

Grade 03: Cajun Folktales 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.

Lapin Plays Possum

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

“When the smarts were handed out, Lapin got an extra helping.”

From Lapin Plays Possum

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 Lapin is smart.

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.

Lapin Plays Possum

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

1. Display or project:

“When the smarts were handed out, Lapin got an extra helping.”

From Lapin Plays Possum

- 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. Remind students that a phrase that includes a subject and a predicate that can stand alone as a complete sentence is called an independent clause.
6. 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.
7. 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 tells us that Lapin has smarts.
 - There is a phrase *when the smarts were handed out* that could not stand alone as a complete sentence.
 - There is a second phrase *Lapin got an extra helping* that could stand alone as a complete sentence.
 - The subject of the sentence is *Lapin*.
 - The verb of the sentence is *got*.
 - The introductory phrase tells the reader when *Lapin got an extra helping*.
 - This is a complex sentence because it contains a dependent clause and an independent clause.

8. 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.

9. 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 using nouns, verbs, and adjectives in sentences. 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 3, the skills that need to be reinforced in grade 3, and the skills that need to be explicitly taught in grade 3.

Lapin Plays Possum

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

1. Display or project:

“When the smarts were handed out, Lapin got an extra helping.”

From Lapin Plays Possum

This sentence means...

2. Prompt students to read what they wrote in the previous language link about the meaning of the sentence.
3. Say: “We have been analyzing this mentor sentence. Now we are going to look again at its meaning.”
4. Display or project:

- **WHO/WHAT?**
- (Did/will) **DO WHAT?**
- **WHEN** did who do what?
- **WHERE** did who do what?
- **WHY** did who do what?
- **HOW** did who do what?

Summary Sentence: _____

5. Ask the following questions one at a time and prompt students to record their written responses. Encourage students to use information from the mentor sentence, as well as the unit text to answer the questions.

WHO/WHAT?	Lapin
Did/will DO WHAT?	got an extra helping
WHEN did who do what?	when the smarts were handed out
WHERE did who do what?	N/A
WHY did who do what?	N/A
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:

- Lapin got an extra helping of smarts means that he is wiser than other characters.
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.

Lapin Plays Possum

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

1. Display or project:

“When the smarts were handed out, Lapin got an extra helping.”

From Lapin Plays Possum

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 tells us that Lapin has smarts.
- There is a phrase *when the smarts were handed out* that could not stand alone as a complete sentence.
- There is a second phrase *Lapin got an extra helping* that could stand alone as a complete sentence.
- The subject of the sentence is *Lapin*.
- The verb of the sentence is *got*.
- This is a complex sentence because it contains a dependent clause and an independent clause.
- The parts of this sentence are dependent clause + comma + independent clause + punctuation.
- The dependent clause tells the reader when.

4. Display or project:

After making a deal with Lapin, Bouki gets a barrel of rum cake and butter.

While Lapin worked in the field, he pretended to be called away by a family member.

5. Ask: “How are these sentences 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 includes a dependent clause that tells when and an independent clause.
 - The sentence is a complex sentence.
 - Students might notice that the sentences begin with different words.
6. Say: “When we begin sentences with a phrase that tells us when, we begin with a conjunction. Some common conjunctions that we might start a sentence with include: *after, while, when, since.*” Display these conjunctions on the board.
7. Say: “Now let’s build a quality sentence describing what happens when Bouki learns that Lapin has eaten the cake.”
8. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- When Bouki learns that Lapin has eaten the butter and rum cake, he becomes really upset.
9. Say: “Now let’s construct a sentence frame to illustrate the structure of the mentor sentence. We will use the frame to write our own sentences and include a subject and predicate.”
10. 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:

- dependent clause + comma + independent clause + punctuation
 - After _____, _____.
 - While _____, _____.
 - When _____, _____.
 - Since _____, _____.
11. 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.

Lapin Plays Possum

Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

“When the smarts were handed out, Lapin got an extra helping.”

From Lapin Plays Possum

Explain what happens when Lapin agrees to help Bouki.

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 prompt “Explain what happens when Lapin agrees to help Bouki.”
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 should have a subject, predicate, and prepositional phrase from the class-made list.
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - When Lapin agrees to help Bouki, Bouki doesn’t realize that he is being tricked.
 - Although he knew better, Bouki asked Lapin for help.
 - Since he is lazy, Lapin got out of working the field.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “When Lapin agrees to help Bouki, _____.”

Lapin Plays Possum

Mentor Sentence 2: What does this sentence mean?

1. Display or project:

Lapin, a cunning rabbit, doesn't like to work.

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 Lapin does not like to work.

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.

Lapin Plays Possum

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

1. Display or project:

Lapin, a cunning rabbit, doesn't like to work.

- 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 subject in the sentence?" Is the subject singular or plural?"
 - c. "Are there any verbs in the sentence? Are the verbs singular or plural?"
 - d. "Do you notice any phrases or clauses?"
 - e. "If the phrases or clauses were removed, would you still have a complete sentence? Why or why not?"
 - 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.

- c. "They noticed...which meant..."
- d. "They knew...so they..."

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - The subject of the sentence is Lapin.
 - This sentence includes a phrase set apart by commas.
 - The phrase *a cunning rabbit* describes Lapin.
 - If the phrase were removed, the sentence would still make sentence and could stand alone.
 - Because this sentence has an independent clause *Lapin doesn't like to work* and a dependent clause *a cunning rabbit*, it is a complex sentence.

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 using nouns, verbs, and adjectives. 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 3, the skills that need to be reinforced in grade 3, and the skills that need to be explicitly taught in grade 3.

Lapin Plays Possum

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

1. Display or project:

Lapin, a cunning rabbit, doesn't like to work.

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?	Lapin
Did/will DO WHAT?	doesn't like to work
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. Say: "Write a summary of the sentence. Make sure to put the sentence into your own words."

Student Look-Fors:

- Lapin doesn't like to work.

7. After several minutes, ask a few students to share their statements with the class.
8. Point out to the students that the sentence still makes sense without the phrase. The phrase is included to provide the reader with more information about the noun *Lapin*, but it is not necessary to make meaning.
9. Prompt students to revise or adjust their written responses based on what their classmates shared.

Lapin Plays Possum

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

1. Display or project:

Lapin, a cunning rabbit, doesn't like to work.

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:

- The subject of the sentence is Lapin.
- This sentence includes a phrase set apart by commas.
- The phrase *a cunning rabbit* describes Lapin.
- If the phrase were removed, the sentence would still make sentence and could stand alone.
- Because this sentence has an independent clause *Lapin doesn't like to work* and a dependent clause *a cunning rabbit*, it is a complex sentence.
- The parts of this sentence are subject phrase + comma + appositive phrase + comma + verb phrase + punctuation.

4. Display or project:

Bouki, a large and naive wolf-bear, is hard working.

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, includes an appositive phrase that can be removed.
- The appositive phrase describes the subject.
- The sentence is complex because it includes a dependent clause and an independent clause.

6. Say: "Now let's build a quality sentence about Brer Rabbit. Use an appositive in your sentence to describe the character of Brer Rabbit."
7. Brainstorm phrases that describe Brer Rabbit as a class. Include appositive phrases on the board. Some might include: *a sneaky rabbit, a smart rabbit, the smartest rabbit of them all.*
8. 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:

- Brer Rabbit, a sneaky rabbit, convinced Brer Bear to switch places with him.

9. Say: "Now let's construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include a subject and predicate."
10. Prompt students to identify pronouns which could be used as a subject. Record those pronouns. 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:

- subject phrase + comma + appositive phrase + comma + verb phrase + punctuation.
- _____, _____, _____.

11. 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.

Lapin Plays Possum

Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

Lapin, a cunning rabbit, doesn't like to work.

• _____, _____, _____.

Describe what Brer Bear does when he realizes he has been tricked.

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 prompt, "Describe what Brer Bear does when he realizes he has been tricked."
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 a pronoun that answers "who" and a verb that agrees.
6. Encourage students to use the unit texts to ensure they have an accurate response. As needed, provide support for students who may need to brainstorm a list of action words or activities from the text to include in their writing.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - Brer Bear, an angry bear, sets off to find Brer Rabbit.
 - Brer Bear, a foolish bear, is angry that he has been tricked.

“The Tale of Peter Rabbit”

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, “Stop thief.”

From “The Tale of Peter Rabbit”

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 Mr. McGregor caught Peter in his garden and ran after him.

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 Tale of Peter Rabbit"

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

1. Display or project:

Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop thief."

From "The Tale of Peter Rabbit"

- 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 subject in the sentence?" Is the subject singular or plural?
 - c. "Are there any verbs in the sentence? Are the verbs singular or plural?"
 - d. "What is the predicate of the sentence?"
 - e. "What does the phrase at the beginning of the sentence tell you?"
 - 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.

- e. "They noticed...which meant..."
- f. "They knew...so they..."

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - The subject of this sentence is *Mr. McGregor*.
 - Mr. McGregor was planting.
 - Mr. McGregor *jumped up and ran after Peter*.
 - Mr. McGregor called Peter a thief.
 - Quotation marks are used to tell the reader what Mr. McGregor yelled. What a character says is called dialogue.
 - The two clauses in this sentence could stand alone as independent clauses. They are connected with *,but*.

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 identifying quotation marks, or how and when to use punctuation. 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 3, the skills that need to be reinforced in grade 3, and the skills that need to be explicitly taught in grade 3.

MENTOR SENTENCES

"The Tale of Peter Rabbit"

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

1. Display or project:

Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop thief."

From "The Tale of Peter Rabbit"

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?	Mr. McGregor
Did/will DO WHAT?	jumped up and ran
WHEN did who do what?	when he saw Peter
WHERE did who do what?	in the garden
WHY did who do what?	N/A
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:

- When he saw Peter in the garden, Mr. McGregor jumped up and ran after him.
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 Tale of Peter Rabbit"

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

1. Display or project:

Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop thief."

From "The Tale of Peter Rabbit"

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:

- The subject of this sentence is *Mr. McGregor*.
- Mr. McGregor was planting.
- Mr. McGregor *jumped up and ran after Peter*.
- Mr. McGregor called Peter a thief.
- Quotation marks are used to tell the reader what Mr. McGregor yelled. What a character says is called dialogue.
- The two clauses in this sentence could stand alone as independent clauses. They are connected with *,but*.
- Independent clause + comma + conjunction + independent clause + punctuation
- The sentence includes quotation marks to show what the character is saying.

4. Say: "Let's focus on how to use quotation marks to help the reader understand what the characters are saying."
5. Display or project:

Peter sneezed, "Kertyschoo!" Mr. McGregor was after him in no time.

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

Student Look-Fors:

- Students should identify that this sentence, like the mentor sentence, included quotation marks to tell the reader what the character is saying.
- This is called dialogue.

7. Say: "Now let's build a quality sentence about what Flopsy, Mopsy, and Cotton-tail might be saying as they notice that Peter is missing."
8. 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:

- Flopsy gathered blackberries down the land, but he noticed that Peter was missing and asked "Where's Peter?"
- Mopsy looked around and said, "Oh, no! Again?"

9. Say: "Now let's construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include dialogue set off by quotation marks."
10. 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:

- " _____," Peter said.

11. 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 Tale of Peter Rabbit”

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, “Stop thief.”

From “The Tale of Peter Rabbit”

“_____,” Peter said.

What might Peter have said to Mr. McGregor as he was chasing him about the garden?

2. Say: “Now we are going to write our own quality sentences.” Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, “What might Peter have said to Mr. McGregor as he was chasing him about the garden?”
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 an introductory phrase and include a subject and verb that agree.
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:
 - “You can’t catch me!,” Peter said.
 - “Oh, no! He sees me!,” Peter said as Mr. McGregor chased him around the garden.

“The Tale of Peter Rabbit”

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

Peter ran faster than Mr. McGregor and was able to escape.

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 Peter escaped from Mr. McGregor.

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 Tale of Peter Rabbit"

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

1. Display or project:

Peter ran faster than Mr. McGregor and was able to escape.

- 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 subject in the sentence?" Is the subject singular or plural?
 - c. "Are there any verbs in the sentence? Are the verbs singular or plural?"
 - d. "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 has a singular subject - Peter.
 - *Ran* and *was able* are the verbs.
 - *Faster* is an adverb. It compares how Peter ran to how Mr. McGregor ran. It is called a comparative adverb.
 - This is a complex sentence because it includes an independent clause and at least one 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 identifying adverbs, or how and when to use punctuation.. 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 3, the skills that need to be reinforced in grade 3, and the skills that need to be explicitly taught in grade 3.

"The Tale of Peter Rabbit"

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

1. Display or project:

Peter ran faster than Mr. McGregor and was able to escape.

This sentence means...

2. Prompt students to read what they wrote in the previous language link about the meaning of the sentence.
3. Say: "We have been analyzing this mentor sentence. Now we are going to look again at its meaning."
4. Display or project:

- **WHO/WHAT?**
- (Did/will) **DO WHAT?**
- **WHEN** did who do what?
- **WHERE** did who do what?
- **WHY** did who do what?
- **HOW** did who do what?

Summary Sentence: _____

5. Ask the following questions one at a time and prompt students to record their written responses. Encourage students to use information from the mentor sentence, as well as the unit text, to respond to the questions.

WHO/WHAT?	Peter
Did/will DO WHAT?	ran, was able
WHEN did who do what?	N/A
WHERE did who do what?	N/A
WHY did who do what?	to escape
HOW did who do what?	faster

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

Student Look-Fors:

- Peter ran faster and was able to escape.

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 Tale of Peter Rabbit”

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

1. Display or project:

Peter ran faster than Mr. McGregor and was able to escape.

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 has a singular subject - Peter.
- *Ran* and *was able* are the verbs.
- *Faster* is an adverb. It compares how Peter ran to how Mr. McGregor ran. It is called a comparative adverb.
- This is a complex sentence because it includes an independent clause and at least one dependent clause.

4. Display or project:

Peter is braver than his siblings.

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

Student Look-Fors:

- This sentence compares Peter to his siblings.
- The word *braver* is a comparative adjective that compares Peter and his siblings.

6. Say: “Now let’s build a quality sentence about the smartest character in our story.”
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:

- Peter is smarter than Mr. McGregor because he gets away.
- Mr. McGregor is smarter than Peter because he runs him out of the garden.

8. Say: “Now let’s construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include a comparative adjective or adverb. You might even try to include a dependent clause to add more information to your sentence.”
9. As a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- _____.

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 Tale of Peter Rabbit”

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

Peter ran faster than Mr. McGregor and was able to escape.

• _____.

Explain who was hungrier at the end of the story.

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 prompt, “Explain who was hungrier at the end of the story”
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 include a comparative adjective or adverb.
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:
 - Peter was hungrier than his siblings at the end of the story because he only drank tea.