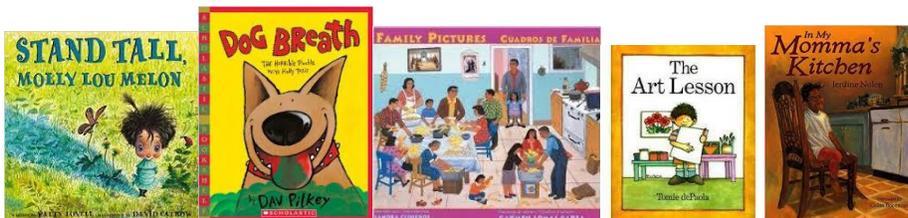


Bay City Public Schools Sample Mentor Texts to Teach K-2 Narrative Reading and Writing

“By using mentor texts, the reader can virtually position him or herself to sit beside the author and study how the text is constructed and how it communicates. It is a powerful teaching and learning strategy...”

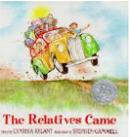
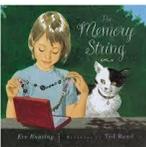
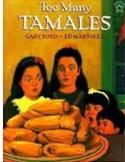
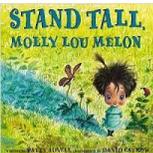
--The Writing Thief, Ruth Culhum

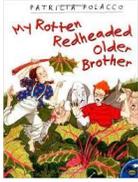
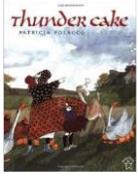
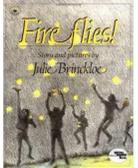
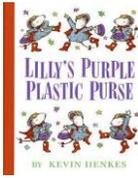
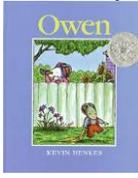
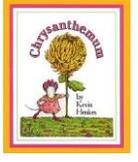


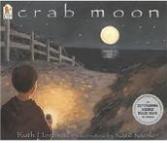
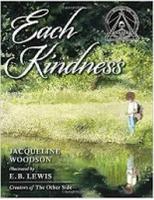
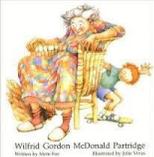
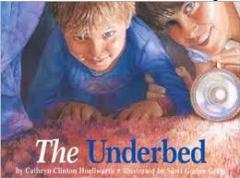
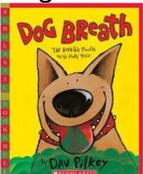
Sample Kindergarten-2nd Grade Narrative Mentor Texts

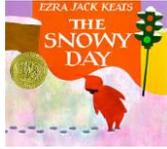
The mentor texts listed below are samples of picture books that could be used in the classroom when teaching students how to write a personal narrative.

Using a specific set of questions to analyze the craft within a mentor text can open students to new ideas to consider in their own writing. The questions/prompts listed on the following page assists students with comprehension, analyzing and evaluating narrative pieces as well as developing narrative writing skills.

Narrative Texts	Additional Information
<p><i>All the Places to Love</i> by Patricia Maclachlan</p> 	<p>Within the sanctuary of a loving family, baby Eli is born and, as he grows, "learns to cherish the people and places around him, eventually passing on what he has discovered to his new baby sister, Sylvie: 'All the places to love are here . . . no matter where you may live.'</p>
<p><i>The Relatives Came</i> by Cynthia Rylant</p> 	<p>In a rainbow-colored station wagon that smelled like a real car, the relatives came. When they arrived, they hugged and hugged from the kitchen to the front room. All summer they tended the garden and ate up all the strawberries and melons. They plucked banjos and strummed guitars. When they finally had to leave, they were sad, but not for long. They all knew they would be together next summer.</p>
<p><i>The Memory String</i> By Eve Bunting</p> 	<p>Each button on Laura's memory string represents a piece of her family history. The buttons Laura cherishes the most belonged to her mother. When the string breaks, Laura's new stepmother, Jane, is there to comfort Laura and search for a missing button, just as Laura's mother would have done. But it's not the same—Jane isn't Mom.</p>
<p><i>Too Many Tamales</i> by Gary Soto</p> 	<p>Christmas Eve started out so perfectly for Maria. Snow had fallen and the streets glittered. Maria's favorite cousins were coming over and she got to help make the tamales for Christmas dinner. It was almost too good to be true when her mother left the kitchen for a moment and Maria got to try on her beautiful diamond ring . . .</p>
<p><i>In My Momma's Kitchen</i> by Jerdine Nolen</p> 	<p>From Talking Pots Day, when the aunts all gather to make the biggest pot of soup in town, to serenades and stories late at night, when the rest of the world is asleep, "seems like everything good that happens in my house happens in my momma's kitchen." In <i>My Momma's Kitchen</i> tells the story of a year's events in everybody's favorite room.</p>
<p><i>Stand Tall Molly Lou Melon</i> by Patty Lovell</p> 	<p>Be yourself like Molly Lou Melon no matter what a bully may do. Molly Lou Melon is short and clumsy, has buck teeth, and has a voice that sounds like a bullfrog being squeezed by a boa constrictor. She doesn't mind. Her grandmother has always told her to walk proud, smile big, and sing loud, and she takes that advice to heart.</p>

Narrative Texts	Additional Information
<p><i>My Rotten Redheaded Older Brother</i> by Patricia Polacco</p> 	<p>After losing running, climbing, throwing, and burping competitions to her obnoxious older brother, a young girl makes a wish on a falling star.</p>
<p><i>Thundercake</i> by Patricia Polacco</p> 	<p>A loud clap of thunder booms, and rattles the windows of Grandma's old farmhouse. "This is Thunder Cake baking weather," calls Grandma, as she and her granddaughter hurry to gather the ingredients around the farm. A real Thunder Cake must reach the oven before the storm arrives. But the list of ingredients is long and not easy to find . . . and the storm is coming closer all the time!</p>
<p><i>Fireflies!</i></p> 	<p>A young boy is proud of having caught a jar full of fireflies, which seems to him like owning a piece of moonlight, but as the light begins to dim he realizes he must set the insects free or they will die.</p>
<p><i>Lilly's Purple Plastic Purse</i> by Kevin Henkes</p> 	<p>Lilly loves everything about school, especially her cool teacher, Mr. Slinger. But when Lilly brings her purple plastic purse and its treasures to school and can't wait until sharing time, Mr. Slinger confiscates her prized possessions. Lilly's fury leads to revenge and then to remorse and she sets out to make amends.</p>
<p><i>Owen</i> by Kevin Henkes</p> 	<p>Owen had a fuzzy yellow blanket. "Fuzzy goes where I go," said Owen. But Mrs. Tweezers disagreed. She thought Owen was too old for a blanket. Owen disagreed. No matter what Mrs. Tweezers came up with, Blanket Fairies or vinegar, Owen had the answer. But when school started, Owen's mother knew just what to do, and everyone -- Owen, Fuzzy, and even Mrs. Tweezers -- was happy.</p>
<p><i>Chrysanthemum</i> by Kevin Henkes</p> 	<p><i>Chrysanthemum</i> is a funny and honest school story about teasing, self-esteem, and acceptance to share all year round.</p> <p>Chrysanthemum thinks her name is absolutely perfect—until her first day of school. "You're named after a flower!" teases Victoria. "Let's smell her," says Jo. Chrysanthemum wilts. What will it take to make her blossom again?</p>

Narrative Texts	Additional Information
<p><i>Crab Moon</i> by Ruth Horowitz</p> 	<p>One June night, under the full moon, Daniel's mother wakes him up to see the extraordinary sight of horseshoe crabs spawning on the beach, just as they have every spring for an awesome 350 million years. But when Daniel returns in the morning, he finds only one lonely crab, marooned upside down in the sand. Can he possibly save it? Like a perfect day at the beach, CRAB MOON leaves an indelible memory of a special adventure between parent and child, and a quiet message about doing our part to preserve even earth's oldest creatures.</p>
<p><i>Each Kindness</i> by Jacqueline Woodson</p> 	<p>Chloe and her friends won't play with the new girl, Maya. Every time Maya tries to join Chloe and her friends, they reject her. Eventually Maya stops coming to school. When Chloe's teacher gives a lesson about how even small acts of kindness can change the world, Chloe is stung by the lost opportunity for friendship, and thinks about how much better it could have been if she'd shown a little kindness toward Maya.</p>
<p><i>Shoes From Grandpa</i> by Mem Fox</p> 	<p>"Jessie, an active girl of nine or so, is growing out of her clothes, and all of the members of her large and loving family get carried away in their eagerness to provide her with a new wardrobe. . . . In story hour, or reading on their own, youngsters will enjoy seeing Jessie's free spirit gently triumph over her family's overly enthusiastic good intentions."</p>
<p><i>Wilfrid Gordon McDonald Partridge</i> by Mem Fox</p> 	<p>Wilfrid Gordon McDonald Partridge, a rather small boy, lives next door to a nursing home in which resides Miss Nancy Alison Delacourt Cooper, his favorite friend, because she has four names as well. When Miss Nancy "loses" her memory, the intrepid Wilfrid sets out to find it for her.</p>
<p><i>Family Pictures</i> by Carmen Lomas Garza</p> 	<p>Family Pictures is the story of Carmen Lomas Garza's girlhood: celebrating birthdays, making tamales, finding a hammerhead shark on the beach, picking cactus, going to a fair in Mexico, and confiding to her sister her dreams of becoming an artist. These day-to-day experiences are told through fourteen vignettes of art and a descriptive narrative.</p>
<p><i>The Underbed</i> by Cathryn C Hoellwarth</p> 	<p>Tucker can't sleep. He is sure there is something hiding under the bed. I have heard of Underbeds, his mother says. Yours sounds like the one that lived under my bed when I was little.</p>
<p><i>Dog Breath</i> by Dave Pilkey</p> 	<p>"Hally Tosis was a very good dog, but she had a big problem." Hold your nose! Because here comes the dog with the worst breath in the world!</p>

Narrative Texts	Additional Information
<p><i>The Snowy Day</i> by Ezra Jack Keats</p> 	<p>No book has captured the magic and sense of possibility of the first snowfall better than <i>The Snowy Day</i>. Universal in its appeal, the story has become a favorite of millions, as it reveals a child's wonder at a new world, and the hope of capturing and keeping that wonder forever. The adventures of a little boy in the city on a very snowy day.</p>
<p>Websites with Reviews</p> <ul style="list-style-type: none"> ● http://writingfix.com/index.htm ● https://nerdybookclub.wordpress.com/ ● 	<p>The links to the left provide teachers with other resources that can be mentors for narrative writing.</p>

Sample K-2nd Narrative Mentor Text Questions

Check grade level reading/writing standards when choosing which questions/prompts to address. Create additional prompts/questions based on the standards for your grade level.

To answer the questions or address the prompts, students should use evidence from the text to support their answers. This can be done by drawing, writing, or orally responding.

Author/Illustrator

- Who are the characters or people in the piece? How does the illustrator show this?
- How does the author help us get to know the characters?
- What might the author had to have known to write this book?

Setting/Tone

- Where does this story take place? Is there more than one place?
- What is the place like?
- When and where did this story take place? How do you know?
- Could there be a place like this? What evidence/proof/background knowledge do you have?
- Which part of the story best describes the setting?

Characters

- Who are the main characters in the story?
- Do you like or dislike them? Why? (Have they done something to make you feel this way?)
- Do any of the characters change in the story? How? Support with evidence from text.
- Does a character do things that are good/bad? What? Support with evidence from text.
- Choose a character. Why is the character important to the story? Use the text to support answer.

Plot/Problem/Solution

- What would you have done differently if you had been one of the characters?
- Can you think of another way that something in the story might have happened?
- What might have happened if a certain action had not taken place?
- What are the main things that have happened in the story? How does the illustrator show this? How does the author show this?
- How does the author feel about what happened? How can you tell? Is there a challenge/goal/problem? Is there more than one problem?
- What do the characters/people do to solve the challenge/goal/problem?
- How do you know that the problem was solved in this way?
- How did the author close the piece?

Theme/Tone

- Is there a message/lesson the author is trying to teach in this story? What is it? Use evidence from text to describe it.
- Why did the author write this book? Use evidence from the text.
- Does the book make you feel a certain way? Are there words that the author uses that make you feel that way?
- Is there a part of the story that describes the atmosphere? How does the writer do that? (words)

Resource questions were adapted from:

Boyles, N. (2004). Constructing meaning: Through kid friendly comprehension strategy instruction. Gainesville, FL: Maupin House.

Owocki, G. (2013). The Common Core writing book, K-5: Lessons for a range of tasks, purposes, and audiences. Portsmouth, NH: Heinemann