

## Grade 04: Pushing Up The Sky

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.<sup>1</sup>

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.<sup>2</sup>

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.

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<sup>1</sup> 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>

<sup>2</sup> 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](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.

## “Davy Crockett”

### Mentor Sentence 1: What does this sentence mean?

1. Display or project:

Davy Crockett, who was very large, slept in the shell of a six-hundred pound turtle.

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 Davy Crockett slept in a turtle shell because he was large. Students might say that this is an exaggeration<sup>3</sup>.
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.

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<sup>3</sup> *Exaggeration* should be explained or defined within the context of the Pushing Up the Sky unit before this language link. If needed, remind students that an *exaggeration* is stretching the truth, or a statement that expresses something as better or worse than what it really is. .

## “Davy Crockett”

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

1. Display or project:

Davy Crockett, who was very large, slept in the shell of a six-hundred pound turtle.

- 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. “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 exaggerates the size of Davy Crockett’s cradle.
  - The independent clause is broken apart by the dependent clause. If there was no dependent clause, the sentence would read *Davy Crockett slept in the shell of a six-hundred pound turtle.*
  - *Who is very large* is a dependent clause that describes Davy Crockett.
  - *In the shell* and *of a six-hundred pound turtle* are prepositional phrases that describes where Davy Crockett slept.
  - 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 adverbs or pronouns, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.<sup>4</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

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<sup>4</sup> 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.

## “Davy Crockett”

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

1. Display or project:

Davy Crockett, who was very large, slept in the shell of a six-hundred pound turtle.

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.

<b>WHO/WHAT?</b>	Davy Crockett
Did/will <b>DO WHAT?</b>	Slept in the shell of a six-hundred pound turtle
<b>WHEN</b> did who do what?	N/A
<b>WHERE</b> did who do what?	N/A
<b>WHY</b> did who do what?	N/A
<b>HOW</b> 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?**

Davy Crockett

Did/will **DO WHAT?**

Slept in the shell of a six-hundred pound turtle

**WHEN** did who do what?

when he was a baby

**WHERE** did who do what?

N/A

**WHY** did who do what?

because he was so large

**HOW** did who do what?

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:**

- When he was a baby, Davy Crockett slept in a six-hundred pound turtle shell because he was so large.

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.

## “Davy Crockett”

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

1. Display or project:

Davy Crockett, who was very large, slept in the shell of a six-hundred pound turtle.

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?”
  - d. “What does the dependent clause tell you about Davy Crockett?”
  - e. “How is *who was very large* different from an appositive?”

#### Student Look-Fors:

- This sentence explains that Davy Crockett was big.
  - Students should notice the two clauses.
  - Students should understand that the dependent clause describes Davy Crockett.
  - Students should understand that the parts of this sentence are subject + comma + dependent clause + comma + verb + prepositional phrase + punctuation.
  - *Who was very large* is different from an appositive because it begins with a pronoun instead of an article. It describes Davy Crockett, but does not restate who he is in the form of a noun.
4. Say to students: “The dependent clause describes Davy Crockett as being large.” The word *who* is a relative pronoun. Relative pronouns begin the clause. Relative pronouns, along with the clause that follows, relate to the word that it modifies. In this sentence, the relative pronoun modifies and gives us more information about Davy Crockett. Let’s look at another example.”
  5. Display or project:

The Ostrich spanked the Elephant’s Child whom asked about her tail-feathers.

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 the structures are similar--this example, like the mentor sentence, contains an independent and dependent clause.
- The dependent clause *whom asked about her tail-feathers* modifies the Elephant’s Child and begins with a relative pronoun.

7. Say: “Our mentor sentence had commas around the relative clause. This sentence does not. If a relative clause contains information that we absolutely can not leave out, we note that for the reader with commas. If the information that we are adding with the relative clause is helpful, but not necessary to understand the sentence, then we do not use commas.”

8. Say: “Now let’s build a quality sentence about the Elephant’s Child.

9. 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 Elephant’s Child, who left for the Limpopo River, was spanked one more time for luck.

10. Facilitate a discussion regarding why commas were used in the class sentence.

11. 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 the subordinating conjunctions below.”

12. Provide students with a list of relative pronouns to use as they create their sentence frames: *who, whose, whom, which, that*. 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:**

- Possible structures:
  - subject + comma + relative clause + comma + verb + prepositional phrase + punctuation.
  - \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
  - Independent clause + relative pronoun + relative clause + punctuation

13. 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.

## “Davy Crockett”

### Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

Davy Crockett, who was very large, slept in the shell of a six-hundred pound turtle.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_.

Relative pronouns: *who, whose, whom, which, that*

What happened along the elephant’s journey in “The Elephant’s Child”?

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 happened as the elephant searched for his trunk?”
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 their sentence should include a relative pronoun and relative clause.
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 elephant, which asked the Kolokolo bird about crocodiles, was sent to the Limpopo River to find out more.
  - The snake, that scuffled down from the bank, warned the elephant about the crocodile.
  - The Elephant bent down near the crocodile who snapped at him.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “The elephant, which asked the Kolokolo bird about crocodiles, \_\_\_\_\_.”

# MENTOR SENTENCES

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## "Wolf and Birds and the Fish-Horse"

### Mentor Sentence 2: What does this sentence mean?

1. Display or project:

When he saw that it was a dance and not a feast, Wolf got angry.

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 Wolf was angry because there was no feast.

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.

## "Wolf and Birds and the Fish-Horse"

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

1. Display or project:

When he saw that it was a dance and not a feast, Wolf got angry.

- 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.

- 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:
  - This sentence explains Wolf’s feelings.
  - “When he saw that it was dance and not a feast” tells us when the wolf became angry.
  - There is a comma separating the independent clause from the dependent clause .
  - There is another conjunction, *when*, but there is no comma before *when*.
  - There is an independent clause (*Wolf got angry*) and a dependent clause (*When he saw that it was a dance and not a feast*).
  - The dependent clause is an introductory phrase that tells the reader when.
  - This is a complex sentence because there is 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 introductory phrases, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.<sup>5</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

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<sup>5</sup> 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.

**"Wolf and Birds and the Fish-Horse"**

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

1. Display or project:

When he saw that it was a dance and not a feast, Wolf got angry.

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.

<b>WHO/WHAT?</b>	Wolf
Did/will <b>DO WHAT?</b>	got angry
<b>WHEN</b> did who do what?	when he saw that it was a dance and not a feast
<b>WHERE</b> did who do what?	N/A
<b>WHY</b> did who do what?	N/A
<b>HOW</b> 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:**

- Wolf got angry when he saw that it was a dance and not a feast.

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.

## "Wolf and Birds and the Fish-Horse"

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

2. Display or project:

When he saw that it was a dance and not a feast, Wolf got angry.

14. 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."

15. 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 Wolf got angry because there was a dance and no feast.
- Students might say they noticed the dependent clause, independent clause, commas, or conjunctions.
- Students should understand that the parts of this sentence are introductory phrase + comma + independent clause + period.
- They should understand that the introductory phrase answers the question "When did Wolf get angry?"

16. Display or project:

After the Camel would not help them, the other animals had to work double-time.

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

18. Say: “Now let’s build a quality sentence about “How the Camel Got His Hump.”
19. 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 he got his hump, the Camel was able to work for three days without eating.

20. 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.”
21. 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 \_\_\_\_\_, \_\_\_\_\_.

22. 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.

**"Wolf and Birds and the Fish-Horse"**  
**Mentor Sentence 2: Can I write a quality sentence?**

1. Display or project:

When he saw that it was a dance and not a feast, Wolf got angry.

After \_\_\_\_\_, \_\_\_\_\_.

Before \_\_\_\_\_, \_\_\_\_\_.

Since \_\_\_\_\_, \_\_\_\_\_.

Explain what happens to the Possum's tail in this 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 question, "What happens to the Possum's tail?"
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:
  - When Possum talks about his tail to the other animals, they pretend to fall asleep.
  - Before they wrap the snakeskin on Possum's tail, Cricket puts medicine on it.
  - After he unwraps his tail, Possum has a tail that has no hair.
- 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.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "When Possum talks about his tail to the other animals, \_\_\_\_\_."

# MENTOR SENTENCES

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*Just So Stories*

**Mentor Sentence 3: What does this sentence mean?**

1. Display or project:

Possum, the animal with the most beautiful tail, bragged about it.

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 Possum had a beautiful tail and bragged about it.

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.

## *Just So Stories*

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

1. Display or project:

Possum, the animal with the most beautiful tail, bragged about it.

- 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.

- 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:
    - This sentence explains that possum had a beautiful tail and he bragged about it.
    - “The animal with the beautiful tail” renames Possum.
    - There is a comma at the beginning of the appositive and at the end of the appositive.
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.<sup>6</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

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<sup>6</sup> 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.

*Just So Stories*

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

1. Display or project:

Possum, the animal with the most beautiful tail, bragged about it.

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.

<b>WHO/WHAT?</b>	Possum
(Did/will) <b>DO WHAT?</b>	bragged about his tail
<b>WHEN</b> did who do what?	N/A
<b>WHERE</b> did who do what?	N/A
<b>WHY</b> did who do what?	The tail was beautiful
<b>HOW</b> 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.

<b>WHO/WHAT?</b>	Possum
(Did/will) <b>DO WHAT?</b>	bragged about his tail
<b>WHEN</b> did who do what?	N/A
<b>WHERE</b> did who do what?	N/A
<b>WHY</b> did who do what?	it was beautiful
<b>HOW</b> did who do what?	by telling everyone he met

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

**Student Look-Fors:**

- Because his tail was beautiful, the Possum bragged about it to everyone he met.
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.

## *Just So Stories*

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

1. Display or project:

Possum, the animal with the most beautiful tail, bragged about it.

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 Possum had a beautiful tail and he bragged about his tail.
- Students might say they noticed the appositive and commas.

4. Display or project:

Camel, the animal that would not work, was given humps by the Djinn.

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, has an appositive that renames the subject of the sentence.

6. Say: “Now let’s build a quality sentence about the animals in the other folktales you have read.”
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:**

- Ostrich, Elephant's aunt, spanked him when he asked about her feathers.

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 that include appositives."
9. Remind students that an appositive redefines a noun. It does not modify it like a relative clause. 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:**

- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

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.

## *Just So Stories*

### **Mentor Sentence 3: Can I write a quality sentence?**

1. Display or project:

Possum, the animal with the most beautiful tail, bragged about it.

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .  
\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .

Explain what happened to the young man in “Ooka and the Stolen Smell.”

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. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
4. Remind students they should use an appositive that renames the subject of the sentence.
5. 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 young man, a poor student, used the smell of the storekeepers fist to make his food better.
  - Ooka, the city magistrate, decided the man was guilty
- The appositive should rename the subject of the sentence to add more information.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “\_\_\_\_\_, the city magistrate, \_\_\_\_\_.” or “Ooka, \_\_\_\_\_, decided the man was guilty.”

## “Ooka and the Case of the Stolen Smell”

### Mentor Sentence 4: What does this sentence mean?

1. Display or project:

“People sometimes came to his court with the most unusual cases, but Ooka always agreed to listen.”

From “Ooka and the Case of the Stolen Smell”

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 when an unusual case came to the court, Ooka always listened to the people.

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.

## “Ooka and the Case of the Stolen Smell”

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

1. Display or project:

“People sometimes came to his court with the most unusual cases, but Ooka always agreed to listen.”

From “Ooka and the Case of the Stolen Smell”

- 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 that Ooka listened to all cases, even the unusual ones.
  - There are two complete sentences joined by a conjunction, *but*. *But* shows a contrast. In this sentence *but* shows that even though they think the case is unusual, Ooka still listens to them.
  - There is a comma before *but*.
  - This is a compound sentence because it is made up of two independent clauses joined by a conjunction.

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.<sup>7</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

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<sup>7</sup> 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.

**“Ooka and the Case of the Stolen Smell”**

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

1. Display or project:

“People sometimes came to his court with the most unusual cases, but Ooka always agreed to listen.”

From “Ooka and the Case of the Stolen Smell”

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. Prompt students to answer these questions using evidence from the mentor sentences, as well as unit texts.

<b>WHO/WHAT?</b>	Ooka
Did/will <b>DO WHAT?</b>	always agreed to listen
<b>WHEN</b> did who do what?	people came to his court
<b>WHERE</b> did who do what?	N/A

**WHY** did who do what?

he was the magistrate

**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 people came to his court, Ooka, the city magistrate, always agreed to listen, even if the case was unusual.
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.

## “Ooka and the Case of the Stolen Smell”

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

1. Display or project:

“People sometimes came to his court with the most unusual cases, but Ooka always agreed to listen.”

From “Ooka and the Case of the Stolen Smell”

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 even though the cases were unusual, Ooka agreed to listen.
- Students might say they noticed the comma and conjunction.
- Students should understand that the parts of this sentence are independent clause + comma + conjunction + independent clause + period.
- They should understand that the conjunction but shows a contrast in the sentence

4. Display or project:

The student was a most likeable young man, but the shopkeeper suspected that everyone got the best of 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, is a compound sentence.

- They should also identify that the conjunction *but* shows a contrast in this sentence as well.

6. Say: “Now let’s build a quality sentence about the young man in “Ooka and the Stolen Smell.”
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 young man eats his rice, and the smell from downstairs rises up.

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 the coordinating conjunctions below.”
9. Prompt students to identify other coordinating conjunctions which signal when an event occurred. Record those conjunctions. Encourage students to use conjunctions that they haven’t seen in previous links: *so*, *or*, *nor*, *yet*. 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:**

- \_\_\_\_\_, *so* \_\_\_\_\_.
- \_\_\_\_\_, *or* \_\_\_\_\_.
- \_\_\_\_\_, *nor* \_\_\_\_\_.
- \_\_\_\_\_, *yet* \_\_\_\_\_.

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.

**“Ooka and the Case of the Stolen Smell”**  
**Mentor Sentence 4: Can I write a quality sentence?**

1. Display or project:

“People sometimes came to his court with the most unusual cases, but Ooka always agreed to listen.”

From “Ooka and the Case of the Stolen Smell”

\_\_\_\_\_, so \_\_\_\_\_.

\_\_\_\_\_, or \_\_\_\_\_.

\_\_\_\_\_, nor \_\_\_\_\_.

\_\_\_\_\_, yet \_\_\_\_\_.

Retell three events from “Ooka and the Stolen Smell”.

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. Ask students to work independently to write 1-2 quality sentences about the story “Ooka and the stolen smell” and imitate the structure of the mentor sentence.
4. Remind students they should begin their sentences should be two independent clauses combined by a conjunction.
5. 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 storekeeper was angry, so he rushed to Ooka’s court to charge the student.
  - Ooka does not mind unusual cases, nor does he turn them away.
  - Ooka charges the student, yet the storekeeper doesn’t agree and protests the price of the crime.

## MENTOR SENTENCES

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Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “The storekeeper was angry, so \_\_\_\_\_.”