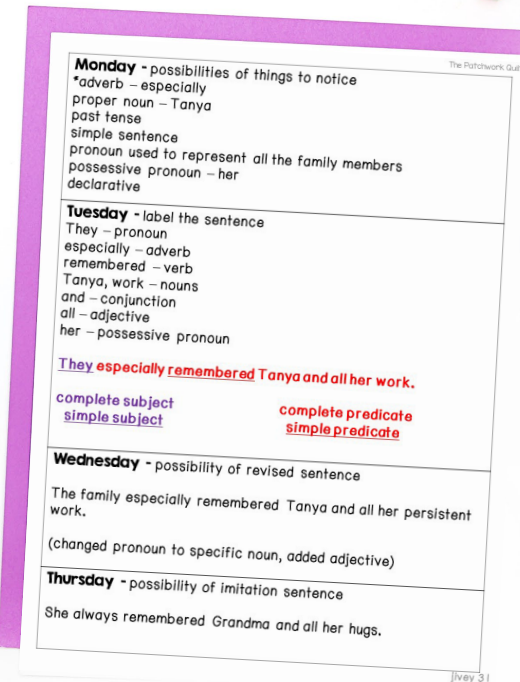
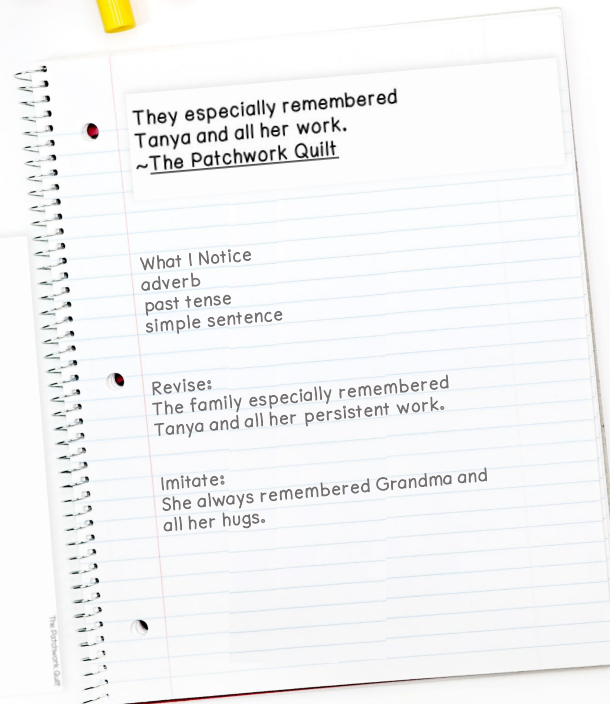


# MENTOR SENTENCES

Teach grammar lessons that  
**STICK**  
in just 15 minutes per day!



They especially  
remembered Tanya  
and all her work.  
~The Patchwork Quilt



# THE ROUTINE

## Day 1

What do you **notice** about this sentence? You might see exciting words, figurative language, the type of sentence, or even special parts of speech. Write down what you **notice**!

## Day 2



Rewrite the mentor sentence exactly as it is written, but skip lines in between. Label all of the **parts of speech** that you know in this sentence!

## Day 3

**Revise** the mentor sentence by making it more descriptive or exciting. Try adding or changing adjectives, verbs, or specific nouns. Remember to keep the meaning of the sentence **the same**!

## Day 4



**Imitate** the mentor sentence by keeping the style and structure the same, but making it your own. You should create a **brand new sentence**!

No boring worksheets or lectures with mentor sentences!

Every day, students will be:

- ✓ diving into discussions about language
- ✓ analyzing and examining syntax, structure, and craft
  - ✓ comparing words and phrases
  - ✓ manipulating parts of sentences
- ✓ and **APPLYING** it all to their own writing.

Mentor Sentences teach **SO MUCH MORE** than grammar!

# SPIRAL LEARNING

I've used a few different resources for mentor sentences, and **this one is the best I've found.** It has everything you need and it's easy to use.

Christine T., 5<sup>th</sup> Grade Teacher

Each week's lesson focuses on one or two grammar and language skills.

The exceptional models used each week as mentor sentences consistently expose students to new and previously learned skills.

The spiral nature of mentor sentences keeps the most important skills that we want them to apply to writing in front of them week after week.

This positively impacts retention, understanding, and student ability.

# INSTRUCTIONAL SUPPORT

You don't need to be a "grammar guru"  
to implement the mentor sentence routine.

I've done the hard work for every lesson - listing things  
worth noticing about the sentence, researching the parts of  
speech, plus revising and imitating the sentence.

You'll be able to refer to the cheat sheet  
and even use my possibilities as your models!

**Monday** - possibilities of things to notice  
\*adverb - especially  
proper noun - Tanya  
past tense  
simple sentence  
pronoun used to represent all the family members  
possessive pronoun - her  
declarative

**Tuesday** - label the sentence  
They - pronoun  
especially - adverb  
remembered - verb  
Tanya, work - nouns  
and - conjunction  
all - adjective  
her - possessive pronoun

teacher-tested  
in thousands of  
classrooms!

They especially remembered Tanya and all her work.

complete subject  
simple subject

complete predicate  
simple predicate

**Wednesday** - possibility of revised sentence

The family especially remembered Tanya and all her persistent work.

(changed pronoun to specific noun, added adjective)

**Thursday** - possibility of imitation sentence

She always remembered Grandma and all her hugs.

# FORMATIVE ASSESSMENTS

These are the BEST way to teach grammar in a way that is not boring or rote.

**My admin is so impressed** with how students can not only understand the parts of speech, but also **use that knowledge to create new sentences to show their understanding.**

Name: Answer Key Date: \_\_\_\_\_  
Editing Assessment

They specially remembered Tanya and all her work.

1. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:  
They especially remembered Tanya and all her work.

Adverbs often answer the questions: when, where, and how.  
Underline the adverbs in the following sentences:

2. Tanya sat restlessly by the window.  
3. She was anxious to go to school.  
4. I just cleaned this room.  
5. Grandma absentmindedly rubbed the material.  
6. The bracelets and earrings jingled noisily as she moved.

Fill in the blanks in the following sentences and circle adverb or adjective to tell what type of word you wrote.

7. Grandma cut the \_\_\_\_\_ squares of fabric and arranged them in a pattern. (adverb / adjective)  
8. Tanya \_\_\_\_\_ tiptoed into Grandma's room and removed a few squares from her quilt. (adverb / adjective)

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Quizzes provide students an opportunity for editing practice and to show understanding of the focus skill of the week.

Use the formative assessments (included in print and digital) to find out who may need additional support.

# PICTURE BOOKS AS MENTOR TEXTS IN THE UPPER GRADES

## Celebrating Diversity Book List

Red: A Crayon's Story by Michael Hall

The Sandwich Swap by Queen Rania and Kelly DiPucchio

Ruby's Wish by Shirin Yim Bridges

The Patchwork Quilt by Valerie Flourney

The Water Princess by Susan Verde

One Green Apple by Eve Bunting

The Rainbow Tulip by Pat Mora

I Dissent by Debbie Levy

Mr. Lincoln's Way by Patricia Polacco

Nadia's Hands by Karen English

Why use picture books in the upper grades?

 Interest and Engagement

 Expose Students To More Vivid Language

 Teach Multiple Mini-Lessons (Not Just Mentor Sentences!)

 Integrate Content (Science, Social Studies, & Math)

 Immerse Students In More Genres

Don't own all the books? Most of the mentor texts used in the lessons are popular books that can be found in your media center, local library, or even a fellow teacher's classroom!

# MENTOR SENTENCES & THE SCIENCE OF READING

Word Recognition × Language Comprehension = Reading Comprehension

Mentor sentences help students understand the functions of words, as well as see relationships between them.

The books chosen for mentor sentence lessons expose students to a variety of genres, word choice, and craft.

Background Knowledge  
Vocabulary Knowledge  
Language Structures (Syntax)  
Verbal Reasoning (Semantics)  
Literacy Knowledge

Mentor sentences help students understand how words are organized in logical and meaningful sentences.

Mentor sentences help students develop a knowledge of language, and even allow them to alter the meanings of words and phrases.

# FABULOUS FEEDBACK

JUST A FEW FROM OVER 10,000 ★★★★★ REVIEWS!

This resource has been very helpful in **modeling good sentence writing**. It has been beneficial in expanding our lessons on parts of speech and punctuation by **connecting to real text**. My students look forward to getting to write their own sentences modeling after the mentor sentence and have a lot of fun with it.

Jodi W., 3<sup>rd</sup> / 4<sup>th</sup> Grade Teacher

This makes mentor sentences **approachable** for students and teachers alike. This is a great way to **reinforce grammar skills** and open a **dialogue about sentence structure**.

Katherine D., 4<sup>th</sup> Grade Teacher

My students **love** using the mentor sentences. I've seen my students **using the imitations for their own writing**. Ah... success.

Robin K., 5<sup>th</sup> Grade Teacher

I have been using Mentor Sentences for at least two years now. Each year, I have **fun** teaching with these mentor texts and activities. Also, students become **easily engaged** and **build stronger grammar skills**. They retain the information longer than they every did with other grammar lessons I would use which taught isolated skills out of context.

Lori P., 4<sup>th</sup> Grade Teacher