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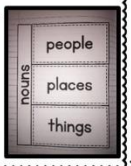
Day 1 - Time to Notice

On the first day of mentor sentences, read the book to the students where the sentence is found. Display the sentence and read it to them, then read it together. Ask the students what they see or "notice" in the sentence. This might be number of words, number of letters in the words, words they recognize, capitals, punctuation, comprehension of the sentence... it is important to encourage them in whatever they notice (as long as it is correct). In the upper grades, I write down the things that they notice on chart paper. Depending on your class, this may not be necessary in kindergarten and first grade. Finally, students should practice reading the sentence and recognizing the words in the sentence. [illegible] cut/paste acti[illegible] read the word[illegible] them apart ar[illegible] correct order.

Day 2 - Time to Notice Grammar

On the second day of mentor sentences, you will focus on one skill that appears in the week's sentence. I have provided an interactive activity that would be a good focus. Students should glue these into a notebook. Unless this skill is a review, you will want to introduce the activity with a mini-lesson and possibly create an anchor chart together to use with the activity.



3 & 4 - Time to Imitate

[illegible] day 3, you and the students [illegible]ork on writing a new version [illegible]e sentence. I have provided a [illegible]ence frame in each lesson that [illegible]ill want to display or re-write [illegible]art paper. Talk about and/or [illegible] a list together of words [illegible] could possibly [illegible]e, especially b[illegible]

activity, as well as illustrate their sentence. I have provided two options for you to choose from based on your [illegible]

[illegible]ents can read over and over again!

5 - Quiz

[illegible]udents will demonstrate their [illegible]rstanding of the focus grammar [illegible]f the week, as well as previous [illegible] covered. There is a short quiz that [illegible]y similar to the activity from Day [illegible]s could be used for a grade or to [illegible]who needs extra support with the

The Kissing Hand

Day 1 - Time to Notice: Show the sentence after you have read the book. What do the students notice? Talk about whatever they share - could be words they recognize, capital letter, period, etc. Some ideas of questions you might ask are: What is the sentence about? How many words are in this sentence? What punctuation does it have at the end? What kind of letter starts the beginning of the sentence? Which word has the most letters? Read the sentence several times together, [illegible]g at each word. Have students complete the cut and [illegible] activity to put the sentence back together.

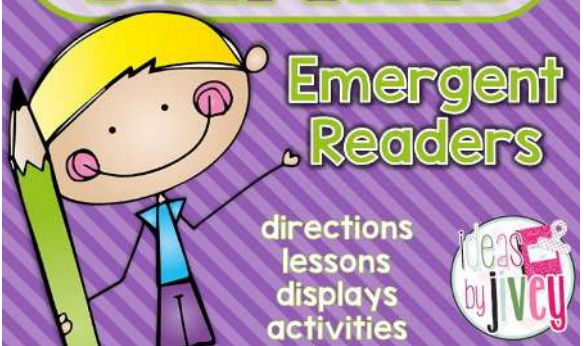
[illegible] - Time to Notice Grammar: Focus on nouns- what [illegible]uns? Make an anchor chart with three columns and make lists of people, places, and things mentioned in The Kissing Hand (people: friends, mother-even though they weren't people in the book, you can talk about how they [illegible]hings: [illegible]F), and in [illegible] under [illegible]

Day 3 & 4 - Time to Imitate: Use the sentence frame and talk about nouns that could go in the blank. You might ask the students, "what or who do you like to play with?" Make a list of nouns the students suggest, and also write in your own on the sentence frame. Give students the Imitation Page and allow them to rewrite the sentence using their own word (could be from the list you made together or their own) and then illustrate the sentence.

Day 5 - Quiz

DETAILED INSTRUCTIONS & LESSONS

Mentor Sentences for Kindergarten & First Grade



Emergent Readers

directions
lessons
displays
activities

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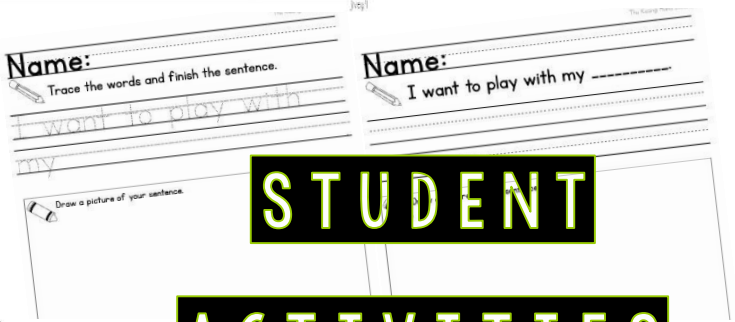
STUDENT ACTIVITIES



I want to play with my friends.

~The Kissing Hand

We Love to Play!

Class

Year