

"_____," _____ said, "_____, and _____."

"_____," _____ said, "_____, as if _____."

"_____," _____ said, "_____, so _____."

How might Percy explain his behavior to someone else?

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. Ask, "What would Percy say to someone else if he was trying to explain his abnormal behavior?"
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. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- "Everytime I'm in class," Percy said, "I have trouble reading, and I can't sit still."
- "When I am supposed to be still," Percy said, "my body feels like it is ready for a fight, as if I could conquer anything."
- "Although I was confused" Percy said, "I never thought it was because I might be a god, but that makes so much sense!"

MENTOR SENTENCES

The Lightning Thief

Mentor Sentence 2: What does this sentence mean?

1. Display or project:

"I was free to go, but I couldn't leave my friends."

From *The Lightning Thief*

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 shows that Percy had a way out, but he chose to stay behind and help his friends.

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.

The Lightning Thief

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

1. Display or project:

"I was free to go, but I couldn't leave my friends."

From *The Lightning Thief*

- 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. 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 gives an example of Percy being a hero and helping his friends.
 - There are two independent clauses joined by a conjunction, *but*. *But* joins two ideas together by showing a contrast between the sentences.
 - There is a comma before *but*.
 - This is a compound sentence because it is made up of two independent clauses joined by a conjunction.

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. 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 4, the skills that need to be reinforced in grade 4, and the skills that need to be explicitly taught in grade 4.

The Lightning Thief

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

1. Display or project:

"I was free to go, but I couldn't leave my friends."

From *The Lightning Thief*

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?	I
(Did/will) DO WHAT?	was free to go
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

- Encourage students to expand their summary sentence. Prompt them to use information from the unit texts to answer questions not provided in the original sentence.

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?

Percy

was free to go, but did not leave

when they were attacked

on the bus

because he is becoming a hero

N/A

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

Student Look-Fors:

- When they were attacked on the bus, Percy was free to go, but he did not leave because he is becoming a hero.

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

The Lightning Thief

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

1. Display or project:

"I was free to go, but I couldn't leave my friends."

From *The Lightning Thief*

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?"
 - d. "How is this mentor sentence similar to our last mentor sentence?"

Student Look-Fors:

- This sentence is an example of Percy putting his friends before him. This sentence shows Percy acting as a hero to help save his friends.
- Students might say they noticed two independent clauses separated by a comma and a conjunction.
- Students should understand that the parts of this sentence are independent clause + comma + conjunction + independent clause + period.
- They should understand that the conjunction *but* shows a contrast within the sentence.
- This mentor sentence tells about the story and contains a conjunction with two independent clauses, but it is not a direct quotation of someone speaking.

4. Display or project:

"There was no place else to go, so I stepped to the edge of the hole."

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 two independent clauses combined by a comma and a conjunction.
- They should also discuss that the conjunction so shows the result or effect.

6. Say: "Now let's build a quality sentence about Percy's missing mother."
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:

- Percy's mom cannot be found, so the news says Percy is a fugitive.

8. Say: "Now let's construct sentences to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include the coordinating conjunctions below."
9. Prompt students to identify other coordinating 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:

- _____, and _____.
- _____, but _____.
- _____, so _____.

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.

The Lightning Thief

Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

"I was free to go, but I couldn't leave my friends."

From The Lightning Thief

_____, and _____.

_____, but _____.

_____, so _____.

What happened during Percy's quest?

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, "What happened during Percy's quest?"
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. 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:
 - Percy cut off Medusa's head, and he mailed it to Olympus.
 - Percy was trapped by Echidna, so he jumped into the Mississippi River.
 - Percy heard a voice in the water, but he did not know who it was.
- The conjunction *and* adds to a sentence. The conjunction *but* shows a contrast. The conjunction *so* shows a result of effect.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Percy cut off Medusa's head, and _____."

The Lightning Thief

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

After he fell, Percy discovered that he was able to breathe under the water.

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 Percy learned that he can breathe under the water.

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.

The Lightning Thief

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

1. Display or project:

After he fell, Percy discovered that he was able to breathe under the water.

- 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. "What punctuation do you notice? How does the punctuation help you understand the sentence?"
 - e. "What phrase acts as a noun?" (As necessary, explain to students that *to breathe* is an infinitive that is acting as a direct object.)
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 explains that Percy is able to breath underwater.
 - There are several phrases in this sentence: *after he fell, to breathe, under the water.*
 - There are two independent clauses: *Percy discovered, he was able to breathe.*
 - The introductory phrase *after he fell* answers the question: When did he discover?
 - *To breathe* serves as a noun. It is the direct object of the verb *was able*.
 - *Under the water* is a prepositional phrase that answers: Where?

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. 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 4, the skills that need to be reinforced in grade 4, and the skills that need to be explicitly taught in grade 4.

The Lightning Thief

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

1. Display or project:

After he fell, Percy discovered that he was able to breathe under the water.

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?	Percy
(Did/will) DO WHAT?	discovered he was able to breathe
WHEN did who do what?	after he fell
WHERE did who do what?	under the water
WHY did who do what?	N/A
HOW did who do what?	N/A

6. Encourage students to expand their summary sentence. Prompt them to use information from the unit texts to

answer questions not provided in the original sentence.

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?

Percy

discovered he was able to breathe

after he fell

under the water

he learned that Poseidon is his father

N/A

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

Student Look-Fors:

- After he fell, Percy discovered that he was able to breathe under the water because Poseidon is his father.

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

The Lightning Thief

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

1. Display or project:

After he fell, Percy discovered that he was able to breathe under the water.

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 Percy is able to breathe underwater.
- Students might say they noticed the comma after the introductory phrase and the clauses. .
- Students should understand that the parts of this sentence are introductory phrase + comma + independent clause + dependent clause + infinitive + prepositional phrase + period.
- They should understand that the dependent clause answers the question "When did Percy realize that he could breath underwater?"

4. Display or project:

When he drives up on a Harley, Ares sees Percy and asks that he travel to retrieve Ares' shield at the waterpark.

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, begins with an introductory phrase followed by a comma..
- They should also identify that the introductory phrase answers the question "When?"

- Both this sentence and the mentor sentence include an infinitive that begins with *to*.
- Both this sentence and the mentor sentence include a prepositional phrase that answer the question: where?

- Say: "Now let's build a quality sentence about what happened to Percy, Annabeth, and Grover while on the task for Ares."
- 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:

- When the shield is disturbed, Percy and Annabeth get stuck because the cupids' rope connects to form a trap by the rim of the pool.

- 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 the subordinating conjunctions below."
- 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:

- introductory phrase + comma + independent clause + dependent clause + infinitive + prepositional phrase + period.
- After _____, _____.
- Before _____, _____.
- Since _____, _____.

- 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.

The Lightning Thief

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

After he fell, Percy discovered that he was able to breathe under the water.

After _____, _____.

Before _____, _____.

Since _____, _____.

Explain what happens when Percy confronts Ares about the task.

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 happens when Percy confronts Areas about the task that he sent him on?"
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 dependent clause that answer "when."
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:
 - When he goes back to the diner, Percy is embarrassed that he was set up to fail on the mission.
 - After they left the hotel, Percy realized that they only had one day left to complete the quest before the deadline.
- The introductory prepositional phrase should have a clear relationship with the clause that follows it. For example in the first look-for above, the introductory prepositional phrase explains when Percy is embarrassed.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "When he goes back to the diner, Percy is embarrassed that _____."

MENTOR SENTENCES

The Lightning Thief

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

Percy, the son of Poseidon, was sent on a quest to find Zeus's lightning bolt.

This sentence means...

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

Student Look-Fors:

- The sentence means Percy is on a quest and he is also the son of Poseidon.

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.

The Lightning Thief

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

1. Display or project:

Percy, the son of Poseidon, was sent on a quest to find Zeus's lightning bolt.

- 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. 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 explains who Percy is and what he is doing.
 - *Son of Poseidon* gives more information about the noun *Percy*. This is called an appositive.
 - There is a comma before and after the appositive.
 - In this sentence Zeus is a possessive noun. Zeus owns his lightning bolt.

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 possessive nouns or how and when to use punctuation with appositives. Focus on a specific skill your students need.⁷ It is acceptable for students not to understand the full meaning of the sentence on this day.

⁷ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 4, the skills that need to be reinforced in grade 4, and the skills that need to be explicitly taught in grade 4.

The Lightning Thief

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

1. Display or project:

Percy, the son of Poseidon, was sent on a quest to find Zeus's lightning bolt.

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?

(Did/will) **DO WHAT?**

WHEN did who do what?

WHERE did who do what?

WHY did who do what?

HOW did who do what?

Percy, son of Poseidon

was sent

N/A

on a quest

to find Zeus's lightning bolt

Zeus is a powerful and angry god

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

Student Look-Fors:

- Percy, the son of Poseidon, was sent on a quest to find Zeus's lightning bolt because the angry god wanted it back.
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.

The Lightning Thief

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

1. Display or project:

Percy, the son of Poseidon, was sent on a quest to find Zeus's lightning bolt.

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 explains who Percy is and what he is doing.
- Son of Poseidon gives more information about the noun Percy. This is called an appositive.
- There is a comma before and after the appositive.
- In this sentence Zeus is a possessive noun. Zeus owns his lightning bolt.

4. Display or project:

Thalia, daughter of Zeus, was turned into a pine tree before she could make it to Camp Half-Blood.

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 an appositive to rename the subject of the sentence.

6. Say: "Now let's build a quality sentence above Grover."

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:

- Grover, the satyr, was assigned to protect Percy and Thalia.

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 with appositives.”
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:

- _____, appositive, _____.

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.

The Lightning Thief

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

Percy, the son of Poseidon, was sent on a quest to find Zeus's lightning bolt.

_____, (appositive), _____.

Describe Annabeth and Poseidon's role in Percy's quest.

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. Ask "What role did Annabeth and Poseidon play during Percy's quest?"
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 that appositives are used to rename.
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:
 - Annabeth, daughter of Athena, went with Percy on his quest.
 - Poseidon, Percy's father, helped Percy when he fell off the bridge.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Annabeth, _____, _____."