

BECAUSE

LESSONS FOR:

CAUSE AND EFFECT

SUMMARIZING

NARRATIVE WRITING

HOMOPHONES



GRADES 3-5

Monthly Mentor Text Club

Using mentor texts is one of the best ways to maximize your teaching time. You are able to teach multiple skills, subjects, and topics with just one book!

You will notice that this unit aligns in best practices with my other resources, so it can easily be incorporated into your plans without breaking stride.

With the monthly mentor text club, you'll get a unit just like this one every month during the 2021-2022 school year for less than \$3 a month!

You'll also get exclusive opportunities like giveaways of the book used for the lessons, surveys to provide input on what books and skills you'd like to see incorporated, and immediate email notifications when each new unit is available. Plus, a bonus lesson is included that won't be available anywhere else!

JOIN THE CLUB

If you purchased this as an individual unit, it's not too late to join the club! Purchase the club membership bundle, then email me the receipts for your individual purchase and the bundle purchase at ideasbyjivey@gmail.com.

I will happily refund you the price you paid for the individual unit!

Happy reading! -Jivey

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Digital Learning Links

NOTE: The original purpose of the lessons in the Mentor Text Club were for direct teacher instruction. These lessons don't always translate well to a digital learning environment, but I have converted the activities to Slides and Forms as I was able.

These files are for the use of one classroom only, and should not be placed on public web pages or other sharing forums.

Before clicking any of the links in this file, it is important that you are signed into the Google Drive that you will use to share the files with your students.

Click each of the links below and a screen will open to prompt you to make a copy. The files will be in your own Google Drive account.

(You may want to create a folder for all of these!)

[Because: Cause and Effect](#)

[Mentor Sentence Student Page](#)

[Because: Chain Reactions](#)

[Mentor Sentence Assessment](#)

[Story Summary](#)

[Story Starters](#)

[Franz Schubert Cause & Effect](#)

[Cause and Effect Poster](#)

[Franz Schubert Comprehension](#)

[Fictional Narrative](#)

You'll need: Because by Mo Willems

	READING	GRAMMAR	WRITING
DAY ONE	Read <u>Because</u> for enjoyment. Students will identify the cause-and-effect relationship in the mentor text.	Show students the mentor sentence. Discuss the relationship between the words in the sentence, noticing about the sentence emphasizing the importance of the homophones they used the	Students will use a story starter to tell a four robin class story.
DAY TWO	Students will summarize the mentor text, <u>Because</u> .	Students identify the functions of the words in the sentence. Use the interactive activity to teach/review focus skill of homophones.	Students will create another story using a starter in a small group, and summarize their story.
DAY THREE	Students will identify the relationship in the mentor text and create their own reaction.	Discuss how the sentence could be revised to make it better, allow students to revise the sentence and share.	Students will create a story with a new story starter by summarizing it first, and then writing it. Students will share their stories.
DAY FOUR	Students will read an article and identify the cause-and-effect relationships in it.	Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.	
DAY FIVE	Assess the students' understanding of the article with exit ticket questions.	Practice the sentence with "writing session" (or use the article as a "copy").	Students will create a fictional narrative and write a new sentence to <u>because</u> .

MENTOR SENTENCE

Core Anchor Standards: L.1, L.2, L.4, W.5

Duration: 15 MINUTES DAILY

Objectives: Students will notice grammar and conventions, revise, and imitate a mentor sentence and apply to their own writing.

Materials needed: You are not to use mentor sentences, encourage

Mentor Sentence (Be sure to visit my website to read or watch videos on

Mentor Sentence lessons to help you understand how to use them. I started with

Student Notebooks them: [MASTER MENTOR SENTENCES](#)

Actions: Each day, students will work with a mentor sentence in a different way in their notebook. Discussion is where the learning happens- this should not be center or independent work! Students will notice what is RIGHT about a sentence (rather than looking at a sentence full of mistakes) to apply what they see to their own writing.

Day 1: Students should share what they notice about the sentence that makes it an excellent sentence. It will be the one that has all the words that the author used, but point out their and their own phrases that they don't use. This is the focus.

Day 2: Students should identify the function of the words in the sentence. Do the words help the reader understand what the author is communicating? Especially focus on the subordinating conjunction which creates the conditional, but don't worry if they can't label every single word in the sentence.

Day 3: Students will revise the mentor sentence by adding or changing words without changing the meaning of the sentence.

Day 4: Students will imitate the mentor sentence by keeping the style and structure but writing about what you would write about. Imitate the example first and allow the students to notice what is the same/different from the original.

Day 5: Students will notice what they have learned with a guided assessment.

Monday - possibilities of things to notice
 *their and there – commonly confused homophones
 complex sentence beginning with dependent clause
 author used along dash rather than a comma
 (author's style breaks the rule)
 plural nouns – instruments, musicians
 adjectives of quantity – many and enough
 compound predicate in dependent clause

Tuesday - label the sentence
 Because – subordinating conjunction
 many, enough – adjectives
 others – pronoun
 loved, practiced – verbs
 and – coordinating conjunction
 their – possessive pronoun
 instruments – nouns
 there – adverb
 were – linking verb

Because many others loved and practiced their instruments, there were enough musicians.
 (explanation)
 complete subjects
 simple subjects
 complete predicate
 simple predicate

Wednesday - possibility of revised sentence
 Because many artists loved and practiced their instruments, there were enough musicians for the orchestra.
 (replaced pronoun with specific noun, used comma, added prep. phrase)

Thursday - possibility of imitation sentence
 Because many chefs prepared and baked their pastries, there were enough desserts.

Because many others
 loved and practiced their

PREVIEW

instruments, there were
 enough musicians.

~ Because

Because many others loved and practiced their instruments, there were enough musicians.
 ~ Because

Because many others loved and practiced their instruments, there were enough musicians.
 ~ Because

Words that sound alike are called homophones. They can be confused when you write them. There are four homophones in the following sentence. Under each one, write the word it is confused with.

Homophones

there

two

hall

here

hear

OPHO
 Name: _____
 Because many others loved and practiced their instruments, there were enough musicians.



1. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:
 Because many others loved and practiced their instruments, there were enough musicians.

Place the correct word in the spaces below using the homophones:

- (to, too, two) Two famous composers inspired her to write her own music, too.
- (here, hear) People wanted to hear the music from the orchestra that played here in this room.
- (haul, hall) The musicians would haul all their instruments to hall play.
- (the, their) Because the musicians invited their friends and families to hear them, so much love and admiration in the audience.
- (your, you're) You're going to need to practice playing your instrument everyday to learn the song.

PREVIEW

CAUSE AND EFFECT: MENTOR TEXT

Core Anchor Standards: RL.1, RL.5

Duration: 45 MINUTES

Objectives: Students will identify cause and effect relationships in the text.

Materials needed:

Because by W. B. Ewing

Cause and Effect poster

Cause and Effect activity

PREVIEW

Actions: Read Because to students for enjoyment.

Discuss how the entire book was filled with cause and effect, specifically what we call chain reactions (when one action or result of an event can cause many more effects, and even change someone's life). Ask the students if it's accurate to say that BECAUSE the uncle caught a cold, his niece became a successful composer. Allow them to debate and support their thinking. You may say, "yes" because she fell in love with music the night she decided to let others hear her music "not because even though she fell in love with music, she took a lot of work and dedication in order to master her music that wasn't "simply because" she had a talent."

Complete the first cause and effect example on the activity together as a class. Use the poster to provide transition words to use in discussion when explaining their thinking. (Show students how they should only use one of the transition words, either before the cause OR before the effect. For example, "BECAUSE Franz Schubert wrote beautiful music, people wanted to play his music for others to hear." You might also say, "Franz Schubert wrote beautiful music WHICH LED TO people playing his music for others to hear." You could also try an example where it doesn't "stand right" - "NOT BECAUSE Franz Schubert wrote beautiful music, SO people wanted to play his music for others to hear." Allow students to finish the activity with a partner supporting their answers with transitions. (Emphasize that students should only use one transition to only say "because" or "so" depending on cause/effect.)

EFFECT

PREVIEW

...which resulted in

...which led to

PREVIEW

PAUSE

PREVIEW

...because...

Since...

...due to...

As a result of...

When/If...

BECAUSE: CAUSE & EFFECT

Complete the cause-and-effect relationships from the story.

“Because”

Frantz Schmitt wrote beautiful music.

People wanted to hear his music, not other people's.

PREVIEW

The musicians were going to perform the symphony in a grand concert hall.

“so”

The orchestra rehearsed.

PREVIEW

“Since”

The woman became a talented musician.

She was invited to perform at the grand concert hall.

PREVIEW

Her love of music inspired her to play the piano together with her sister's brother.

“therefore”

She named her first symphony, “My Love.”

PREVIEW

ROUND ROBIN STORY

Core Anchor Standards: W.3, W.5, RL.1, RL.2

Duration: 30 MINUTES

Objective: Students will tell a story.

Materials Needed:
Story Starter Cards

Actions: Have students sit in a circle. Let students know they are going to create a story as a class, but each person will only contribute one sentence of the story. They should use the same format as Mo Willems, starting each sentence with "Because." This means they all must listen carefully so that the story stays on track and makes sense.

Choose one of the story starter cards to read aloud. You might start the round robin by creating the next sentence of the story or go ahead and allow the first student to share. Each student should read one sentence. The story might get silly, and that's okay! The goal is to try to get creative and fun.

Example: Marla cracked the kitten in her arms and received comforting purrs.
Because someone left the cat on the side of the road, she was worried the cat might get hit by a car, or that she wouldn't have enough to eat.

Because Marla's mom wouldn't let her have a pet, Marla wasn't sure how she was going to convince her to let her keep it.

Because Marla was concerned for the kitten, she decided she would sneak her into the house.

Because she had on a big sweater, Marla hid the kitten under it.

Because the cat was just a baby, it began to meow loudly and try to climb out.

Because Marla's mom heard the cat, she came around the corner to see the wiggling lump under Marla's sweater.

Because Marla was trying to keep the kitten's mom was also worried.

Because Marla's eyes filled with tears as she told her about the baby being all in a box, her mom's heart softened.

(continue this way)

If you have more time, you can repeat the activity with another starter.

It was Sunday afternoon,
which meant Grandma was
outside flipping burgers
on the grill.



Tony took his new skateboard
to the skatepark and tried to
ignore the butterflies in his
stomach.



Marla cradled the kitten in her
arms and received comforting
purr in return.



Rafael's suitcase was packed,
and he could not wait to get to
the airport!



Just as we sat down to eat
dinner, the phone rang and
then the teacher went out.



Desmond jumped as high as he
could in the bounce house and
when he landed, his stomach
felt like it was being shaken.



SUMMARIZE: MENTOR TEXT

Core Anchor Standards: RL.1, RL.2

Duration: 20 MINUTES

Objective: Students will summarize a story.

Materials Needed:

Because

Summarizing Activity

PREVIEW

Actions: Remind students of the story you read together, Because. Ask students to summarize the story using the graphic organizer to guide them. If needed, flip back through the pictures to jog their memory (but try not to read the words- let them paraphrase and summarize). Point out that when summarizing, not every detail will be included from the story, only the most important parts.

**Although this seems like a very simple skill, this will help them see the way an author can plan a story, which they can use in their own writing.

PREVIEW

PREVIEW

STORY SUMMARY

Summarize the story.

It all started when a group of people formed an orchestra to play the music of a famous composer.

Since... the musicians practiced a lot, they were talented enough to play in the grand hall for the public.

Because of a little girl's uncle coming down with a cold, she was able to buy his ticket to hear the orchestra.

Then... the girl was changed, and she fell in love with music...

...which led to her learning and practicing music her entire life until she grew up and became a composer.

CREATE AND SUMMARIZE A STORY

Core Anchor Standards: W.3, W.5, RL.1, RL.2

Duration: 45 MINUTES

Objective: Students will create and summarize a story.

Materials Needed:

Story Starters Cards

Summarizing Activity

PREVIEW

Actions: Remind students of the round robin story you created the previous day, as well as the summarizing activity you completed with the book, Because. Ask students to help you summarize the story you created as a class using the organizer.

Then, group students into four or five groups (depending on how many story starters are left, if you did more than one in the prior lesson). Give each group one of the story starters and have them do a smaller version of round robin with the new story. This time, the person who reads the sentence until the person who reads the story is finished, or until time is called. They will still only say one sentence on their turn, but they should take multiple turns. Give them at least 10 minutes to create a story.

PREVIEW

Give students a new copy of the summarizing activity. They should write a summary of the story they told in their group using the organizer. Students could complete this together with their group, or independently.

PREVIEW

Name: Example

Date: _____

STORY SUMMARY

Summarize the story.

It all started when Marla bought a kitten in a box on the side of the road.

Since... her mom wouldn't allow her to have a pet, she snuck the kitten in the house under her sweater.

Because of the kitten's noises, Marla's mom knew she had the kitten and allowed her to keep it for just one night.

Then... Marla's mom fell in love with the kitten after snuggling her...

...which led to her family's cat named Snowball.

CHAIN REACTION

Core Anchor Standards: RL.1, RL.5

Duration: 20 MINUTES

Objectives: Students will identify cause and effect relationships in the text.

Materials needed:

Chain Reaction Activity

Cause and Effect Cards

Actions: Remind students of the cause-and-effect activity from the first day.

Explain that when there is a chain reaction, effects can become causes to create new effects.

Show students how all of the statements from the previous day's activity are now flipped... the causes are now effects, and vice versa. Complete the first cause and effect example for the activity together as a class. Use the poster again if needed to provide more information for a discussion when explaining their thinking. Allow students to finish with a partner, supporting their answer with reasons.

PREVIEW

BECAUSE: CHAIN REACTIONS

Complete the cause-and-effect relationships from the story.

PREVIEW → **PREVIEW**

From a lister... became a mar...
music and became an in...

From a lister... became a mar...
music and became an in...
Franz Schubert...
... beautiful...

“As a result of”

The orchestra rehearsed...ing

They played beautifully.

PREVIEW → **PREVIEW**

PREVIEW → **PREVIEW**

She worked hard all her life
to learn about music,
practice, and write.

...the scene”

The woman became a
talented musician.

“Due to the fact that”

...he...m...h...f...t...
...s...n...e...C...

...sleekly felt...
...hored to be nar...
...st her s...

PREVIEW → **PREVIEW**

SUMMARIZE AND CREATE A STORY

Core Anchor Standards: W.3, W.5, RL.1, RL.2

Duration: TWO 45 MINUTE PERIODS

Objective: Students will create and summarize a story.

Materials Needed:

Story Starter Cards

Summarizing Activity

PREVIEW

Actions: Make enough copies of the story starter cards so that each student can have one of the starters they have not used yet (they should still have a choice of either three or four of the cards, depending on how many you completed as a class).

Students will write the story on their own while using the "Because" format- but first, they will use the summarizing activity to help them plan their story. This should help them have a beginning/middle/end of their story.

It might be helpful for students to partner up and complete the summary if they feel "stuck."

PREVIEW

Make sure to allow time for students to share out their stories. It will be so neat for students to hear all the ways the story "could" go starting from one sentence!

PREVIEW

Name: Example

Date: _____

STORY SUMMARY

Summarize the story.

It all started when there was a big storm at night.

PREVIEW

Since... we couldn't see, we got flashlights and candles.

Because of the power outage it became very hot inside so we decided to go outside where there was a cool breeze.

PREVIEW

Then... we saw all our neighbors had the same idea...

...which led to a fun dance party with musicians singing and dancing in the street.

PREVIEW

Name: **Example**

Date: _____

Just as we sat down to eat dinner, the lights blinked and then suddenly went out.

Because of the power outage, people started turning their air conditioning units off and traded the city's power grid.

Because we couldn't see, we ate by candlelight.

Because there was no electricity, we played flashlight games inside.

Because of the blackout, we had no air conditioner and we all started sweating buckets.

Because there was a cool nighttime breeze, we stepped outside to cool off.

Because everyone else in our street didn't have power, they also stepped outside, too.

Because Greta liked to play guitar, she strummed a tune.

Because Evan liked to sing, he sang along with Greta's song.

Because Pami played the saxophone, he blew some notes along with Greta and Evan.

Because everyone enjoyed the music, we all started singing and dancing, too.

CAUSE AND EFFECT

Core Anchor Standards: RI.1, RI.5

Duration: 45 MINUTES

Objectives: Students will identify cause and effect relationships in the text.

Materials needed:

“Franz Schubert”

Cause and Effect Organizer

PREVIEW

Actions: Read “Franz Schubert” with the students.

Allow students to work with a partner or independently to identify cause and effect relationships in the article to complete the organizer.

PREVIEW

PREVIEW

Franz Schubert

Franz Peter Schubert is a famous composer who wrote over 600 songs, as well as symphonies, sonatas, and operas, in his thirty-one years of life. He grew up near Vienna, Austria in the early 1800s. His father was a musician, and he taught Franz and his brothers how to play instruments like the violin and the piano. By the age of thirteen, Franz was already composing songs.

Franz Schubert lived a life of musical opportunity, though he was always poor. Although he applied for the best positions, he was turned down. He even wrote operas hoping to sell them, but no one wanted to perform them. It's hard to imagine that someone considered such an influential and famous composer today did not have anyone who wanted to hear his music. Now, some might say Franz Schubert was ahead of his time. So many people fell in love with his beautiful music only after he died.

Franz Schubert completed seven symphonies in his short lifetime. Symphonies are long orchestra performances typically with four sections, called movements. Movements can last as long as twenty-five minutes, meaning most symphonies are over an hour long. The first four symphonies are called "finished" and only have two movements because... Franz didn't finish the compositions of the movements of the symphony in 1822. In 1823, he was awarded an honorary diploma from the Graz Music Society. As a thank you, he sent what was completed to Anselm Hüttenbrenner. Hüttenbrenner held on to the pages for forty-two years before sharing "Unfinished" with the public in a concert performed in Vienna.

Some people believe the Unfinished Symphony actually had been finished but because Franz Schubert was not very organized, the pages of the other two movements were lost. Others believe that because Schubert never completed the fourth movement, he simply forgot to write it. However, completed it. A few musical scholars would argue, however, that it was never meant to be more than two movements based on the unusual style of what is completed.



FRANZ SCHUBERT

Complete the cause-and-effect relationships from the article.

PREVIEW

Franz's father was a musician.

Franz learned to play the piano and the violin.

No one wanted to buy or perform his music.

Franz was poor all his life.

PREVIEW

Franz was awarded an honorary diploma from the Graz Music Society.

Franz sent two movements of a symphony he'd written to Hüttenbrenner as a thank you.

PREVIEW

Franz was never married.

Some people believe the Unfinished Symphony is incomplete because he never finished it.

ASSESS COMPREHENSION

Core Anchor Standards: RI.1, RI.3, RI.4, RI.5

Duration: 15 MINUTES

Objective: Students will demonstrate understanding of an article.

Materials Needed:

“Franz Schubert”

Franz Schubert Assessment

PREVIEW

Actions: Allow time for students to use the article to answer the questions on the assessment. This can be used for a grade, or done as a whole group/small group lesson for annotation practice.

[ALL ABOUT ANNOTATION](#)

[ALL ABOUT TIPS](#)

PREVIEW

PREVIEW

Answer these questions about Franz Schubert.

1. What was the EFFECT of Hüttenbrenner keeping the pages of “Unfinished” for 42 years?

- a. Franz Schubert intended “Unfinished” as a thank you.
- b. Franz Schubert was awarded a temporary diploma.
- c. The symphony was performed for the first time in a public concert.
- d. Franz Schubert was able to complete it.

2. Franz Schubert is considered an influential composer today.

Identify a synonym for *influential*:

- a. minor
- b. unknown
- c. influential
- d. minor

3. Why was Franz always poor? Cite a reason.

According to the article, he was poor because he lived for music. He applied to be a conductor, but was turned down. He also wrote operas to sell, but no one wanted to perform them.

4. Why is the symphony called “Unfinished”?

- a. Franz was unorganized.
- b. Symphonies have two movements, and “Unfinished” only has one.
- c. Franz named it “Unfinished.”
- d. Symphonies have four movements, and “Unfinished” has two.

CREATE A FICTIONAL NARRATIVE

Core Anchor Standards: W.3, W.4, W.5

Duration: 45 MINUTES

Objective: Students will write a narrative.

Materials Needed:
Summary Activity
Narrative Checklist
Paper for Story

PREVIEW

Actions: Remind students of the term “chain reaction” and have a student define it for the class. Ask students to think of how the story might have ended differently if one event in the chain reaction had changed. What if the girl’s uncle hadn’t been sick and had actually gone to the concert? Students should rewrite the ending, first using the summary activity to help guide their story.

Go over the checklist with the students. The students should include in their narrative

PREVIEW

PREVIEW

Name: _____ Date: _____

STORY SUMMARY

Summarize the story.

It all started when he and his wife heard the orchestra play
Francoise's beautiful symphony.

Since...

Because of...

Then...

...which led to...

Name: _____ Date: _____

It all started when he and his wife heard the orchestra play Franz Schubert's beautiful Unfinished Symphony.

PREVIEW

PREVIEW

PREVIEW

FICTIONAL NARRATIVE CHECKLIST

- use one point of view to tell the story
- use consistent pronouns
- let the scene to show character and setting
 - use sensory details
 - dialogue if necessary
 - thoughts and feelings revealed
- story unfolds in sequence
 - describe events and experience
 - use sensory details
 - use transition words and phrases
 - rising and falling action
- edit for errors
 - correct punctuation and capitalization
 - use quotation marks and tags correctly
 - check for complete varied sentences

Fictional Narrative Rubric

	EXCEEDS	MEETS	DOES NOT MEET
<p>Ideas</p>	<p>Story is well developed and stays on topic</p> <p>Supporting details are provided</p>	<p>Story is developed and mostly stays on topic</p> <p>Supporting details are provided (may be listed)</p>	<p>Story is not developed and does not stay on topic</p> <p>No supporting details are provided</p>
<p>Organization</p>	<p>Uses a strong lead and provides a conclusion to wrap up the story</p> <p>Organizes an event sequence that is mostly orderly;</p>	<p>Uses a strong lead or provides a conclusion to wrap up the story</p> <p>Organizes an event sequence that is mostly orderly;</p>	<p>Does not use a strong lead or provide a conclusion to wrap up the story</p> <p>Lacks organization of events so the story is out of order; missing problem and solution</p>
<p>Style</p>	<p>Show-don't-tell descriptive details are shared</p> <p>Appropriate language to remain with one point of view</p>	<p>Some descriptive details are shared</p> <p>Language mostly expresses one point of view</p>	<p>Lacks descriptive details</p> <p>Language does not express a consistent point of view or is not appropriate for the task</p>
<p>Grammar and Conventions</p>	<p>Handwriting is clear & legible</p> <p>Absent errors in capitalization and punctuation</p> <p>Some variation in sentence types</p>	<p>Handwriting is mostly legible</p> <p>Absent errors in capitalization and punctuation</p> <p>Some variation in sentence types</p>	<p>Handwriting is illegible</p> <p>Minor errors in capitalization and punctuation</p> <p>Only simple sentences used, or includes many fragments</p>



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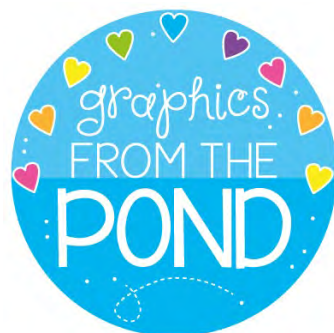
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Because many others loved and practiced their instruments— there were enough musicians. ~ Because

What do you notice about this sentence?

Label the parts of speech in the sentence that you know:

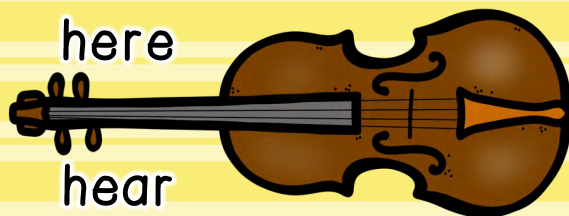
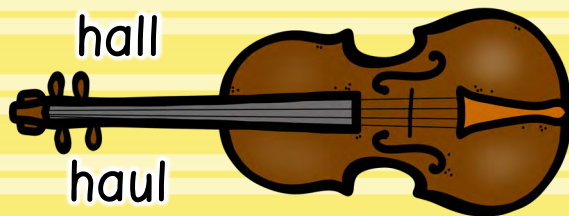
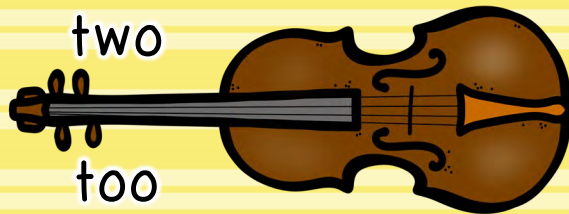
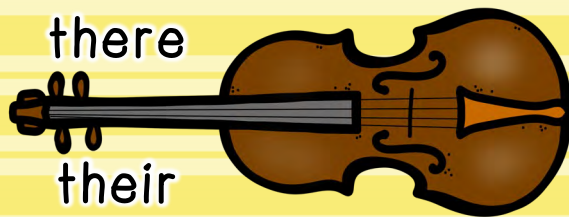
Because many others loved and practiced their instruments— there were enough musicians.

Revise the sentence:

Write a sentence imitating the style and structure of the mentor sentence:

HOMOPHONES

Words that sound the same but are spelled differently are called homophones. Sometimes, they can be confused. Write a description to help you remember the way to use each of the homophones. Then, write one sentence with both words.



It was Sunday afternoon,
which meant Grandpa was
outside flipping burgers
on the grill.



Tony took his new skateboard
to the skatepark and tried to
ignore the butterflies in his
stomach.



Marla cradled the kitten in her arms and received comforting purrs in return.



Rafael's suitcase was packed,
and he could not wait to get to
the airport!



Just as we sat down to eat dinner, the lights blinked and then suddenly went out.



Desmond jumped as high as he could in the bounce house and when he landed, it sent Fiona flying even higher.

