

ELA Guidebooks



made by teachers
FOR TEACHERS

Back to School Professional
Learning:
ELA Guidebooks 9-12 (2020)
Mentor Sentence and Vocabulary
Activity Updates

Objectives



By the end of this webinar, you will be able to

- explain the purpose of each of the three segments of the updated mentor sentence and vocabulary activities in ELA Guidebooks; and
- implement the updated activities to strengthen students' writing skills and prepare them for postsecondary success

Overview of Updates

Mentor Sentence activities provide students the opportunity to

- analyze the structure or components to enhance understanding,
- engage in conversations to deepen their understanding, and
- apply their new learning.

Vocabulary activities provide students the opportunity to

- enhance their vocabulary,
- obtain a deeper understanding of words and word parts, and
- express their understanding of the vocabulary.

Activity 7

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We will analyze the structure of a sentence from "Metamorphosis of Las Mariposas: The Politics of Memory of the Mirabal Sisters in the Dominican Republic" to determine how understanding the sentence deepens our understanding of the text.

Teaching Notes 10 min

Have students complete this activity as a class.
Have students reread part of the text.

Inform students that they will be focusing on a sentence from the text to deepen our understanding.

Read the mentor sentence aloud.

Reread the mentor sentence, if needed.

Guide students through a discussion to break down each section of the sentence. Use a different color marker or annotation tool for each section of the sentence.

If students need support as they attend to the details of each section:

- Ask guiding questions.
 - Who is doing what in the mentor sentence?
 - What are the parts of the mentor sentence?
 - What do you notice about the punctuation?
- Model recording student-friendly interpretations as students make meaning of each part of the sentence.
- Additional diverse learner supports:
 - [English learners](#)
 - [students with cognitive disabilities](#)
 - [foundational literacy supports](#)

Directions

Materials

Reread the following section of "**Metamorphosis of Las Mariposas: The Politics of Memory of the Mirabal Sisters in the Dominican Republic.**"

Mentor sentence: "While memory can have a lasting impact on political decisions, politics often actively shape the narrative of specific events or individuals with a particular purpose in mind" (Krause 78).

In your learning log, copy the mentor sentence. Then record your notes from our conversation.

Updated Mentor Sentence Activity

Updated Mentor Sentence Activity

Activity 7



We will analyze the structure of a sentence from "Metamorphosis of Las Mariposas: The Politics of Memory of the Mirabal Sisters in the Dominican Republic" to determine how understanding the sentence deepens our understanding of the text.

Directions

Read the mentor sentence again. Then we will discuss the text features and vocabulary included in the mentor sentence.

Mentor sentence: "While memory can have a lasting impact on political decisions, politics often actively shape the narrative of specific events or individuals with a particular purpose in mind" (Krause 78).

Discussion questions:

1. What do you notice about the phrases within the sentence?
2. How does the vocabulary used contribute to the meaning of the sentence?
3. How does the structure of the sentence contribute to the meaning of the sentence?

Materials

Teaching Notes

10 min

1. What do you notice about the phrases within the sentence?

Then continue the discussion by asking the additional questions.

If students need support as they attend to the details of each section:

- Ask guiding questions.
 - What word or punctuation in the mentor sentence connects two independent clauses?
 - What phrases or clauses do you notice? What does the phrase "politics often actively shape the narrative of specific events" mean? How does the phrase connect to the rest of the mentor sentence? What is the purpose of the phrase in the mentor sentence? How does noticing the phrase help you understand the mentor sentence?
 - What does "particular" mean? How does noticing this word help you understand the mentor sentence?
 - Can we divide the mentor sentence into two or more sentences? What do we have to remove or change? How does this change the style?
 - Can we rearrange the mentor sentence? What do we have to change or add? How does rearranging the sentence change its meaning or style?
- Provide direct support or examples.
 - Create sentence frames that model the structure

Updated Mentor Sentence Activity

Activity 7

1 2 3 4 5 6 7 8 9 10 11 12 13

We will analyze the structure of a sentence from "Metamorphosis of Las Mariposas: The Politics of Memory of the Mirabal Sisters in the Dominican Republic" to determine how understanding the sentence deepens our understanding of the text.

Directions

Read the mentor sentence again. We will use a similar sentence structure to respond to a question about what we have read.

Mentor sentence: "While memory can have a lasting impact on political decisions, politics often actively shape the narrative of specific events or individuals with a particular purpose in mind" (Krause 78).

Use a structure like our mentor sentence to respond to the question below.

Question:

- Based on the texts read so far in the unit, what do you understand about the Mirabal sisters?

Materials

Teaching Notes

10 min

Have students complete this activity as a class. Direct students to reread the mentor sentence. Then have students respond to the question given using a structure like the mentor sentence.

If students need support while creating their sentence:

- Ask guiding questions.
 - Does your sentence include the same structure as the mentor sentence?
 - How can you update your sentence to match the structure of the mentor sentence?
- Provide direct support or examples.
 - Provide students with the sentence frames they developed in the previous step.
- Additional diverse learner supports:
 - [English learners](#)
 - [students with cognitive disabilities](#)
 - [foundational literacy supports](#)

Updated Vocabulary Activities

Home Grade 12 In The Time Of The Butterflies Section 1 Lesson 3 Activity 1

Activity 1

1 2 3 4 5 6 7 8 9 10 11

We will determine and explore the meaning of important words and phrases in preparation for reading Parts III and IV of "Metamorphosis of Las Mariposas: The Politics of Memory of the Mirabal Sisters in the Dominican Republic." This will help us build our reading skills.

Directions	Materials
<p>Examine the word.</p> <p>Vocabulary word: "dissident"</p> <p>What do you notice about the word?</p> <p>In your learning log, copy the word. Then use reference material, such as a dictionary or online dictionary, to identify the meaning of the word.</p>	

Teaching Notes 10 min

Have students complete this activity as a class.

Guide students to examine the word or phrase.

Have students share what they notice about the word, focusing on word parts and word relationships when appropriate.

Instruct students to record the word in their learning log and find a definition of the word.

If students need support:

- Ask guiding questions.
 - What prefixes or suffixes do you notice?
 - What do those prefixes or suffixes mean?
 - What is the root word? What does that root word mean?
- Provide direct support or examples.
- Model how to identify the prefix and suffix of the word.
- Additional diverse learner supports:
 - [English learners](#)
 - [students with cognitive disabilities](#)
 - [foundational literacy supports](#)

Updated Vocabulary Activities

Activity 1

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We will determine and explore the meaning of important words and phrases in preparation for reading Parts III and IV of "Metamorphosis of Las Mariposas: The Politics of Memory of the Mirabal Sisters in the Dominican Republic." This will help us build our reading skills.

Directions

Read the word again. Then we will discuss the meaning of this word. Record notes in your learning log as we engage in our discussion.

Vocabulary word: "dissident"

Discussion Questions:

1. Does this word have a positive or a negative connotation? How do you know?
2. What other words have a similar or opposite meaning as this word?

Materials

Teaching Notes

10 min

Have students complete this activity as a class.
Have students read the word again. Then, guide students through a discussion to better understand the word.

Begin by asking the first discussion question.

1. Does this word have a positive or a negative connotation? How do you know?

Then continue the discussion by asking the additional questions.

If students need support during the discussion:

- Ask guiding questions.
 - How can you determine the connotation of a word?
 - After reviewing the definition of the word, what other words have a similar or opposite meaning?
- Provide direct support or examples.
 - As needed, define connotation as "an idea or feeling that a word or phrase invokes in addition to the actual meaning."
- Additional diverse learner supports:
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Updated Vocabulary Activities

Activity 1

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We will determine and explore the meaning of important words and phrases in preparation for reading Parts III and IV of "Metamorphosis of Las Mariposas: The Politics of Memory of the Mirabal Sisters in the Dominican Republic." This will help us build our reading skills.

Directions

Respond to the question in your learning log. Then share your response with the class.

Question:

1. What does "dissident" mean in the sentence, "The names of the passengers were only mentioned in the second paragraph, likely in an attempt to conceal the death of the **dissidents**, or at least to avoid calling attention to them"?

Materials

Teaching Notes

10 min

Have students complete this activity as a class. Direct students to respond to the question in their learning log.

After 5 minutes, have some students share their responses with the class. Correct any misunderstandings as needed.

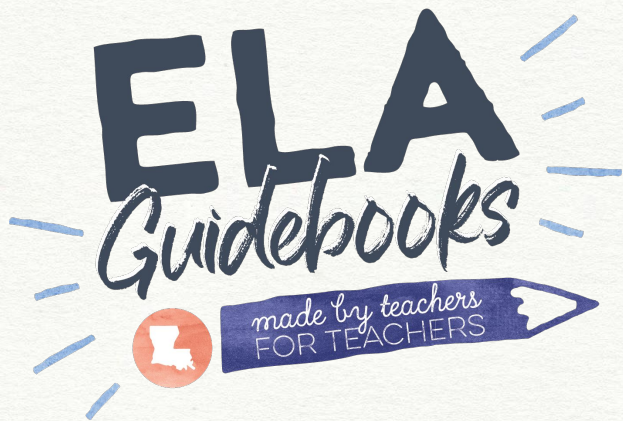
Supporting Student Success

Updated mentor sentence and vocabulary activities support students' writing success by

- providing students with opportunities to analyze the structure of complex sentences and incorporate them in their own writing,
- creating feedback opportunities to support student success in future writing, and
- supporting students in making meaning of unfamiliar words and phrases.

Next Steps

- During your unit unpacking
 - utilize data from previous section diagnostics or the previous unit's culminating task to identify appropriate supports and
 - review the updated activities and plan instruction.
- Check the [ELA Back to School Professional Learning Overview document](#) regularly to learn when new professional learning has been added.
 - Upcoming topics
 - ELA Guidebooks 3-5 (2022) Let's Set the Context
 - Accelerate ELA
 - Previous topic
 - Interactive Supports



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