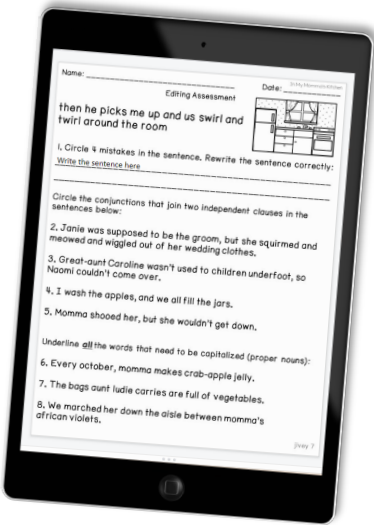
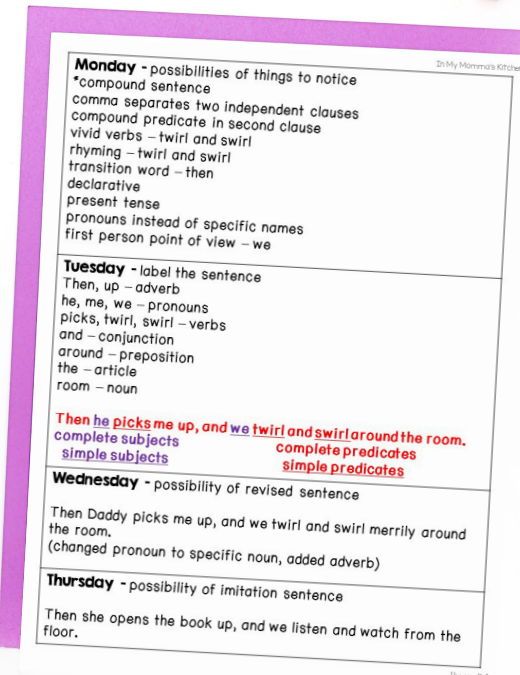
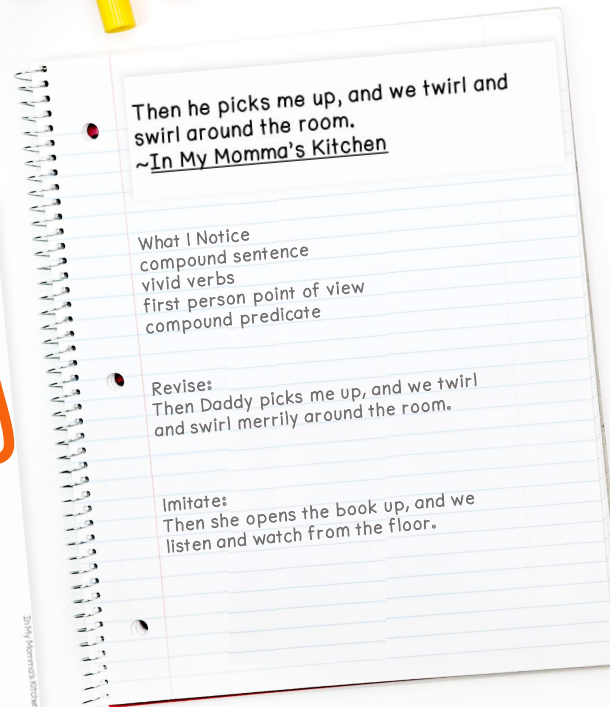


MENTOR SENTENCES

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



Then he picks me up
and we twirl and swirl
around the room.
~In My Momma's Kitchen



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., 5th 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
*compound sentence
comma separates two independent clauses
compound predicate in second clause
vivid verbs – twirl and swirl
rhyming – twirl and swirl
transition word – then
declarative
present tense
pronouns instead of specific names
first person point of view – we

Tuesday - label the sentence
Then, up – adverb
he, me, we – pronouns
picks, twirl, swirl – verbs
and – conjunction
around – preposition
the – article
room – noun

teacher-tested
in thousands of
classrooms!

Then he picks me up, and we twirl and swirl around the room.
complete subjects complete predicates
simple subjects simple predicates

Wednesday - possibility of revised sentence

Then Daddy picks me up, and we twirl and swirl merrily around the room.
(changed pronoun to specific noun, added adverb)

Thursday - possibility of imitation sentence

Then she opens the book up, and we listen and watch from the floor.

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

then he picks me up and us swirl and twirl around the room

1. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:
Then he picks me up, and we swirl and twirl around the room.

Circle the conjunctions that join two independent sentences below:

2. Janie was supposed to be the groom, but she meowed and wiggled out of her wedding clothes.

3. Great-aunt Caroline wasn't used to children, so Naomi couldn't come over.

4. I wash the apples, and we all fill the jars.

5. Momma shoed her, but she wouldn't get down.

Underline all the words that need to be capitalized (proper nouns):

6. Every october, momma makes crab-apple jelly.

7. The bags ant ludie carries are full of vegetables.

8. We marched her down the aisle between momma's african violets.

Name: _____ Date: _____
Editing Assessment

then he picks me up and us swirl and twirl around the room

1. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:
Write the sentence here: _____

Circle the conjunctions that join two independent clauses in the sentences below:

2. Janie was supposed to be the groom, but she squirmed and meowed and wiggled out of her wedding clothes.

3. Great-aunt Caroline wasn't used to children underfoot, so Naomi couldn't come over.

4. I wash the apples, and we all fill the jars.

5. Momma shoed her, but she wouldn't get down.

Underline all the words that need to be capitalized (proper nouns):

6. Every october, momma makes crab-apple jelly.

7. The bags ant ludie carries are full of vegetables.

8. We marched her down the aisle between momma's african violets.

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

Volume 3, Unit 1 Book List

Do Unto Otters by Laurie Keller

Mr. Peabody's Apples by Madonna

The Keeping Quilt by Patricia Polacco

The Boy Who Loved Words by Roni Schotter

Dear Juno by Soyung Pak

Fireboat by Maira Kalman

In My Momma's Kitchen by Jerdine Nolen

Scarecrow by Cynthia Rylant

Encounter by Jane Yolen

Hello, Harvest Moon by Ralph Fletcher

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.

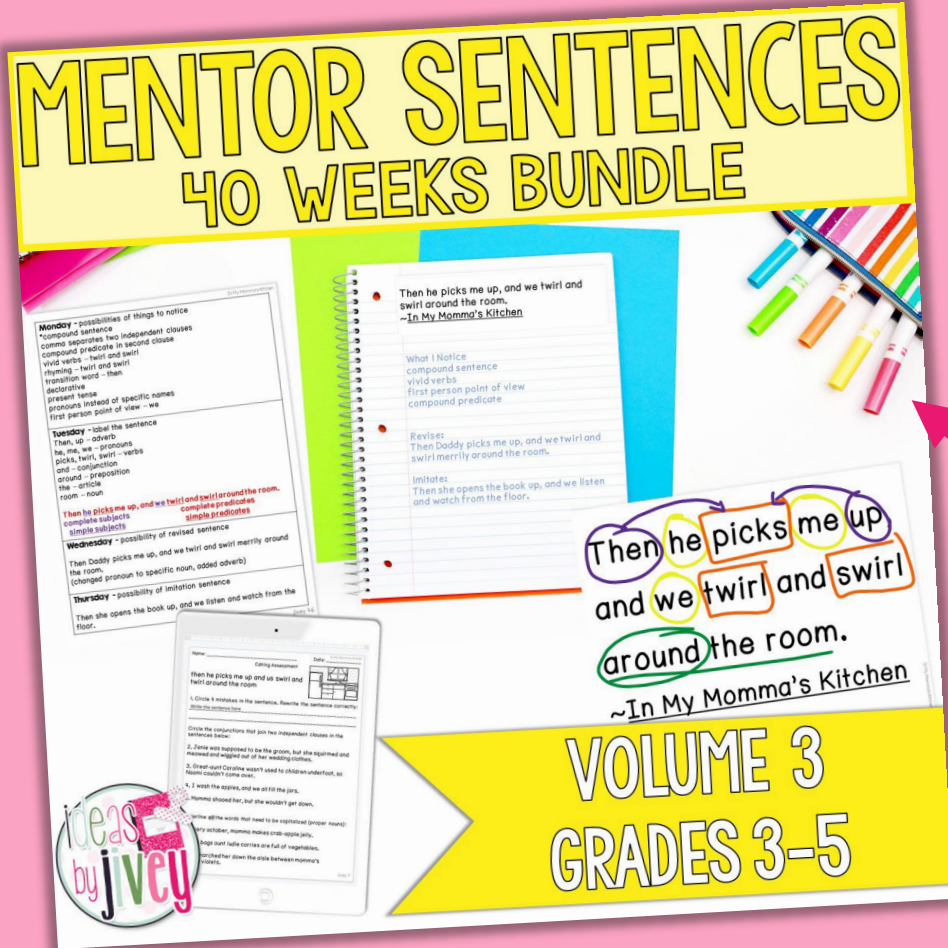
The books chosen for mentor sentence lessons expose students to a variety of genres, word choice, and craft.

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.

BUY THE BUNDLE & SAVE!



The bundle includes 40 weeks of mentor sentence lessons -- more than a year at your fingertips!

check
it out!

I've tried different mentor sentence products and this one has been my favorite. I like the **spiral review** feel and that **skills build over time**. Other products seemed jumbled, but **this one followed a progression that made sense** for my class.

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., 3rd / 4th 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., 4th 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., 5th 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., 4th Grade Teacher