VOLUME 3 CURRICULUM

45 WEEKS OF MENTOR TEXT UNITS

WHAT'S INCLUDED FOR EACH BOOK?

Mentor Sentence

- Spiral grammar routine to build skills in context through noticing, revision, and imitation
- Cheat sheets for every lesson
- Interactive notebook activity to review the focus skill
- Print & digital formative quizzes with answer keys

Reading Activities

- Perfect for Gradual Release
- Suggested reading ideas for all reading standards that apply
- 2-3 ready-to-use activities in print and digital formats with answer keys
- Writing prompt aligned with the book theme

Contextual Vocabulary

- Context-based word study using tier-2 and tier-3 words directly in the text
- Word cards for a word wall or other display
- Activities for application and assessment in print and digital formats with answer keys

PICTURE BOOKS AS MENTOR TEXTS IN THE UPPER GRADES

VOLUME 3 BOOK LIST:

Make sure you have access to the books listed below to complete the lessons properly. They are not included, but most can likely be found in your library, or even as online read-alouds!

-Do Unto Otters by Laurie Keller
-Mr. Peabody's Apples by Madonna
-The Keeping Quilt by Patricia Polacco
-The Boy Who Loved Words by Roni Schotter
-Dear Juno by Soyung Pak
-Fireboat by Maira Kalman
-In My Momma's Kitchen by Jerdine Nolen
-Scarecrow by Cynthia Rylant
-Encounter by Jane Yolen
-Hello, Harvest Moon by Ralph Fletcher
-The Empty Pot by Demi
-Why Mosquitoes Buzz In People's Ears
by Verna Aardema
-Thank You, Sarah by Laura Halse Anderson
-A Wish To Be A Christmas Tree by Colleen Monroe
-The Legend of the Poinsettia by Tomie dePaola

-Too Many Tamales by Gary Soto
-Each Kindness by Jacqueline Woodson
-Over and Under the Snow by Kate Messner
-Cherries and Cherry Pits by Vera B. Williams
-The Pain and the Great One by Judy Blume
-Salt In His Shoes by Deloris Jordan
-Somebody Loves You, Mr. Hatch by Eileen Spinelli
-Amazing Grace by Mary Hoffman
-Wilma Unlimited by Kathleen Krull
-Rosie Revere, Engineer by Andrea Beaty
-Fiona's Luck by Teresa Bateman
-The Royal Bee by Frances and Ginger Park
-Hey, Little Ant by Phillip M. Hoose
-My Mama Had a Dancing Heart by Libba Gray
-Up North at the Cabin by Marsha Wilson Chall
-Last Stop on Market Street by Matt De La Pena

-Train to Somewhere by Eve Bunting
-Night of the Veggie Monster by George McClements
-Jumanji by Chris Van Allsburg
-Mufaro's Beautiful Daughters by John Steptoe
-Cindy Ellen by Susan Lowell
-Gleam and Glow by Eve Bunting
-Bigmama's by Donald Crews
-When I Was Young in the Mountains by Cynthia Rylant
-The Dinosaurs of Waterhouse Hawkins
by Barbara Kerley
BONUS UNITS:
- Aaron Slater, Illustrator by Andrea Beaty
-The Magical Yet by Angela DiTerlizzi
-The Proudest Blue by Ibtihaj Muhammad
-The Quickest Kid in Clarksville by Pat Zietlow Miller
-Eyes That Kiss in the Corners by Joanna Ho

PICTURE BOOKS AS MENTOR TEXTS IN THE UPPER GRADES

This resource has been a life saver for me. I had no idea how to connect my reading to the curriculum in a fun and engaging way. This resource was perfect.

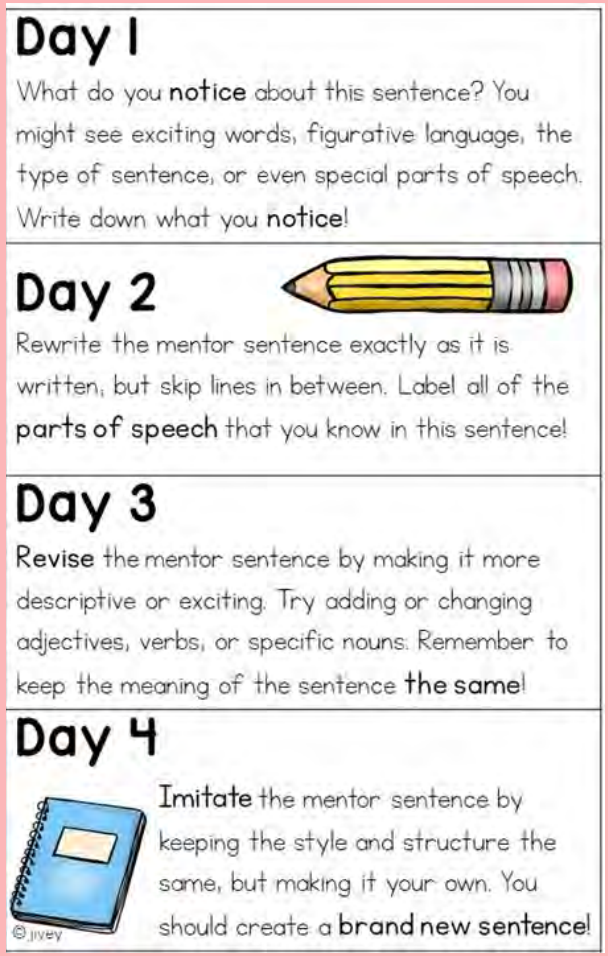
April W., 3rd Grade Teacher

Why use picture books in the upper grades?

- Interest and Engagement
- Expose Students To More Vivid Language
- Teach Multiple Mini-Lessons
- Integrate Content (Science, Social Studies, & Math)
- Immerse Students In More Genres

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

MENTOR SENTENCES



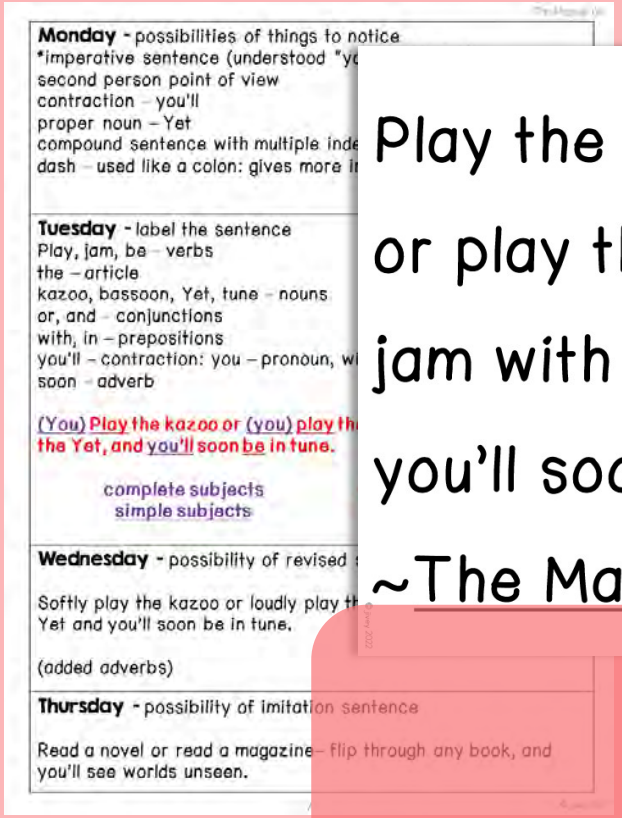
No boring worksheets or lectures with mentor sentences!

Every day, students will be:

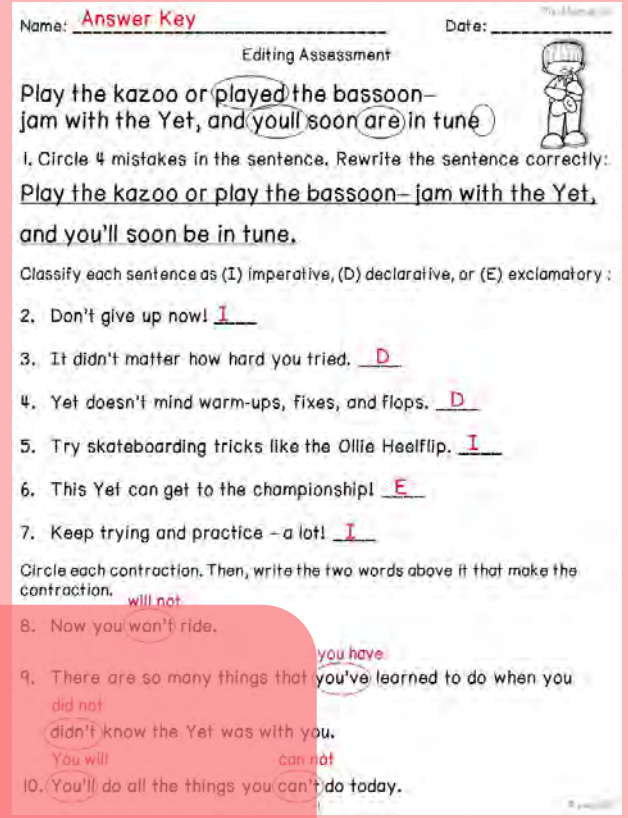
- ☑ diving into discussions about language
- ☑ analyzing and examining syntax, structure, and craft
- ☑ comparing words and phrases
- ☑ manipulating parts of sentences
- ☑ and APPLYING it all to their own writing.

Mentor Sentences teach SO MUCH MORE than grammar!

MENTOR SENTENCES



Play the kazoo
or play the bassoon–
jam with the Yet, and
you'll soon be in tune.
~The Magical Yet



"CHEAT SHEET" FOR EACH LESSON
INTERACTIVE ACTIVITY
FORMATIVE ASSESSMENT

MENTOR SENTENCES & THE SCIENCE OF READING

Word Recognition x **Language Comprehension** = Reading Comprehension

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

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

Background Knowledge

Vocabulary Knowledge

Language Structures (Syntax)

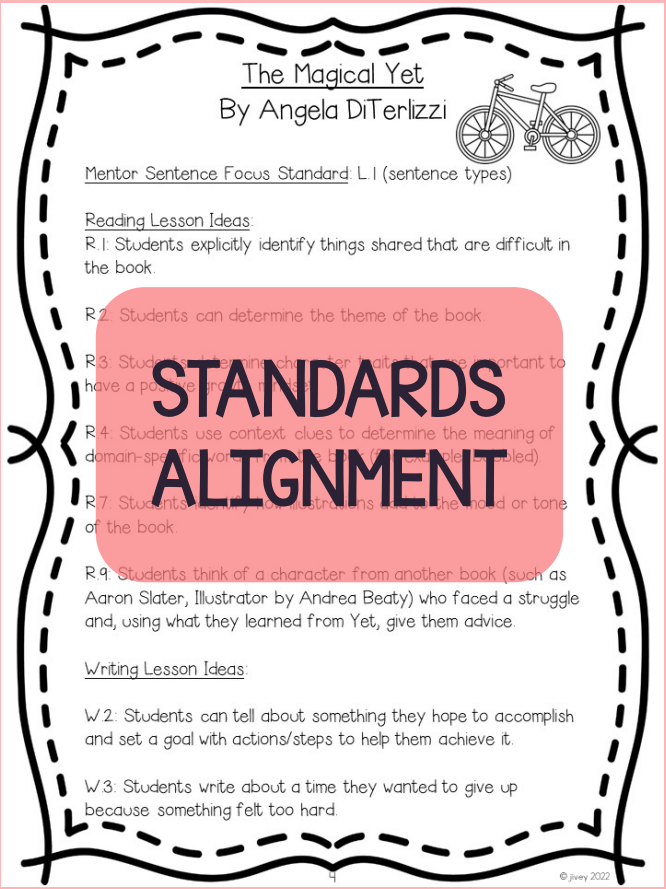
Verbal Reasoning (Semantics)

Literacy Knowledge

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

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

READING ACTIVITIES


The Magical Yet
By Angela DiTerlizzi

Mentor Sentence Focus Standard: L.1 (sentence types)

Reading Lesson Ideas:
R.1: Students explicitly identify things shared that are difficult in the book.

R.2: Students can determine the theme of the book.

R.3: Students explain why the author feels it is important to have a positive attitude when things are difficult.

R.4: Students use context clues to determine the meaning of domain-specific words (such as "yet" and "disabled").

R.7: Students identify how illustrations add to the mood or tone of the book.

R.9: Students think of a character from another book (such as Aaron Slater, Illustrator by Andrea Beaty) who faced a struggle and, using what they learned from Yet, give them advice.

Writing Lesson Ideas:

W.2: Students can tell about something they hope to accomplish and set a goal with actions/steps to help them achieve it.

W.3: Students write about a time they wanted to give up because something felt too hard.

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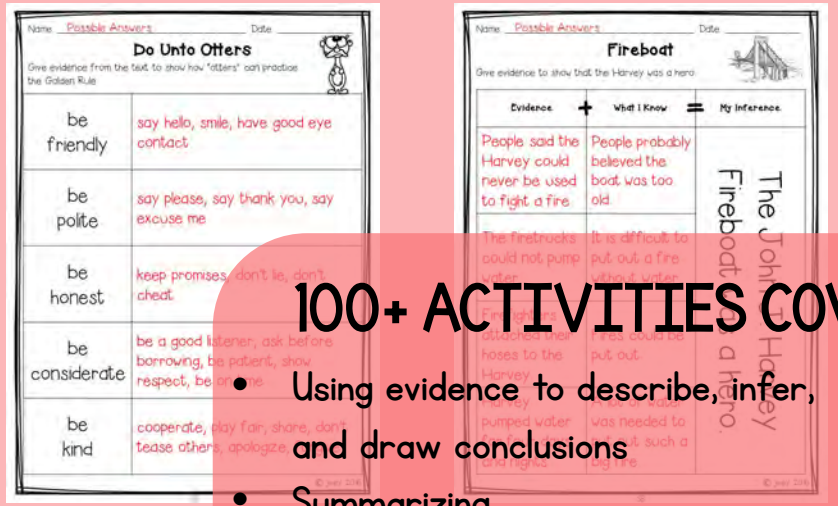
STANDARDS ALIGNMENT


Name Possible Answers Date

Do Unto Otters

Give evidence from the text to show how "otters" can practice the Golden Rule.

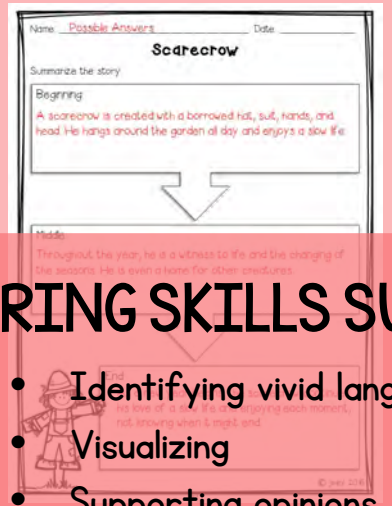
be friendly	say hello, smile, have good eye contact
be polite	say please, say thank you, say excuse me
be honest	keep promises, don't lie, don't cheat
be considerate	be a good listener, ask before borrowing, be patient, show respect, be [illegible]
be kind	cooperate, play fair, share, don't tease others, apologize

Name Possible Answers Date

Fireboat

Give evidence to show that the Harvey was a hero.

Evidence +	What I Know =	My Inference.
People said the Harvey could never be used to fight a fire.	People probably believed the boat was too old.	The John J. Harvey Fireboat is a Hero
The firetrucks could not pump [illegible] hoses to the Harvey.	It is difficult to put out a fire [illegible]	
Harvey pumped water [illegible]	[illegible] was needed to put out [illegible]	

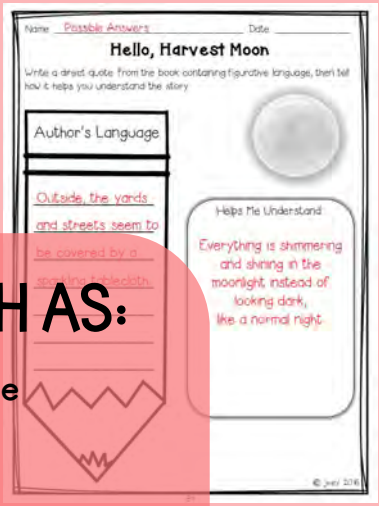

Name Possible Answers Date

Scarecrow

Summarize the story.

Beginning
A scarecrow is created with a borrowed hat, suit, hands, and head. He hangs around the garden all day and enjoys a slow life.

Middle
Throughout the year, he is a witness to life and the changing of the seasons. He is even a home for other creatures.


Name Possible Answers Date

Hello, Harvest Moon

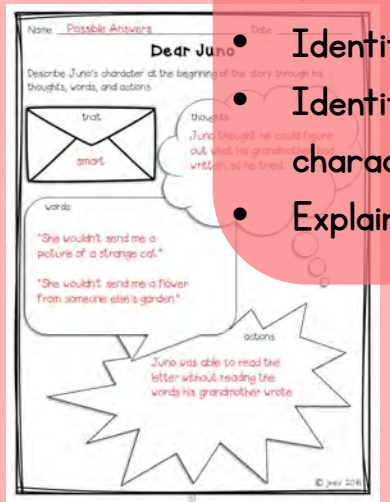
Write a direct quote from the book containing figurative language, then tell how it helps you understand the story.

Author's Language

Outside, the yards and streets seem to be covered by a sparkling [illegible]cloth.

Helps Me Understand

Everything is shimmering and shining in the moonlight instead of looking dark, like a normal night.


Name Possible Answers Date

Dear Juno

Describe Juno's character at the beginning of the story through his thoughts, words, and actions.

that

smart

thoughts

Juno thought he could figure out what his grandmother wrote, so he tried.

words

"She wouldn't send me a picture of a strange cat."

"She wouldn't send me a flower from someone else's garden."

actions

Juno was able to read the letter without reading the words his grandmother wrote.

Text Evidence

None of us wanted to play, so Maya played a [illegible]

Text Evidence

Every day, we whispered about Maya, laughing at her clothes, her shoes, and her food.

Inference

Maya felt rejected

Define unknown words in the story.

word: proving

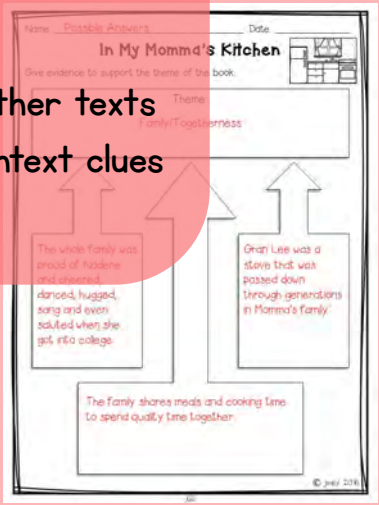
what I think it means

actual meaning: looking for prey

word: council

what I think it means

actual meaning: group that meets to advise on laws


Name Possible Answers Date

In My Momma's Kitchen

Give evidence to support the theme of the book.

Theme: Family/Togetherness

The whole family was proud of Nadene and cheered, danced, hugged, sang and even saluted when she got into college.

Gran Lee was a stove that was passed down through generations in Momma's family.

The family shares meals and cooking time to spend quality time together.

100+ ACTIVITIES COVERING SKILLS SUCH AS:

- Using evidence to describe, infer, and draw conclusions
- Summarizing
- Identifying/supporting theme
- Identifying and supporting character traits
- Explaining figurative language
- Identifying vivid language
- Visualizing
- Supporting opinions
- Comparing characters
- Comparing to media & other texts
- Defining words using context clues

...and more!

PICTURE BOOKS & THE SCIENCE OF READING

Picture books expose students to complex, content-rich language in a condensed format, building the background knowledge that fuels comprehension of more demanding texts.

The illustrations in picture books support verbal reasoning by giving students visual context for inferring meaning, making connections, and monitoring understanding as they read.

PICTURE BOOKS BUILD:

Background Knowledge

Vocabulary Knowledge

Language Structures (Syntax)

Verbal Reasoning (Semantics)

Literacy Knowledge

Carefully chosen picture books model how authors use syntax and sentence structure intentionally, helping students recognize how language organization affects meaning.

Reading picture books aloud in grades 3-5 builds literacy knowledge by exposing students to a range of genres, text structures, and craft in an accessible, high-interest format.

VOCABULARY WORK

TIER-2 AND TIER-3 WORDS USED IN THE BOOKS WITH PRACTICAL APPLICATION ACTIVITIES

Eyes that Kiss in the Corners

Name: _____ Date: _____

WHAT DO YOU THINK?

Use the text and picture

WORD
lagoons
crescent
flecks
toddles
oolong
revolution

Aaron Slater, Illustrator

Name: ANSWER KEY Date: _____

WHAT DID THEY SAY?

Imagine these people

Night of the Veggie Monster

Name: ANSWER KEY Date: _____

ANALOGIES

Analogies show relationships be
are related on one side to solv

Example-pea : round : :

most : grea

squir

answer

should b

rests : of slee

volunteered : o

dispel : r

particularly : v

Create your

_____ : _____

_____ : _____

Gleam and Glow

Name: ANSWER KEY Date: _____

UNDERSTANDING WORD PARTS

Words can be classified into three parts. There are root words, which is the base of a word, and there are prefixes (added to the beginning of a root word) and suffixes (added to the end of a root word).

root words: liber : free
tect : to cover

prefix: pro- : to be for something; in front
de- : remove

suffix: -or and -er : someone who
-ation : proce

Use the definitions above to help you determine the meaning of these words.

1. The protestors are upset about the animals locked in cages.
protestors most likely means: someone who protests

2. They want to liberate the animals from the zoo.
liberate most likely means: to set free

3. Scientists detect the problems that the animals are having.
detect most likely means: remove the cover (uncover)

4. One problem is deforestation and removing habitats.
deforestation most likely means: the process of removing forests

5. Zoos can protect the animals who no longer have homes.
protect most likely means: "cover in front" - keep safe

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The Quickest Kid In Clarksville

Name: ANSWER KEY Date: _____

MULTIPLE MEANINGS

Some words have different meanings based on how they are used in a sentence. Circle the number of the meaning for each sentence using the definitions below.

clutch
1. (noun) a purse without handles
2. (noun) a group of eggs laid at the same time
3. (verb) strongly grasp or hold something

limp
1. (verb) walk with difficulty
2. (noun) steps slowed down, usually by injury

strut
1. (noun) a bar that
2. (verb) da
(verb) so

I walked with a limp after my bike accident. 1 (2)

Malia waved her hands and strutted to the music. 1 (2) 3

Daddy clutched my hand as we walked swiftly across the street. 1 2 (3)

Harrison limped to class with his new cast. (1) 2

Violette struts down the sidewalk wearing her expensive dress. 1 2 (3)

A hummingbird lays three eggs per clutch. 1 (2) 3

The car's strut broke and left us stranded on the road. (1) 2 3

25

When I Was Young in the Mountains

Name: ANSWER KEY Date: _____

SHOW WHAT YOU KNOW

1. What word has the same meaning as congregation?
a. church b. speaker (c.) audience

2. *The children were shivering as they walked to school.*
What season is it, most likely? (a.) winter b. summer c. fall

3. T threaten others? Why or why not?
Because it means you are wanting to harm someone

4. What food needs to be shelled before eating?
b. strawberries c. watermelon

5. Why do workers get dirty in a mine?
They are digging in the ground/underground

6. Write ONE sentence using the word mound twice in two different ways:
mound 1. (noun) a pile or heap of something
2. (noun) a small hill
3. (verb) heap up into a small pile
Mary mounded up the snow and hid behind the mound on the playground, ready for the snowball fight.

100

HOW THESE VOCABULARY ACTIVITIES SUPPORT THE SCIENCE OF READING

Multisensory Learning: The illustrations act as visual aids, supplementing the textual information. This helps learners form mental images of new vocabulary, strengthening memory and recall.

Contextual Clues: When we encounter unfamiliar words in real life, we often rely on the surrounding text to infer their meanings. Teaching vocabulary using picture books inherently embeds this strategy, providing authentic examples of how new words are used in sentences and larger narratives.

Teaching vocabulary in context from picture books aligns well with the Science of Reading!

Fluency: Regular exposure to written language and various syntactic structures via picture books can support reading fluency. This, in turn, frees up cognitive resources for comprehension and vocabulary acquisition.

Engagement and Motivation: Picture books often contain engaging narratives and visually appealing art. These elements can motivate students to read, promoting a positive reading attitude. The more students read, the more exposure they have to a rich array of vocabulary, thus improving their overall language skills.

Integrating Knowledge: When children see new vocabulary words in the context of a story, they're not just learning to recognize and pronounce these words. They're also connecting them with other concepts, themes, and ideas in the text. This fosters deeper, more integrated knowledge.

FABULOUS FEEDBACK

I love these mentor texts. I have now purchased three volumes. I find them very engaging and it is wonderful in that it covers reading, grammar, sentence structure, vocabulary, writing; which is huge these days and is used in all subject areas. The bundles are wonderful and the stories are fabulous!!

Linda F., 4th & 5th Grade Teacher

So well done....and SO MANY excellent resources for a variety of amazing picture books. This has saved me time and been meaningful and engaging work for my students.

Katie C., 3rd - 5th Grade Teacher

This resource is above anything else I've ever used to supplement my reading curriculum! I've always used novels as my main source of literature in the classroom, and this completely changed the way I teach reading from here on out. Everything in the files are easy to understand and organized in a very convenient way. I've already started with my students, and their participation and eagerness to learn is already outstanding!

Kayla E., 4th Grade Teacher

This has been a game changer with how I teach grammar.... as well as adding in all the reading standards! Love this product so much!

Shelby G., 4th Grade Teacher