

MENTOR SENTENCES – 2ND NINE WEEKS

9 weeks of lessons

Lesson plans

Teacher guide

STAAR test practice

All day

powerful

waves

Throw 'Em In!

Items in a list, or in a series, require a comma and a conjunction (and/as) to separate them. Add in the commas to separate the items below.

1. In my backpack were a notebook pencil
2. Would you rather go to the beach the mall
3. On Saturday, we have a game an appointment
4. I like pretzels

Fernando wrote this piece about her favorite place to go: the candy shop. Read the story and think about the candy she likes to make. Then answer the questions that follow.

Coco's Candy Shop

Coco's Candy Shop

Coco's Candy Shop takes me to my favorite spot. I love to get so many different kinds of candy. (4) It's not too much of variety. (5) You get a little paper bag to fill up. (6) It's a hard decision to make. (8) There are so many different kinds of candy. (9) I shared it with my brother. (10) I found something different. (11) I examine the gummy candy bins. (12) I love the bags, and stars! (13) My bag is full I go to the front register. I love the candy on the ride home!

to rewrite sentence 4?
ive, so they have lots of variety.

Week One: Adverbs of time and manner

Day	Activity Directions	Examples
Day Three:	1. Read the sentence chorally, pointing to each word. 2. Provide students with the words in the sentence, all cut up on cards. 3. Give students thirty seconds to build the original sentence. 4. Check it by pointing to each word and reading chorally. 5. Use the questions to identify the parts of the sentence according to the examples on the right. 6. Ask students to manipulate the sentence to write it in a different structure. If students get stuck, have them try starting with the prepositional phrase, the adverb, or another place in the sentence. This is a great opportunity to discuss how different kinds of sentences work and the rules you must follow. *It's ok to add words if needed for structure!	Have students... • separate the subject from the predicate. - Then ask students to point to and read the... • Noun: Waves • Adjective: Powerful • Verb: Crash • Adverb: all day, Loudly • Prepositional phrase: Against the shore Possible rewritten sentences: • Against the shore, the powerful waves crashed.

CAPITALIZATION + PUNCTUATION + GRAMMAR

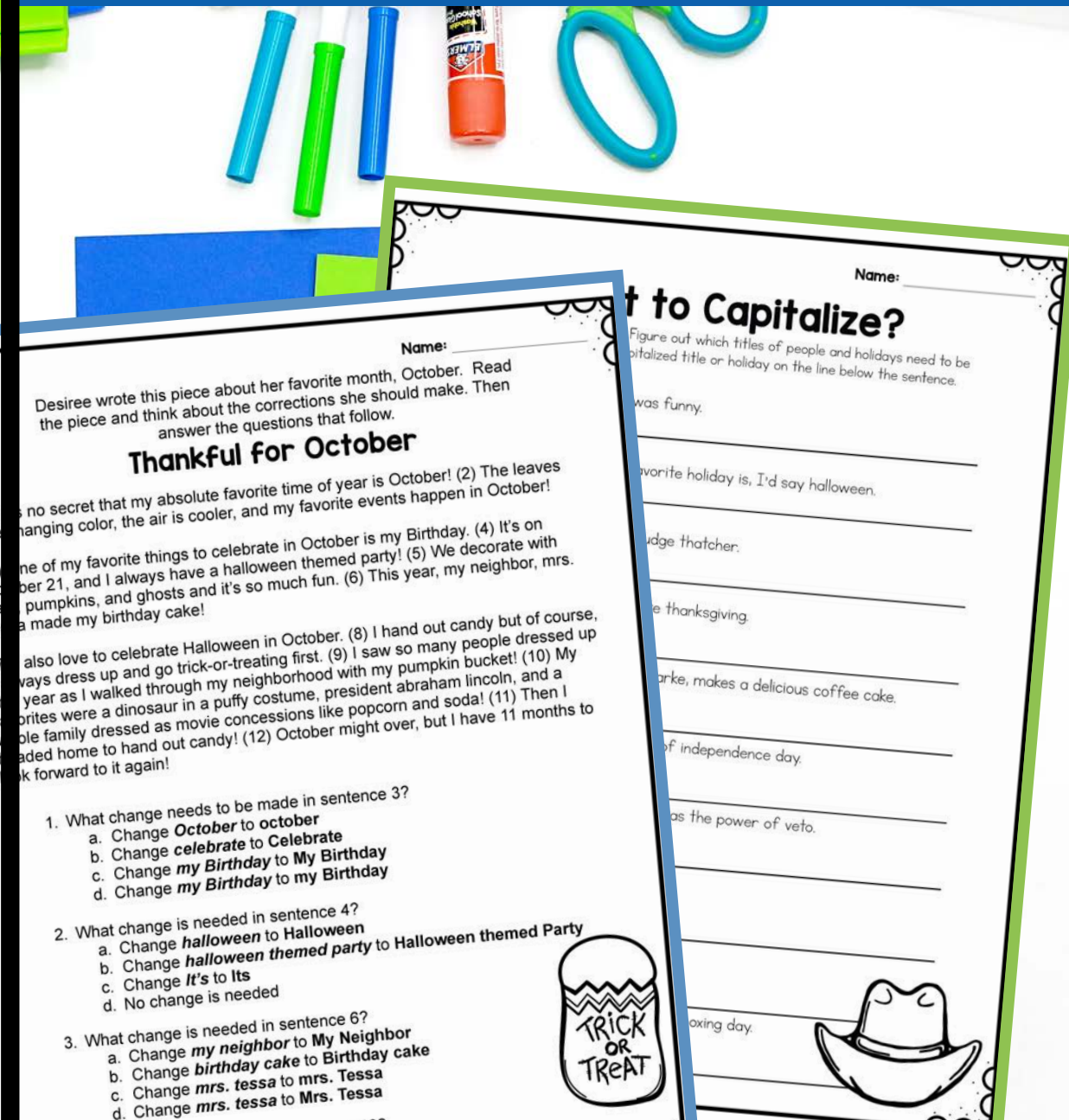
THESE LESSONS ARE GREAT FOR...

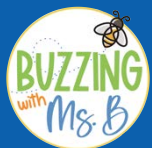
✓ Morning/Warm-ups/Bellringer

✓ Daily Grammar Instruction

✓ Tutoring or Small Group

✓ ELA Test Prep Review





THIS RESOURCE INCLUDES...

✓ 9 weeks of daily lesson plans with sentence diagrams for teachers

✓ Weekly mentor sentences

✓ Cards for manipulating

✓ Skills hunts and practice worksheets

✓ Editing test prep quizzes

3rd grade Week Six: Commas in a Series

Featured skills Using commas to separate a list of items

Sentence Out the window, I saw a white carpet of snow, glistening snowflakes, and glowing lights.

Day	Activity Directions	Examples
Day One: Appreciating & Noticing	1. Read the mentor sentence aloud, slowly. 2. Have students make a sketch of what they visualize as they listen to the sentence. 3. Write the sentence on the top of an anchor chart and provide each student with the sentence typed up on a little strip of paper. 4. Point to the sentence, one word at a time, and read it aloud. Then read it chorally with students. Notice how many words are in the sentence. 5. Ask students: • What do you notice? • What did the author do to make this sentence interesting? 6. Chart their responses.	• 15 words • Imagery: white carpet, glistening, glowing • Sentence structure: simple sentence • Sentence starts with a prepositional phrase used as a modifier with a comma • Commas in a series: three items in a list separated by a comma and "and"
	1. Read the sentence chorally, pointing to each word. 2. Color-code the sentence structure according to the example on the right. 3. Label the sentence according to the focus skill or any skills you'd like to spiral back through. 4. Hunt for examples in literature. Use the table provided to have students gather examples of those parts of speech that you're introducing in their own books or reading. 5. You could also use the practice page on this day.	1. Identify the subject of the sentence (Who? or What? the sentence is about.) Mark this in red. I, about.) 2. Identify the predicate of the sentence (What the subject does or is.) Mark this in green: saw a white carpet. 3. Hunt: commas in a series 4. Practice page: The List

The Big Day

Brice wrote the following composition about a time he was nervous. Read the composition and think about the corrections Brice needs to make. Then answer the questions that follow.

(1) Yikes! (2) Tomorrow is my big game! (3) I have to pitch against some of the best players in the league. (4) I as ready as possible the night before. (5) I set my by the front door.

(7) My dad made pancakes, eggs, We headed to the ball field. (10) I ed him the ball waited for him to were ready for anything!

the pitcher's mound. (14) My I saw the umpire wearing his (6) He crouched down and yelled,

the correct way to write sentence 7? made pancakes, eggs, and bacon. made pancakes eggs or bacon. made pancakes eggs bacon. made, pancakes, eggs, and bacon.

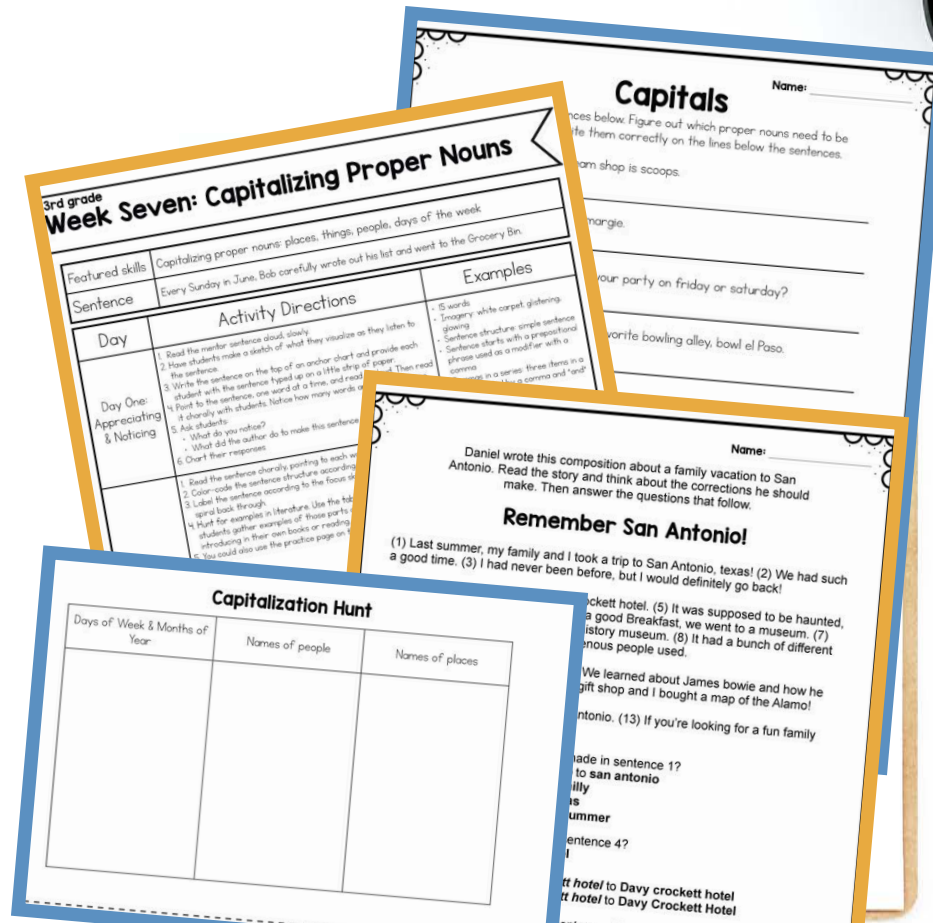
correct way to write sentence 15? umpire wearing his chest protector, d special shoes. umpire, wearing his chest protector special shoes. umpire wearing his chest protector, special, shoes. is written correctly.

9 WEEKS OF DAILY LESSONS

DIRECT INSTRUCTION OF GRAMMAR SKILLS



- ✓ Adverbs (time & manner)
- ✓ Review of simple & compound sentences
- ✓ Apostrophes in Contractions & to Show Possession
- ✓ Possessive pronouns
- ✓ Capitalization of proper nouns: titles of people, holidays, geographical names & places



SKILLS PRACTICE & TEST PREP



ADVERBS OF TIME & MANNER

4th grade
Week One: Adverbs of time and manner

Featured skills	Using adverbs to describe verbs in relation to time and manner
Sentence	All day, the powerful waves crash loudly against the shore.

Day	Activity Directions	Examples
Day One: Appreciating & Noticing	1. Read the mentor sentence aloud, slowly. 2. Have students make a sketch of what they visualize as they listen to the sentence. 3. Write the sentence on the top of an anchor chart and provide each student with the sentence typed up on a little strip of paper. 4. Point to the sentence, one word at a time, and read it aloud. Then read it chorally with students. Notice how many words are in the sentence. 5. Ask students: - What do you notice? - What did the author do to make this sentence interesting? 6. Chart their responses.	4 words - Specific word choice: powerful, loudly - Strong verb: crash - Adverb of time: all day - Adverb of manner: loudly - Sentence type: simple sentence (subject + predicate)

Day	Activity Directions	Examples
Day Three: Manipulating It	1. Read the sentence chorally, pointing to each word. 2. Provide students with the words in the sentence, all cut up on cards. 3. Give students thirty seconds to build the original sentence. 4. Check it by pointing to each word and reading chorally. 5. Use the questions to identify the parts of the sentence according to the examples on the right. 6. Ask students to manipulate the sentence to write it in a different structure. If students get stuck, have them try starting with the prepositional phrase, the adverb, or another place in the sentence. This is a great opportunity to discuss how different kinds of sentences work and the rules you must follow. *It's ok to add words needed for structure.* 7. Chart their rewritten sentences.	Have students... - separate the subject from predicate. - Then ask students to point to the... - Noun: Waves - Adjective: Powerful - Verb: Crash - Adverb: all day, loudly - Prepositional phrase: Against the shore

Adverbs Name: _____

Choose an adverb of time from the list to add detail to the sentence. Write your new sentence on the line below. Circle the adverb you added.

today	tomorrow	now	yesterday
tonight	all day	later	soon

- Olivia has a baseball game.
- I cleaned my bedroom.
- The dog barks.
- Theo will go to the movies.
- I will buy a birthday present.

Choose an adverb of manner from the list to add detail to the sentence. Write your new sentence on the line below. Circle the adverb you added.

loudly	hungrily	happily	sadly
quietly	noisily	slowly	quickly

- The rooster calls.
- I ran down the street.
- Tasha ate her hamburger.
- The fly flew past me.

Name: _____

Ayla wrote this piece about her pet hamster, Oreo. Read the piece and think about the corrections she should make. Then answer the questions that follow.

Oreo's Day

(1) Oreo wakes up when the sun shines in his cage. (2) He climbs out of his burrow. Slowly. (4) Oreo is hungry!

(5) I open up his cage door. (6) The food container is empty. (7) Oreo yesterday ate all of his food.

(8) He waits while I fill his bowl patiently. (9) Then he fills his cheeks with seeds. (10) He jumps on his hamster wheel and starts running.

(11) All day he walking on his wheel and sleeps in his burrow. (12) He's a happy hamster.

- How should sentences 2 and 3 be combined?
 - He climbs out of his burrow slowly.
 - He climbs out of his slowly burrow.
 - He climbs out slowly of his burrow.
 - Sentences 3 and 4 are correct.
- What is the best way to rewrite sentence 7?
 - Ate all of his food, yesterday Oreo.
 - Oreo ate yesterday, all of his food.
 - Oreo ate all of his food.

Diagram of sentence structure for "All day, the powerful waves crash loudly against the shore."

Subject: the powerful waves
Verb of time: All day
Verb: crash
Adverb of manner: loudly
Predicate: crash loudly against the shore.

DESCRIBE VERBS USING ADVERBS



COMPOUND SENTENCE REVIEW

Conjunction: combines ideas
FANBOYS: for, and, nor, but, or, yet, so

The ball soared towards the basket, and the buzzer sounded.

Subject

Predicate: Does what or is what?

Two: Compound Sentences

Skills: using FANBOYS (for, and, nor, but, or, yet, so) to combine two complete sentences.

Example: The ball soared towards the basket, and the buzzer sounded.

Activity Directions

- Read the mentor sentence aloud slowly.
- Have students make a sketch of what they visualize as they listen to the sentence.
- Write the sentence on the top of an anchor chart and provide each student with the sentence typed up on a little strip of paper.
- Point to the sentence, one word at a time, and read it aloud. Then read it chorally with students. Notice how many words are in the sentence.
- Ask students:
 - What do you notice?
 - What did the author do to make this sentence interesting?
- Chart their responses.

Examples

- 10 words
- Strong verbs: soared, sounded
- Conjunction and, combining two different simple sentences into one compound sentence
- Sentence type: compound sentence (two complete sentences combined with a coordinating conjunction)

Compound Sentences

Name: _____

Read the compound sentences. For each sentence, underline two subjects in red and two predicates in green. Circle the coordinating conjunction you will use to combine the sentences.

Coordinating Conjunctions
And But Or Yet So

I saw a big dog ☐ I wasn't afraid.

teacher opened the ☐ the kids walked into the gym.

the ball with the ☐ she could get on base.

ma lives pretty far ☐ she does visit us often.

i his bone ☐ no other dogs could find it.

apple pie ☐ Bill brought sweet potatoes.

Coco's Candy Shop

Name: _____

Fernando wrote this piece about her favorite place to go: the candy shop. Read the story and think about the corrections she should make. Then answer the questions that follow.

(1) Every payday, my dad takes me to my favorite spot. (2) Coco's Candy Shop! (3) This is the best place to get so many different kinds of candy. (4) It's not too expensive, they have lots of variety. (5) You get a little paper bag to fill up. (6) I browse the candy bins. (7) It's a hard decision to make. (8) There are so many choices! (9) Last time I got hard candy. (9) I shared it with my brother. (10) This time I want something different. (11) I examine the gummy candy bins. (12) I loose gummy snakes, rings, and stars! (13) My bag is full I go to the front register. (14) I can't wait to eat all the candy on the ride home!

What is the correct way to rewrite sentence 4?

- It's not too expensive, so they have lots of variety.
- It's not too expensive, but they have lots of variety.
- It's not too expensive, they have lots of variety.
- It's not too expensive, having lots of variety.

What is the correct way to combine sentence 9 and 10?

- Last time I got hard candy, yet I shared it with my brother.
- Last time I got hard candy, sharing it with my brother.
- Last time I got hard candy, and I shared it with my brother.
- Last time I got hard candy, I shared it with my brother.

STUDENTS LEARN ADVERBS AND REVIEW GRAMMAR



CONTRACTIONS

Day	Activity Directions
Day Three: Manipulate It	- Read the sentence chorally, pointing to each word. - Provide students with the words in the sentence, all cut up on cards. - Give students thirty seconds to build the original sentence. - Check it by pointing to each word and reading chorally. - Use the questions to identify the parts of the sentence according to the examples on the right. - Ask students to manipulate the sentence to write it in a different structure. If students get stuck, have them try starting with the prepositional phrase, the adverb, or another place in the sentence. - This is a great opportunity to discuss how different kinds of sentences work and the rules you must follow. *It's ok to add words if needed for structure.* - Chart their rewritten sentences.

Have students...

- separate the subject from the predicate.
- Then ask students to point to and read the...
- Noun: Sophie, they
- Verb: can (not), will

Possible rewritten sentences:

- They'll play anyway, but Sophie can't believe it's pouring.
- While Sophie can't believe it's pouring, they'll play anyway.

Contractions (Apostrophe) Hunt	
Contraction	Words it's made of

Name: _____

Philip wrote this story about an invention he made. Read the story and think about the corrections he should make. Then answer the questions that follow.

The Most Incredible Invention

(1) When I woke up on Saturday, I had the most incredible idea for an invention! (2) First, I got my materials together. (3) Then I made a sketch of my plan. (4) I'd never made an invention before, so I was excited!

(5) My invention was special sunshade for my bike. (6) When I ride my bike on a sunny day, it's always so hot. (7) This would help me cool off!

(8) I started by cutting the cardboard. (9) I could'n't cut it with scissors because it was too thick, so I asked my mom for help. (10) She helped me make it the right size.

(11) Then I shaped it and taped it with duct tape. (12) I attached it to my bike and took my test ride! (13) It wasn't perfect, but with a few adjustments, it worked!

1. What change should be made in sentence 4?

a. _____
b. _____
c. _____
d. _____

Subject Predicate Subject Predicate

Sophie can't believe it's pouring, but they'll play anyway.

Coordinating conjunction

3rd grade

Week Three: Apostrophes in Contractions

Featured skills: Using adverbs to describe verbs in relation to time and manner

Sentence	Examples
Sophie can't believe it's pouring, but they'll play anyway.	

Day	Activity Directions
Day One: Appreciating & Noticing	- Read the mentor sentence aloud, slowly. - Have students make a sketch of what they visualize as they listen to the sentence. - Write the sentence on the top of an anchor chart and provide each student with the sentence typed up on a little strip of paper. - Point to the sentence, one word at a time, and read it aloud. Then read it chorally with students. Notice how many words are in the sentence. - Ask students: - What do you notice? - What did the author do to make this sentence interesting? - Chart their responses.

1. Read the sentence chorally, pointing to each word.

2. Color-code the sentence structure according to the example on the right.

3. Label the sentence according to the focus skill or any skills you'd like to spiral back through.

4. Hunt for examples in literature. Use the table provided to have students gather examples of those parts of speech that you're introducing in their own books or reading.

5. You could also use the practice page on this day.

1. Identify the subject of the sentence (Who? or What? the subject is about) Mark this in red. Sophie

2. Identify the predicate of the sentence (What the subject is doing) Mark this in green. Can't believe it's pouring, will play anyway

3. Hunt

4. Practice page: Contractions

Name: _____

Contractions

Read each sentence. Circle the contraction. Then write the words it's made of on the line.

- He just won't share that basketball! _____
- We'll go to the movies tomorrow. _____
- Do you think she'll turn it in on time? _____
- Sneakily, Amy didn't let anyone know she was there. _____
- If you can't do it, I will do it. Myself. _____
- Who's that making that sound? _____
- You haven't had pancakes till you've had my pancakes! _____
- You'll be best friends for life! _____

LEARN HOW TO USE APOSTROPHES IN CONTRACTIONS



APOSTROPHES TO SHOW POSSESSION

Grade Four: Apostrophes to Show Possession

Featured skills: Using adverbs to describe verbs in relation to time and manner.

Sentence: The fountain's water dripped down onto the bricks of Emily's patio.

Day	Activity Directions	Examples
Day One: Appreciating & Noticing	1. Read the mentor sentence aloud, slowly. 2. Have students make a sketch of what they visualize as they listen to the sentence. 3. Write the sentence on the top of an anchor chart and provide each student with the sentence typed up on a little strip of paper. 4. Point to the sentence, one word at a time, and read it aloud. Then read it chorally with students. Notice how many words are in the sentence. 5. Ask students: - What do you notice? - What did the author do to make this sentence interesting? 6. Chart their responses.	• 11 words • Strong verb: dripped • Sentence structure: simple sentence • Apostrophes to show possession: fountain's, Emily's
	1. Read the sentence chorally, pointing to each word. 2. Color-code the sentence structure according to the example on the right. 3. Label the sentence through. 4. Hunt for examples in literature. Use the table provided to have students gather examples of those parts of speech that you're studying.	1. Identify the subject of the sentence (Who? or What? the sentence is about.) Mark this in red. The fountain's water. 2. Identify the predicate of the sentence (What the subject does or is.) Mark this in green. Dripped down onto the bricks of Emily's patio.

Apostrophe Hunt

Apostrophes that show possession	Apostrophes used in contractions

Apostrophe Hunt

Day	Activity Directions	Examples
Day Three: Manipulate It	1. Read the sentence chorally, pointing to each word. 2. Provide students with the words in the sentence, all cut up on cards. 3. Give students thirty seconds to build the original sentence. 4. Check it by pointing to each word and reading chorally. 5. Use the questions to identify the parts of the sentence according to the examples on the right. 6. Ask students to manipulate the sentence to write it in a different structure. If students get stuck, have them try starting with the prepositional phrase, the adverb, or another place in the sentence. This is a great opportunity to discuss how different kinds of sentences work and the rules you must follow. *It's ok to add words if sentences work and the rules you must follow.*	Have students: - separate the subject from the predicate. Then ask students to point to and read the... - Noun: fountain, water - Verb: dripped - Prepositional phrases: onto the bricks of Emily's patio. Possible rewritten sentences: - Onto the bricks of Emily's patio, the fountain's water dripped. - The water from the fountain dripped onto the bricks of Emily's patio.

Name: _____

Who Does It Belong To?

Read each sentence. Rewrite it with an apostrophe to show possession.

- The horse that belongs to Leo is fast.

- Martha sat at the table that belongs to Alex.

- I love the store that belongs to my uncle.

- Now I have to go to the office that belongs to the doctor.

- We keep the dress up clothes in the closet that belongs to my sister.

- Pass me the pencil that belongs to Lu.

- Don't you love the shoes that belong to Nicky?

- The duck loves to swim in the pond that belongs to the farmer.

- The bee lands on the petals that belong to the flower.

- The branch that belongs to the tree is sturdy for climbing.

Name: _____

Lindsey wrote the following story about visiting her aunt's house. Read the story and think about the corrections she should make. Then answer the questions that follow.

Aunt Stephanie's House

(1) Movie nights, homemade popcorn, and jumping on the trampoline. (2) Where does all that happen? (3) My aunt's house! (4) Every summer, we visit my Aunt Stephanie and Uncle John in Austin.

(5) The first thing we do is make popcorn with Uncle Johns special recipe. (6) We use a big, shiny pot with a lid, and add oil and kernels. (7) When the popcorn is done, it's time to turn off the heat. (8) We fill up the big popcorn bowl to the den. (9) Aunt Stephanie's house has the best popcorn!

We turn sit on the couch and watch a movie. (11) The couches are so comfy. (12) We munch on buttery popcorn and snuggle in. (13) In the movie, we all run outside to jump on my cousins trampoline!

Subject: _____
or what is the sentence about?

Subject: _____
fountain's water dripped down onto the bricks of Emily's patio.

Predicate: _____
Does what or is what?

USE APOSTROPHES TO SHOW BELONGING



APOSTROPHES TO SHOW POSSESSION

3rd grade Week Five: Possessive Pronouns

Featured skills	
Identifying possessive pronouns; pronouns that are used to show belonging	
Sentence	Their ball flew over his fence, and he sneakily grabbed it.
Day	Activity Directions
Day One: Appreciating & Noticing	1. Read the mentor sentence aloud, slowly. 2. Have students make a sketch of what they visualize as they listen to the sentence. 3. Write the sentence on the top of an anchor chart and provide each student with the sentence typed up on a little strip of paper. 4. Point to the sentence, one word at a time, and read it aloud. Then read it chorally with students. Notice how many words are in the sentence. 5. Ask students: - What do you notice? - What did the author do to make this sentence interesting? 6. Chart their responses.
Examples • 3 words • Strong verbs: flew, grabbed • Pronouns: he (subjective) • Pronoun: it (objective - receiving the action) • Pronouns: their, his (possessive) • Sentence structure: compound sentence (using "and" to combine two simple sentences)	
1. Read the sentence chorally, pointing to each word. 2. Color-code the sentence structure.	

Subject:
Who or what is the sentence about?

Predicate:
Does what or is what?

Predicate:
Does what or is what?

Their ball flew over his fence, and he sneakily grabbed it.

Pronouns Hunt

Subjective: the subject of the sentence he, she, I, you, they, we	Possessive: shows ownership my, his, hers, yours, ours, theirs

Possessive Pronouns

Activity Directions

Examples

- Have students...
 - separate the subject from the predicate
 - Then ask students to point to and read the...
- 1. Label parts of speech:
 - Possessive pronoun: **Whose?** Their, his
 - Verb: "Does what?" or "Is what?"
 - Show the action of the noun or what the noun is part of: the predicate **flew, grabbed**
 - Subjective Pronoun: "Who?" **he**
 - Objective Pronoun: "At to, or for who?" **it**
 - Prepositional phrase: Where? or When? **Over his fence**
- Possible rewritten sentences:
 - He sneakily grabbed the ball as it flew over his fence.
 - When the ball flew over his fence, he sneakily grabbed it.
- Check for:
 - Capital "T" in "The"
 - End mark: period
 - 3 words
 - spelling of "the", "over", "his", "it", "he"

Possessive Pronouns

Read each sentence. Circle the possessive pronouns that show belonging.

1. Her paper airplane soared in the sky.
2. He gave them their ball.
3. My flag waved proudly.
4. You sent me your card.
5. I handed your test to you.
6. Their cabinet is in the kitchen.
7. She opened her delicious lunch.
8. The dog wagged its long, fluffy tail.

Name: _____

Asher wrote this piece about his favorite hobby: collecting baseball cards. Read the piece and think about the corrections he should make. Then answer the questions that follow.

Name: _____

My Baseball Card Collection

- (1) A few years ago, my friend gave me a baseball card for my birthday. (2) It was me first card, and now I have a fun new hobby! (3) Now I have over 200 baseball cards!
- (5) I have cards from all different teams, including professional and college. (6) My most valuable card has a shiny logo on it's front side. (7) All of my cards aren't valuable, though. (8) I just enjoy collecting them! (9) Sometimes my friend Billy shows me Billy's card collection and we compare players!
- (10) It's fun to see the cards other people have collected. (11) Once I went to a card show and there were so many tables full of cards. (12) People had collected cards for they're whole lives. (13) Some people had thousands of cards from all different sports! (14) I wonder if I'll ever have that many!

1. What change, if any, should be made in sentence 2?
 - a. Change **me** to **my**
 - b. Change **I** to **me**
 - c. Change **card** to **cards**
 - d. Delete the comma after **card**
2. What change, if any, should be made in sentence 6?
 - a. Change **My** to **I**
 - b. Change **it's** to **its**
 - c. Change **has** to **have**
 - d. Add a comma after **card**

STUDENTS LEARN TO PUNCTUATE POSSESSIVES



COMMAS IN A SERIES

Week Six: Commas in a Series		
Featured skills	Using commas to separate a list of items	
Sentence	Out the window, I saw a white carpet of snow, glistening snowflakes, and glowing lights.	
Day	Activity Directions	
Day One: Appreciating & Noticing	- Read the mentor sentence aloud, slowly. - Have students make a sketch of what they visualize as they listen to the sentence. - Write the sentence on the top of an anchor chart and provide each student with the sentence typed up on a little strip of paper. - Point to the sentence, one word at a time, and read it aloud. Then read it chorally with students. Notice how many words are in the sentence. - Ask students: - What do you notice? - What did the author do to make this sentence interesting? - Chart their responses.	
	- Read the sentence chorally, pointing to each word. - Color-code the sentence structure according to the example on the right. - Label the sentence according to the focus skill or any skills you'd like to spiral back through. - Hunt for examples in literature. Use the table provided to have students gather examples of those parts of speech that you're focusing on.	
	Example: Out the window, I saw a white carpet of snow, glistening snowflakes, and glowing lights. Identify the subject (subjective pronoun). Identify the predicate (Does what or is what?). Identify the prepositional phrase used as a modifier.	

Prepositional phrase used as a modifier

Predicate:
Does what or is what?

Subject (subjective pronoun)

Out the window, I saw a white carpet of snow, glistening snowflakes, and glowing lights.

Week Six: Commas in a Series		
Day	Activity Directions	Examples
Day Three: Manipulate It	- Read the sentence chorally, pointing to each word. - Provide students with the words in the sentence, all cut up on cards. - Give students thirty seconds to build the original sentence. - Check it by pointing to each word and reading chorally. - Use the questions to identify the parts of the sentence according to the examples on the right. - Ask students to manipulate the sentence to write it in a different structure. If students get stuck, have them try starting with the prepositional phrase, the adverb, or another place in the sentence. This is a great opportunity to discuss how different kinds of sentences work and the rules you must follow. It's ok to add words if needed for structure! - Chart their rewritten sentences.	Have students... - separate the subject from the predicate. Possible rewritten sentences: - Looking out the window, I saw a white carpet of snow, glistening snowflakes, and glowing lights. - I saw a white carpet of snow, glistening snowflakes, and glowing lights out the window.
Day Four: Write It	- Cover up the mentor sentence. - Read the sentence aloud, slowly. - Have the students write the sentence. - Read it once more so they can check it. - Uncover the sentence and check each part. Have students point (on their own paper) to the parts you are checking to confirm. If they need to correct something, they can do so in a different color. Use the examples on the right as items to check for.	- Check for: - Capital "O" in "Out" and "I". - End mark: period. - Il words. - Spelling of "the", "out", "saw". "white" "of" "and". - Commas after snow and snowflakes.

Throw 'Em In!

Items in a list, or in a series, require a comma and a conjunction (and/or) to separate them. Add in the commas to separate the items in the sentences below.

- In my backpack were a notebook pencil and water bottle.
- Would you rather go to the beach the mountains or the lake?
- On Saturday, we have a game an appointment and a party.
- I like pretzels crackers and granola bars.
- Do you want pizza hamburgers or a sandwich for dinner?

Commas in a series hunt

Commas in a series examples I found

Name: _____

Brice wrote the following composition about a time he was nervous. Read the composition and think about the corrections Brice needs to make. Then answer the questions that follow.

The Big Day

(1) Yikes! (2) Tomorrow is my big game! (3) I have to pitch against some of the best players in the league. (4) I try to be as ready as possible the night before. (5) I set my bag water bottle, and cleats by the front door.

(6) When I woke up, I ate some breakfast. (7) My dad made pancakes, eggs, or bacon. (8) I was full, but not too full. (9) We headed to the ball field. (10) I warmed up with my friend Drew. (11) I tossed him the ball waited for him to throw it back, and tossed it again. (12) We were ready for anything!

(13) When the game began, I trotted over to the pitcher's mound. (14) My coach shouted, "Be ready!" to the team. (15) I saw the umpire wearing his chest protector helmet and special shoes. (16) He crouched down and yelled, "Play ball!"

- How should sentence 5 be changed?
 - Add a comma after **water**
 - Add a comma after **bag**
 - Add a comma after **cleats**
 - Delete the comma cleat **bottle**
- What is the correct way to write sentence 7?
 - My dad made pancakes, eggs, and bacon.
 - My dad made pancakes eggs or bacon.
 - My dad made pancakes eggs bacon.
 - My dad made, pancakes, eggs, and bacon.

What change should be made to sentence 11?

- Add a comma after **ball**
- Delete the comma after **back**
- Add a comma after **tossed**
- No change is needed.

- What is the correct way to write sentence 15?
 - I saw the umpire wearing his chest protector, helmet, and special shoes.
 - I saw the umpire, wearing his chest protector helmet, and special shoes.
 - I saw the umpire wearing his chest protector, helmet, and special, shoes.
 - Sentence 15 is written correctly.

USE COMMAS TO SEPARATE A LIST OF ITEMS



CAPITALIZING PROPER NOUNS

Week Seven: Capitalizing Proper Nouns

Featured skills	Capitalizing proper nouns: places, things, people, days of the week	
Sentence	Every Sunday in June, Bob carefully wrote out his list and went to the Grocery Bin.	
Day	Activity Directions	
Day One: Appreciating & Noticing	- Read the mentor sentence aloud, slowly. - Have students make a sketch of what they visualize as they listen to the sentence. - Write the sentence on the top of an anchor chart and provide each student with the sentence typed up on a little strip of paper. - Point to the sentence, one word at a time, and read it aloud. Then read it chorally with students. Notice how many words are in the sentence. - Ask students: - What do you notice? - What did the author do to make this sentence interesting? - Chart their responses.	
	15 words - Imagery: white carpet, glistening, glowing - Sentence structure: simple sentence - Sentence starts with a prepositional phrase used as a modifier with a comma - Commas in a series: three items, list separated by a comma and	

Week Seven: Capitalizing Proper Nouns

Day	Activity Directions	Examples
Day Two: Manipulating It	- Read the sentence chorally, pointing to each word. - Provide students with the words in the sentence, all cut up on cards. - Give students thirty seconds to build the original sentence. - Check it by pointing to each word and reading chorally. - Use the questions to identify the parts of the sentence according to the examples on the right. - Ask students to manipulate the sentence to write it in a different structure. If students get stuck, have them try starting with the prepositional phrase, the adverb, or another place in the sentence. This is a great opportunity to discuss how different kinds of sentences work and the rules you must follow. *It's ok to add words if needed for structure.* - Chart their rewritten sentences.	- Have students: - separate the subject from the compound predicate. - Possible rewritten sentences: - Bob carefully wrote out his list and went to the Grocery Bin every Sunday in June.

Name: _____

Daniel wrote this composition about a family vacation to San Antonio. Read the story and think about the corrections he should make. Then answer the questions that follow.

Remember San Antonio!

- (1) Last summer, my family and I took a trip to San Antonio, texas! (2) We had such a good time. (3) I had never been before, but I would definitely go back!
- (4) Our hotel was called the davy crockett hotel. (5) It was supposed to be haunted, but I didn't see any ghosts! (6) After a good Breakfast, we went to a museum. (7) The museum was called the Texas history museum. (8) It had a bunch of different artifacts from history, like tools indigenous people used.
- (9) Then we went to the Alamo! (10) We learned about James bowie and how he died in his bed. (11) We went to the gift shop and I bought a map of the Alamo!
- (12) I really enjoyed my trip to San Antonio. (13) If you're looking for a fun family vacation, check it out!

- What change needs to be made in sentence 1?
 - Change **San Antonio** to **san antonio**
 - Change **family** to **family**
 - Change **texas** to **Texas**
 - Change **summer** to **Summer**
- What change is needed in sentence 4?
 - Change **hotel** to **Hotel**
 - Change **the** to **a**

Capitals

Name: _____

Read the sentences below. Figure out which proper nouns need to be capitalized! Write them correctly on the lines below the sentences.

- My favorite ice cream shop is scoops.

- y grandma's name is margie.

- Would you rather have your party on friday or saturday?

- Freddy's party is at my favorite bowling alley, bowl el Paso.

- I think I'd love to go to paris!

Capitalization Hunt

Days of Week & Months of Year	Names of people	Names of places

Days

Subject

Predicate

Every Sunday in June, Bob carefully wrote out his list and went to the Grocery Bin.

CAPITALIZE NAMES OF PLACES, PEOPLE & THINGS



CAPITALIZATION RULES

3rd grade
Week Eight: Capitalizing Titles of People & Holidays

Featured skills	Capitalizing proper nouns: titles of people & names of holidays	
Sentence	Mr. Jimenez strung crepe paper and added gold and black balloons for the New Year's Eve party.	
Day	Activity Directions	Examples
Day One: Appreciating & Noticing	- Read the mentor sentence aloud, slowly. - Have students make a sketch of what they visualize as they listen to the sentence. - Write the sentence on the top of an anchor chart and provide each student with the sentence typed up on a little strip of paper. - Point to the sentence, one word at a time, and read it aloud. Then read it chorally with students. Notice how many words are in the sentence. - Ask students: - What do you notice? - What did the author do to make this sentence interesting? - Chart their responses.	17 words - Imagery: gold and black balloons - Sentence structure: simple sentence with a compound predicate - Capitalization: title Mr. Jimenez, and holiday: New Year's Eve

Capitalization Hunt	
Titles of People	
Holidays	

Week Eight: Capitalizing Titles of People & Holidays

Day	Activity Directions	Examples
Day Two:	- Read the sentence chorally, pointing to each word. - Color-code the sentence structure according to the example on the right. - Label the sentence according to the focus skill or any skills you'd like to spiral back through. - Hunt for examples in literature. Use the table provided to have students gather examples of those parts of speech that you're introducing in their own books or reading. - You could also use the practice page on this day.	- Identify the subject of the sentence. (Who? or What? the sentence is about.) Mark this in red. Mr. Jimenez - Identify the compound predicate of the sentence (What the subject does or is.) Mark this in green. strung crepe paper and added gold and black balloons for the New Year's Eve party. - Hunt: Titles & Holidays - Practice page: What

Subject Conjunction Compound Predicate

Mr. Jimenez strung crepe paper and added gold and black balloons for the New Year's Eve party.

Name: _____

What to Capitalize?

Read the sentences below. Figure out which titles of people and holidays need to be capitalized. Write the capitalized title or holiday on the line below the sentence.

- My doctor, doctor Jean, was funny.

- If you ask me what my favorite holiday is, I'd say halloween.

Name: _____

Thankful for October

Desiree wrote this piece about her favorite month, October. Read the piece and think about the corrections she should make. Then answer the questions that follow.

(1) It's no secret that my absolute favorite time of year is October! (2) The leaves are changing color, the air is cooler, and my favorite events happen in October! (3) One of my favorite things to celebrate in October is my Birthday. (4) It's on October 21, and I always have a halloween themed party! (5) We decorate with bats, pumpkins, and ghosts and it's so much fun. (6) This year, my neighbor, mrs. tessa made my birthday cake! (7) I also love to celebrate Halloween in October. (8) I hand out candy but of course, I always dress up and go trick-or-treating first. (9) I saw so many people dressed up this year as I walked through my neighborhood with my pumpkin bucket! (10) My favorites were a dinosaur in a puffy costume, president abraham lincoln, and a whole family dressed as movie concessions like popcorn and soda! (11) Then I headed home to hand out candy! (12) October might over, but I have 11 months to look forward to it again!

- What change needs to be made in sentence 3?
 - Change **October** to **october**
 - Change **celebrate** to **Celebrate**
 - Change **my Birthday** to **My Birthday**
 - Change **my Birthday** to **my Birthday**
- What change is needed in sentence 4?
 - Change **halloween** to **Halloween**
 - Change **halloween themed party** to **Halloween themed Party**
 - Change **It's** to **Its**
 - No change is needed
- What change is needed in sentence 6?
 - Change **my neighbor** to **My Neighbor**
 - Change **birthday cake** to **Birthday cake**
 - Change **mrs. tessa** to **Mrs. Tessa**
 - Change **mrs.** to **Mrs.**

CAPITALIZE TITLES OF PEOPLE & HOLIDAYS



MORE CAPITALIZATION RULES

3rd grade
Week Eight: Capitalizing Geographical Names & Places

Featured skills	Capitalizing proper nouns: geographical names & places	
Sentence	The McDonald Observatory in West Texas is a stellar way to see the cosmos.	
Day	Activity Directions	Examples
Day One: Appreciating & Noticing	1. Read the mentor sentence aloud, slowly. 2. Have students make a sketch of what they visualize as they listen to the sentence. 3. Write the sentence on the top of an anchor chart and provide each student with the sentence typed up on a little strip of paper. 4. Point to the sentence, one word at a time, and read it aloud. Then read it chorally with students. Notice how many words are in the sentence. 5. Ask students: - What do you notice? - What did the author do to make this sentence interesting? 6. Chart their responses.	• 14 words • Word choice: stellar, cosmos • Sentence structure: simple sentence • Linking verb: is • Capitalization: place: McDonald Observatory, Geographical Name: West Texas

Capitalization Hunt

Geographic Names	Places

Subject
Compound Predicate

The McDonald Observatory in West Texas is a stellar way to see the cosmos.

Week Eight: Capitalizing Geographical Names & Places

Day	Activity Directions	Examples
Day Two: Manipulating It	1. Read the sentence chorally, pointing to each word. 2. Provide students with the words in the sentence, all cut up on cards. 3. Give students thirty seconds to build the original sentence. 4. Check it by pointing to each word and reading chorally. 5. Use the questions to identify the parts of the sentence according to the examples on the right. 6. Ask students to manipulate the sentence to write it in a different structure. If students get stuck, have them try starting with the prepositional phrase, the adverb, or another place in the sentence. This is a great opportunity to discuss how different kinds of sentences work and the rules you must follow. *It's ok to add words if needed for structure.* 7. Chart their rewritten sentences.	Have students... • separate the subject from the predicate. Possible rewritten sentences: • In West Texas, the McDonald Observatory is a stellar way to see the cosmos. • A stellar way to see the cosmos in West Texas is the McDonald Observatory. • A stellar way to see the cosmos is the McDonald Observatory in West Texas.

Name: _____

Capitals

Read the sentences below. Figure out which geographic places and names need to be capitalized. Write them correctly on the lines below the sentences.

- My new neighbor is from the balkan islands.

- I can't wait to learn about the great plains region in school.

- My grandma is from ireland.

- The eiffel tower is in paris.

- I have to get my passport so I can visit my friend in india.

- The north pole is at the top of the earth.

Name: _____

Frankie wrote this composition about a trip he took to Europe. Read the story and think about the corrections he should make. Then answer the questions that follow.

My Trip to England

(1) It all started on a warm day in june. (2) Our plane landed in London, Eng. (3) We were finally starting out on our European adventure!
(4) Our first stop was to visit the London Eye. (5) The Eye is the world's largest ferris wheel! (6) We shared our car with some very nice people from australia were there for their honeymoon.
(7) After that, we took the subway, which is called the Underground, to get to Buckingham Palace. (8) It was an interesting trip. (9) On the way there, I heard people speaking talking about visiting big ben, the enormous clock tower! (10) At Buckingham palace, we all took pictures in front of the beautiful golden gates. (11) We thought about taking a tour of the palace, but the tours are only available on tuesdays.
(12) My trip was full of many more interesting people and adventures! (13) I recommend visiting England to everyone!

- What change needs to be made in sentence 1?
 - Change **warm day** to **Warm Day**
 - Change **started** to **stared**
 - Change **day in june** to **Day in June**
 - Change **june** to **June**
- What change is...

CAPITALIZATION OF GEOGRAPHIC NAMES & PLACES

THE NOTEBOOK

across

the

finish

line.

The

tiny

turtle

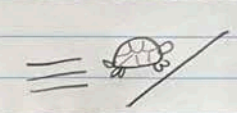
speeds

quickly

Simple Sentence

Monday

Sketch



I visualize...

The tiny turtle speeds quickly across the finish line.

subject
(who)

predicate
(does/is what)

TUESDAY Parts of Speech Hunt

What kind? How many?	who?	does/ is what?	in what way?	where? when?
Adjectives	Nouns	Verbs	Adverbs	Prepositions/ Prepositional Phrases
pink stinky funny	shark teacher joke	swims eats washes laughs	quickly slowly creepily noisily	on the table under the sea around the birdhouse

WED Revisit: Quickly, the tiny turtle speeds across the finish line.

FRIDAY. Write your own: The dangerous shark zooms ferociously through the reef.