

Grade 04: The Whipping Boy 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.

The Whipping Boy

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

"I'll take me rags, and I'll be gone in the half-blink of an eye."

From *The Whipping Boy*

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 Jemmy, the whipping boy, would not mind being kicked out of the castle.

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 Whipping Boy

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

1. Display or project:

"I'll take me rags, and I'll be gone in the half-blink of an eye."

From The Whipping Boy

- 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 the feelings of the whipping boy.
 - "I'll take me rags" tells the reader that he is poor, and a serf.
 - A half-blink of an eye is fast. "I'll be gone in the half-blink of an eye" explains how quick he would leave.
 - There are two complete sentences joined by a conjunction, *and*. *And* joins two ideas together. In this sentence, *and* joins the actions the boy will do.
 - There is a comma before *and*.
 - This is a compound sentence because it is made up of two complete sentences. "I'll take me rags. I'll be gone in the half-blink of an eye."

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

The Whipping Boy

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

1. Display or project:

"I'll take me rags, and I'll be gone in the half-blink of an eye."

From *The Whipping Boy*

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?	take my rags and be gone
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?	in the half-blink of an eye

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?

Jemmy or the Whipping Boy

take my rags and be gone

N/A

N/A

he doesn't want to be the whipping boy

in the half-blink of an eye

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

Student Look-Fors:

- Jemmy will take his rags and be gone quickly because he does not want to be the whipping boy.

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 Whipping Boy

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

1. Display or project:

"I'll take me rags, and I'll be gone in the half-blink of an eye."

From *The Whipping Boy*

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 Jemmy no longer wants to be the whipping boy.
- Students might notice quotation marks.
- Students should notice the comma.
- Students should understand that the parts of this sentence are an independent clause + comma + conjunction + independent clause + period.
- They should understand that this sentence could be turned into two complete sentences.

4. Display or project:

"You'll get off light as a feather, but I'll be lucky if they don't whip me to the bone."

From *The Whipping Boy*

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

Student Look-Fors:

- Both sentences are quotes from the text.
- Students should identify that the structures are similar. They are both compound sentences.
- Students should also identify that the conjunction “but” shows a difference or change in direction. In this sentence the prince will see no punishment, while the whipping boy, Jemmy, will.
- Students may also notice the non-literal phrases in this sentence, “light as a feather” and “whip me to the bone.” Students should make connections between these non-literal phrases and “in the half-blink of an eye.”

6. Say: “Now let’s build a quality sentence about the prince.”

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:

- The prince is running away, and he wants Jemmy to run away, too.

8. Say: “Now let’s construct a sentence frame to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences. Like the mentor sentence, our frame should include an independent clause + comma + conjunction + independent clause + end punctuation. What conjunctions might we use in our sentence frames?”

9. Prompt students to identify other coordinating conjunctions which connect words and phrases. 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 Whipping Boy

Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

"You'll get off light as a feather, but I'll be lucky if they don't whip me to the bone."

From The Whipping Boy

_____, and _____.

_____, but _____.

_____, so _____.

Explain the relationship between the prince and Jemmy.

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, "Explain the relationship between the prince and Jemmy"
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 have two independent clauses combined with a conjunction.
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:
 - The prince misbehaved, and he wanted Jemmy to be whipped.
 - The prince wanted Jemmy to yell and cry, but Jemmy never did.
 - Prince Brat wanted to run away, so he woke Jemmy up to leave with him.
- The comma and conjunction should be in between two independent clauses. If the comma was changed to a period and the conjunction taken out, there would two complete thoughts.

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

The Whipping Boy

Mentor Sentence 2: What does this sentence mean?

1. Display or project:

"A thick fog had swirled in, they'd strayed from the road, and trees had closed in on them."

From *The Whipping Boy*

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 as they were walking the fog was getting thick, they were off their path, and trees were everywhere around them.

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 Whipping Boy

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

1. Display or project:

"A thick fog had swirled in, they'd strayed from the road, and trees had closed in on them."

From The Whipping Boy

- 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 three different things that are happening to the prince and the whipping boy.
 - There are commas in a series joined by a conjunction, *and*. *And* joins the three ideas together.
 - There are two commas separating the three different ideas.

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 Whipping Boy

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

1. Display or project:

"A thick fog had swirled in, they'd strayed from the road, and trees had closed in on them."

From *The Whipping Boy*

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?

Prince Brat and Jemmy

Did/will **DO WHAT?**

strayed

WHEN did who do what?

N/A

WHERE did who do what?

off the road with trees around them

WHY did who do what?

a thick fog had swirled in

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:

- Prince Brat and Jemmy were lost off the road with trees all around them because of a thick fog.

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 Whipping Boy

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

2. Display or project:

“A thick fog had swirled in, they’d strayed from the road, and trees had closed in on them.”

From *The Whipping Boy*

11. 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.”

12. 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 that Jemmy and Prince Brat and Jemmy were lost off their road and in thick fog with trees all the way around them.
- Students might say they noticed commas in a series.
- Students will notice that there is a conjunction, and, that combines these three ideas together.

13. Display or project:

The whipping boy learned to read, write, and do sums.

14. 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--they both use commas in a series to combine three things.
- They should also identify that the conjunction, and, is used to combine them.
- There are two commas to separate the ideas.

15. Say: “Now let’s build a quality sentence about Prince Brat and Jemmy.”
16. 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:

- Prince Brat did not know the his lessons, the alphabet, or how to write his name.

17. 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 commas in a series.”
18. Prompt students to identify other coordination conjunctions which connect words or phrases. . 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 _____.
- _____, _____, or _____.

19. 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 Whipping Boy

Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

"A thick fog had swirled in, they'd strayed from the road, and trees had closed in on them."

From *The Whipping Boy*

_____, _____, and _____.
_____, _____, or _____.

Describe what happened when Hold-Your-Nose Billy and Cutwater found Jemmy and the prince.

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 when Hold-Your-Nose Billy and Cutwater found Jemmy and the prince?"
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 are writing sentences with commas in a series.
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:
 - Billy and Cutwater carried lanterns, introduced themselves, and tried to rob them
 - Jemmy worried that he and the prince might be robbed, kidnapped, or murdered.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Billy and Cutwater _____ lanterns , _____ themselves, and _____ to rob them."

The Whipping Boy

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

Hold-Your-Nose Billy, the famous murderer, found Prince Horace's crown.

This sentence means...

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

Student Look-Fors:

- The sentence means that Hold-Your-Nose Billy is a famous murderer and he found the prince's crown.

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 Whipping Boy

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

1. Display or project:

Hold-Your-Nose Billy, the famous murderer, found Prince Horace's crown.

- 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 role of the comma in this sentence?"
 - c. "Can we divide this sentence into two or more sentences? What do we have to remove or change?"
 - d. "What phrases or clauses do you notice? How do those help you understand this sentence?"
 - e. "Are there any conjunctions in this sentence? What do those conjunctions mean?"
 - 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.

- 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 what Billy found.
 - This sentence uses commas to set off "a famous murderer."
 - "A famous murderer" describes Billy. (This is an appositive.)
 - The 's tells the reader that Prince Horace is a possessive noun. The prince owns the crown.

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 5, the skills that need to be reinforced in grade 5, and the skills that need to be explicitly taught in grade 5.

The Whipping Boy

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

1. Display or project:

Hold-Your-Nose Billy, the famous murderer, found Prince Horace's crown.

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?	Hold-Your-Nose Billy
(Did/will) DO WHAT?	found Prince Horace's crown
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. 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?

Hold-Your-Nose Billy

found Prince Horace's crown

N/A

in the basket

N/A

by digging

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

Student Look-Fors:

- By digging in the basket, Hold-Your-Nose Billy found Prince Horace's crown.

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 Whipping Boy

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

1. Display or project:

Hold-Your-Nose Billy, the famous murderer, found Prince Horace's crown.

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 Hold-Your-Nose Billy is a famous murderer and he found the Prince's crown.
- Students might say they noticed the commas around the renaming of Billy.
- Students may also discuss the possessive noun, "Prince Horace's."

4. Display or project:

Jemmy, the whipping boy, pretended to be the prince.

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-- they both have appositives that rename.

6. Say: "Now let's build a quality sentence about the prince."
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:

- Prince Horace, an uneducated boy, was not able to write the ransom note.

8. Say: “Now let’s construct a sentence frame to illustrate the structure of the mentor sentence. We will use this frame to write our own sentences and include appositives.”
9. As a class, create a 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 Whipping Boy

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

Hold-Your-Nose Billy, the famous murderer, found Prince Horace's crown.

_____, (appositive), _____.

Describe one of the characters in the story. Use an appositive in your sentence.

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, "Describe one of the characters in the story. Use an appositive in your sentence."
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 rename the character another way when using the appositive.
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:
 - Jemmy, the whipping boy, fooled the villains into thinking he was the prince.
 - Cutwater, Billy's partner, sharpened the hawk's feather.
- The subject of the sentence and the appositive should be about the same person.
- The appositive should be a noun phrase that describes the subject.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Jemmy, _____, fooled the villains into thinking he was the prince."

The Whipping Boy

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

When that plaguy Cutwater comes to tie us up, tell him I slipped out the door.”

From *The Whipping Boy*

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 Cutwater will come to tie them up and the prince should tell him that Jemmy snuck out the door.
- This might be a plan to get away from the villains.

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 Whipping Boy

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

1. Display or project:

“When that plaguy Cutwater comes to tie us up, tell him I slipped out the door.”

From *The Whipping Boy*

- 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:
 - Students may not know what the word plaguy means. (Prompt a student or group of students to find the meaning of the word and report to the class.)
 - The sentence begins with "when." "When that plaguy Cutwater comes to tie us up" describes when the prince should tell him that Jemmy ran out the door.
 - This sentence explains Jemmy's plan to get away from the villains.
 - There is a comma before *tell*.
 - There is another conjunction, *when*, but there is no comma before *when* because it is at the start of the sentence..
 - There is a dependent clause ("when the plaguy Cutwater comes to tie us up") and an independent clause ("tell him I slipped out the door").
 - This is a complex sentence because it is made up of an independent and 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. 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 5, the skills that need to be reinforced in grade 5, and the skills that need to be explicitly taught in grade 5.

The Whipping Boy

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

1. Display or project:

“When that plaguy Cutwater comes to tie us up, tell him I slipped out the door.”

From *The Whipping Boy*

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?

Prince Horace

Did/will **DO WHAT?**

Tell Cutwater that Jemmy slipped out the door

WHEN did who do what?

When Cutwater comes to tie them up

WHERE did who do what?

N/A

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?

Prince Horace

Tell Cutwater that Jemmy slipped out the door

When he comes to tie them up

N/A

so Jemmy can get away

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:

- Prince Horace should tell Cutwater that Jemmy slipped out the door when he comes to tie them up, so Jemmy can get away.

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 Whipping Boy

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

1. Display or project:

“When that plaguy Cutwater comes to tie us up, tell him I slipped out the door.”

From *The Whipping Boy*

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 is Jemmy’s plan to get away. He needs the prince to tell Cutwater he slipped out the door. This will distract Cutwater.
- Students might say they noticed independent and dependent clauses, commas, or conjunctions.
- Students should understand that the parts of this sentence are dependent clause + comma + independent clause + period.
- They should understand that the introductory phrase answers the question “When should the prince tell tell Cutwater that Jemmy ran away?”

4. Display or project:

When Betsy saw Billy whipping the boy, she released Petunia to go after him.

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 dependent clause followed by a comma and then an independent clause.
- They should also identify that the introductory phrase answers the question "When?"

6. Say: "Now let's build a quality sentence about the boys running away from the villains."
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:

- After the boys got on the coach, Billy and Cutwater found them.

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 subordinating conjunctions below."
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:

- After _____, _____.
- Before _____, _____.
- Since _____, _____.

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 Whipping Boy

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

“When that plaguy Cutwater comes to tie us up, tell him I slipped out the door.”

From *The Whipping Boy*

After _____,

Before _____,

Since _____.

Explain how the boys got away from Billy and Cutwater.

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 the boys get away from the villains?”
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 prepositional phrases 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:
 - After Betsy let Petunia loose, the villains swam away.
 - Before Billy and Cutwater could come back, the boys left with Betsy and Petunia.
 - Since the coach was laying on its side, they worked together to pick it up and leave.
- 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 what led to the improvement of scientific investigation.

MENTOR SENTENCES

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example,
“After Betsy let Petunia loose, _____.”

MENTOR SENTENCES
