**3–5 Planning Guide**

***Your Name Is a Song /* *Grade 3***

*Estimated pacing: 1 week*

*For more information, see the* [*Text Analysis Toolkit*](https://achievethecore.org/page/3369/text-analysis-toolkit) *resource page.*

| This resource is… | This resource is not… |
| --- | --- |
| * Guidance for **multiple reads** of a grade-level anchor text (in this case read-aloud). * A place to highlight some **key aspects** of **culturally relevant pedagogy** (e.g., exploring self/others, connecting to community, thinking critically about the world) *and* **standards-aligned work** (e.g., sequenced text-dependent questions and tasks, attention to academic vocabulary/language, building knowledge). | * **A scripted lesson plan**.This resource includes key instructional elements, but leaves you with room to customize. * **Everything** **you/students will need**. For example, there is a sample graphic organizer included, but you will likely want to modify and/or create additional resources, tasks, or scaffolds with your specific students in mind. * All the ways you could use this text to **connect with the lives and identities** of your students, school, and community. |

This resource contains blank templates to create guidance for:

| **Connecting to Text Analysis** | Important things to note about the complexity of, and opportunities/cautions with, this anchor text |
| --- | --- |
| **The Big Ideas** | Text-based big ideas to guide planning/instruction |
| **Culminating Tasks** | Three culminating task opportunities for students to demonstrate understanding of the text/topic in varied formats |
| **Vocabulary** | Suggested words to spend more and less time on, cognates |
| **Juicy Sentence Protocols** | Rich sentence from the text to deconstruct and reconstruct with students |
| **Essential Questions** | Guiding questions to tie together experiences |
| **Multiple-Reads Guidance** | Questions and tasks for four reads of this text, including pre-reading activities |
| **Reading-Writing Connections** | Opportunities for students to apply their learning by engaging in a text-inspired writing project |
| **Text Set Resources** | A set of topically-connected text and multimedia resources to build related knowledge of this topic in whole-group, small-group, partner, or independent settings |
| **Additional Student Supports** | Sample ways to support all students with this text and content |
| **Standards Addressed** | College- and career-ready standards and Social Justice standards |

| **Connecting to Text Analysis** | |
| --- | --- |
| **Text:** *Your Name is a Song* by Jamilah Thompkins-Bigelow | |
| **Considerations for complexity and cultural relevance:** [*link to analysis*](https://docs.google.com/document/d/1o2zf8QKNY54sR0yFRzt5rK2ILOcAArkQ/edit?usp=sharing&ouid=102934126046391780399&rtpof=true&sd=true) | |

| **The Big Ideas** | |
| --- | --- |
| **What is worthy of understanding in this text?**   * In this text, a little girl is upset after the first day of school because her teacher and classmates mispronounced her name. Her mother teaches her that all names are songs, comparing multiple names (including many examples of Arabic names, as well as some more likely to be African American names) to music, fire, rain and more. This text has strong themes of inclusion, empowerment, and pride in one's background and culture, as well as examples of the impact of “othering” by classmates and teachers. | |
| **What knowledge do students need in order to get to those understandings?**   * Understanding names as carrying identity and meaning * Researching the meaning of their own names * Understanding of figurative language | |



**STOP & THINK: MYSELF**

*[Modify this section to include learnings from your own research/reflection.]*

**What knowledge do I need to engage students with this text in an inclusive way? Is this a topic/idea that is familiar to me, or one I need to learn more about?**

* This topic is familiar to me. I will want to learn more about my students and their name stories (which we can do together as part of this work). See this resource: <https://www.pbssocal.org/education/at-home-learning/honor-students-heritage-pronouncing-names-correctly/>
  + These resources helped build my background knowledge on the history of Black/African-American names:
    - <https://theconversation.com/a-brief-history-of-black-names-from-perlie-to-latasha-130102>
    - <https://www.familyeducation.com/life/african-names/finding-our-history-african-american-names>

**What terms, names, events, or places do I need to research to pronounce accurately?**

* I’ll need to practice all names before reading (and will read aloud for the first read in order to ensure proper pronunciation). The author has a resource for this: <https://www.youtube.com/watch?v=ZmXqJGherE8>



**STOP & THINK: YOUR STUDENTS**

*[Modify this section to include considerations based on the students in your room.]*

**What opportunities for connection and community does this text offer?**

* This text offers an opportunity to be very thoughtful of one another’s names. We can ensure that each child is supported through correct pronunciation and learning about one another’s names.

**What potential harm to students could I cause that I need to be careful of?**

* It is possible that students who are living with other family members (rather than parents who selected their names) will feel left out of the story line/subsequent tasks. I also have one child in foster care to consider here. I will need to be very thoughtful about how I set up the related tasks to keep this in mind.
* Also possible that students may have negative experiences of othering related to their own names. I will need to create space for this during class discussion.

| **Culminating Tasks**  (*How and in what format will students share their cumulative learning?)* | |
| --- | --- |
| * Language Charts: Students will create a chart featuring figurative language from the text. (Note: this is a part of the work on day 3.) * Name poems or stories (options include fiction, poem, “all about”). | |

| **Vocabulary**  (*Learn more about Selecting and Using Academic Vocabulary in Instruction, including supports for English learners* [*here*](https://achievethecore.org/content/upload/Selecting%20and%20Using%20Academic%20Vocabulary%20in%20Instruction.pdf)*.*) | |
| --- | --- |
| **These words merit less time and attention.** [They are concrete and easy to explain, or describe events/processes/ideas/concepts/experiences that are likely to be familiar to your students.] | **These words merit more time and attention.** [They are abstract, have multiple meanings, and/or are part of a large family of words with related meanings. These words are likely to describe events, ideas, processes, or experiences that most of your students will be unfamiliar with.] |
| * Melody, jig, streetcar, trembled, hollered | * Phrases: “twinkle in the stars,” “glimmer in minds” * “Your name is a song” and related phrases re: figurative language (“pokes me in the stomach,” “pretended to choke on my name,” “fights a battle in your mouth,” “lunges like a dragon”) |

| **Juicy Sentence Protocols[[1]](#footnote-0)**  *(Learn more about Juicy Sentences* [*here*](https://achievethecore.org/page/3160/juicy-sentence-guidance)*.)* | |
| --- | --- |
| "They make a way out of no way, make names out of no names-pull them up from the sky."  **Chunks to discuss with students [marked in brackets]:**  “[The make a way out of no way,] [make names out of no names-] [pull them up from the sky] | |

| **Essential Questions**  (*What are the most important ideas students should understand from this set of lessons?)* | |
| --- | --- |
| * How do Kora-Jalimuso’s experiences impact her understanding about the power of names? * Why is your name important to who you are? What meaning do names carry? | |

| **Opportunities to Integrate Supports for Multilingual Learners** |
| --- |
| Throughout this series of lessons, there are many opportunities for multilingual learners to read, speak, and write using their full language resources, inclusive of home language(s) and dialect. [Translanguaging](https://wida.wisc.edu/sites/default/files/resource/Focus-Bulletin-Translanguaging.pdf) can happen at any time when driven by the child, but there are [moves teachers can make](https://www.elsuccessforum.org/resources/ela-translanguaging-strategies) to support this as well. Within this lesson, consider the ways in which you can integrate the following:  Opportunities for students to write in their language of choice  Opportunities for home language partnerships for conversation and discussion  Opportunities for students to read supporting texts in languages other than English  Opportunities for home language partnerships for group work or collaboration |

| **Multiple-Reads Guidance**  (*Use your discretion to determine how each read will translate into days of instruction.*) | | |
| --- | --- | --- |
|  | **Pre-Reading Activities** | **Focus:** N/A (no pre-reading for this resource) |
|  | **First Read** | **Focus:** Understanding big ideas and flow of the text itself.  *Recommend minimal interruptions, only as needed to preserve meaning.* |
|  | **Second Read** | **Focus:** Reading fluency, parenthetical guidelines for multisyllabic words/names |
|  | **Third Read** | **Focus:** Figurative language: reading for comparisons. |
|  | **Fourth Read** | **Focus:** Comparing Momma and Kora-Jalimuso: how does the author show feelings through words that describe the body? |
|  | **Throughout** | **Focus:** Build and connect to knowledge about this topic through use of topically-connected [text set resources.](https://achievethecore.org/content/upload/Text%20Set%20Guidance.pdf)   * The meaning of names (Glossary of Names) * History of name changing. |



**STOP & THINK: YOUR STUDENTS**

*[Modify this section to include considerations based on the students in your room.]*

| **First Read** | |
| --- | --- |
| **Focus:** Understanding big ideas and flow of the text itself.  *Recommend minimal interruptions, only as needed to preserve meaning.*  **Questions, Activities, and Tasks:** The first read with this text will be a read aloud, in order to ensure an emphasis on correct pronunciation of included names.   * You may want to address name pronunciation before reading. Another option is to allow time for students to echo read the names and associated sentences, such as: *“Olumide is a melody, girl! And so is Kotone.” Repeat those names with me: Olumide. Kotone.* * While reading, quickly define vocab words above. * After Reading, ask: *Why did the author, Jamilah Thompkins-Bigelow, make us wait till the end to learn the girl’s name? Why not share at the start of the book?*   *How did Kora-Jalimuso feel at the start of this text, and how did she feel at the end?*   * **Turn and Talk:** *Why did her feelings change?* * **Discuss:** (questions modified from [this resource](https://www.learningforjustice.org/magazine/whats-in-a-name#:~:text=The%20following%20recommendations%20may%20help,I%20introduce%20myself%20to%20others.%E2%80%9D)):   Have you ever heard someone get teased because of their name?  What could you and your friends say or do if you witness someone being teased because of their name?  What can you do if a classmate has a name that is difficult for you to pronounce?   * **Closing/Quick Write:** *How do you feel about your name, and why?* * Send home “[The Story of My Name](#299n1e73v8l6)” supporting task today. *Send home translated versions to students based on their home language.* | |
| **Second Read** | |
| **Focus**: Reading fluency, parenthetical guidelines for multisyllabic words/names  **Questions, Activities, and Tasks:**   * Review pronunciation guide parentheticals for multisyllabic words (using the text or other resources). Demonstrate how the parenthetical pronunciation guidance supports you as you read the word/name. * Have students re-read the full text aloud with a partner, practicing reading fluency and re-reading as needed. Encourage them to use the [author pronunciation video](https://www.youtube.com/watch?v=ZmXqJGherE8) as needed, and refer to the name glossary as they read. * Have students read/re-read, encouraging prosody and expression. * Option for extension: have partners take turns playing the roles of Momma or Kora-Jalimuso as they read the dialogue. * Option for support: for readers who experience challenges with reading fluency, read the text chorally or by echo reading with the teacher/teaching assistant/volunteer * Look together at the glossary. **Turn and Talk:** * *What did you learn from the glossary?* * *Why did the author include the parentheticals, glossary, and pronunciation video in this text? How does this connect to what happened in the story?*   **Identity Connection:** Watch [this video](https://www.youtube.com/watch?v=AqyR9Ke8Ebg). Write your own glossary entry and/or pronunciation video entry. Make a class name glossary or video to share or display. | |
| **Third Read** | |
| **Focus:** Figurative language: reading for comparisons.    **Questions, Activities, and Tasks:**   * Reread the story from the beginning. * Pause after reading the pages that say “Olumide is a melody” “Thandolwethu stretches out like a love song.” Ask:   + *What is the author doing in these lines? What does it mean that a name “is a melody”?* * Briefly introduce figurative language, without naming specific types. Explain that the purpose of this language is to make comparisons that give the reader more meaning, create pictures in their mind, or make them feel. * Have students continue re-reading in partnerships, charting any examples of similes, metaphors, or other uses of figurative language when it comes to names. See [sample chart](#in6td9o875d6) for an example. Invite students to look closely at the images as they relate to the words, in order to think about why the author chose the descriptive words selected. Look for the following examples:   + *Your name is a song; Olumide is a melody. Thandolwethu stretches out like a love song. Names come from your heart. Some names have fire. Kwaku storms in. Fire dances in Sagnika. Xiomara fights a battle in your mouth. Ju-long lunges like a dragon. Make names out of no names- pull them from the sky. They sit on clouds with Jalonte. Laquan and Lamika are the twinkle in the stars, the glimmer in minds that think and tinker. Are these names new songs?* * **Group Discussion:** Project or look at the page showing the clouds and sky. Post the “[juicy sentence](https://achievethecore.org/page/3160/juicy-sentence-guidance)”: "They make a way out of no way, make names out of no names-pull them up from the sky." * **Ask:** *What does this mean? What is the author trying to convey by the figurative language here?* * After discussion, engage in some of the juicy sentence language routines. | |
| **Fourth Read** | |
| **Focus:** Comparing Momma and Kora-Jalimuso: how does the author show feelings through words that describe the body?  **Questions, Activities, and Tasks:**   * Project the text or copy the following pages so all students can see:   + Pg 3, first page w/print   + Pg 6 (“A street musician swayed…”)   + Pg 9, (“Yes, girl!”) * Tell the class that today we are going to reread to see how the author shows the character's feelings. Re-read the first six pages, pausing on the pages noted above. Ask:   + *Pg 3: What is Kora-Jalimuso doing with her body here? Why? What is the author showing about her feelings?* Note: page 4 is also an opportunity to explain the use of “drill team”-- have students’ share their experience if there is this knowledge in the classroom.   + *Pg 6: Momma is moving on this page. How did the author describe Momma’s movement? Why is Momma moving so differently from the girl?*   + *Pg 9: How is Kora-Jalimuso moving now? Why? How is she feeling?* * Have students continue to re-read the text with a partner. Tell them to track Momma and Kora-Jalimuso’s movements as they read, noting how their movements show their feelings. (Possible scaffold: give students a chart like the one below to track their work)  | **Character** | **Movements** | **Feelings** | | --- | --- | --- | | Kora-Jalimuso | Stomped | angry | | Momma | swayed | Peaceful, musical | | Kora-Jalimuso | Did a jig | happy | |  |  |  | |  |  |  | |  |  |  |   *While students are working, see if anyone found additional character actions, such as the girls who “pretended to choke on my name”. Emphasize these in the debrief.*   * **Debrief:** Have partners share movements and feelings, focusing on how they knew the author’s intent in conveying the emotion through what the character was doing. * Ask:   + *How and why did the girl’s feelings change throughout the book? How did the author show us her feelings changed?* * **Turn & Talk**: *The author uses figurative language throughout the text, even in the title. Why does Momma compare a name to a song throughout this text?* (Listen for pride, beauty, connection to feeling good while dancing or hearing music.) * **Literary Terms:** Define the terms **simile, metaphor,** and **personification.** Invite students to label sentences from today and yesterday using these terms where appropriate, noting that some examples are not applicable and are simply descriptive.   **Quick Write/Exit Slip:** Choose one part of the book where the girl felt a strong emotion. Explain the emotion, why she felt that way, and how you know.  [Scaffold/supported task](#41n9vss43txh) *(This modification can be used for multilingual students who benefit from language scaffolds or for students who are working on sentence construction. Also consider home language partnerships and/or allowing students to write/discuss in home language as a support with this task.*) | |

| **Knowledge-Building Connections**  (*Use your discretion to determine how these tasks will translate into days of instruction.*) | | |
| --- | --- | --- |
| **Purpose: Why will students engage in these tasks?** The tasks below allow for reading/writing connections, student choice, and expression. They provide an opportunity to build on the theme present in the book, to build classroom community, and to express identity. | | |
| Throughout this series of lessons, students should share their “The Story of My Name” task (either daily in morning meetings, or at a set time) as long as they are comfortable. Consider allowing them to choose between sharing full-group and with a partner or small group of choice. Also share the [Text Set Resources](#2ujv7stgvojm) so students build their understanding of how names carry different meanings, and how names have been changed (or reclaimed) over time.  Spend extra time discussing the page in the book where names are written on clouds and the language: “Made-up names come from dreamers. Their real names were stolen long ago so they dream up new ones. They make a way out of no way, make names out of no names– pull them from the sky!” The “Changing Names” resource below can support additional knowledge-building here.  Tell the class they will each get to choose a writing task about their own names. Like the girl was able to sing her names, and others, like songs, students can choose from the following:   * Name Poem ([see template below](#sl5qol813ij4)), [supporting resources here](https://www.easterniowaartsacademy.org/virtual-classroom/creative-writing-name-poem). * Fiction Story: Create a made-up story about how your name came to be. (For students who have studied myths and legends, they can model their stories after this genre. This is a chance for students to be creative.) * All About My Name: Students can create a short infosheet or nameplate about their name, including its meaning, where it came from, any “fun facts” or “nicknames.” Consider creating a template as a support for this task. | | |



**STOP & THINK: YOUR STUDENTS**

*[Modify this section to include considerations based on the students in your room.]*

**What additional or modified texts/resources could allow students to:**

* Connect this content to their existing funds of knowledge and many identities?
* Engage in social justice work that is relevant to their experiences and school community?
* See additional perspectives related to this topic?

| **Text Set Resources**  (*These resources can be used throughout work with this text in whole-group, small-group, partners, and/or independent reading/viewing.*) | |
| --- | --- |
| **Text or Resource** | **Description of connection** |
| [My Name, My Identity](https://www.youtube.com/watch?v=Dsnaytwk2ug) | A video of children sharing their names and their stories. |
| [What’s in a Name?](https://www.youtube.com/watch?v=S6MHK1JEbH4) | Ted Talk from a teenager sharing her name story, including how her name shaped her, negative interactions she had growing up, and how to create accepting classroom environments. |
| [Nine Ways to Name Your Child](https://www.bbc.com/news/world-africa-37912748) | This BBC news article shares different naming traditions from several African countries. |
| [African American Baby Names](https://www.schoolmykids.com/parenting/baby-names/african-american-baby-names-with-meaning) | This website includes many names, including pronunciation and meaning. |
| [Changing Names](https://www.facinghistory.org/reconstruction-era/changing-names) | This resource gives firsthand accounts from formerly enslaved people about how they wound up with their names after obtaining freedom. The resource shows the connection between last names and enslavers (here termed masters), as well as some examples of “picking” a name. |
| There are many additional resources [available here](https://www.sccoe.org/sclis/mnmi/Pages/default.aspx) if more are needed. | |

| **Additional Student Supports**  (*Note: the supports listed below are samples.*) | |
| --- | --- |
| *[Adjust or add to the sample list below to work for your students.]*   * Project the text so students can read and re-read along with the teacher. Where possible, make copies of the key illustrations featured in re-reads so students can have their own copy. * Allow for student discussion before any writing and make use of sentence starters as needed for students to capture their ideas. * Provide a student interview form (translated as needed) for the pre-reading interview. * Consider support for [translanguaging](https://assets-global.website-files.com/5b43fc97fcf4773f14ee92f3/5cca8e1dbfa8f118e41c578a_Translanguaging%20Strategies%20ELA.pdf) for students throughout. | |

| **Standards Addressed** | |
| --- | --- |
| **Common Core State Standards:**   * [CCSS.ELA-LITERACY.RL.3.1](http://www.corestandards.org/ELA-Literacy/RL/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. * [CCSS.ELA-LITERACY.RL.3.2](http://www.corestandards.org/ELA-Literacy/RL/3/2/) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. * [CCSS.ELA-LITERACY.RL.3.3](http://www.corestandards.org/ELA-Literacy/RL/3/3/) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events * [CCSS.ELA-LITERACY.RL.3.4](http://www.corestandards.org/ELA-Literacy/RL/3/4/) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. * [CCSS.ELA-LITERACY.RL.3.7](http://www.corestandards.org/ELA-Literacy/RL/3/7/) Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) * [CCSS.ELA-LITERACY.W.3.8](http://www.corestandards.org/ELA-Literacy/W/3/8/) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. * [CCSS.ELA-LITERACY.SL.3.1](http://www.corestandards.org/ELA-Literacy/SL/3/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. * [CCSS.ELA-LITERACY.SL.3.5](http://www.corestandards.org/ELA-Literacy/SL/3/5/) Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. * [CCSS.ELA-LITERACY.L.3.5](http://www.corestandards.org/ELA-Literacy/L/3/5/) Demonstrate understanding of figurative language, word relationships and nuances in word meanings. | |
| **Learning for Justice** [**Social Justice Standards**](https://www.learningforjustice.org/sites/default/files/2020-09/TT-Social-Justice-Standards-Anti-bias-framework-2020.pdf)**:**   * ID.3-5.1 I know and like who I am and can talk about my family and myself and describe our various group identities. * ID.3-5.4 I can feel good about my identity without making someone else feel badly about who they are. | |

**The Story of My Name**

Choose either Task 1 or Task 2.

**Task 1: Name Interview**

*If the person who named you is home with you or can be talked to, ask the following questions as an interview, taking notes in complete sentences.*

Who named me, and why?

How did you choose my name?

Does my name have any literal meaning? If so, what does it mean? In what language(s)?

Does my name have any additional meaning, such as a connection to people or life experiences?

Do you ever call me by a nickname? If so, why? What does it mean or why do you use it?

What do you like best about my name?

**Task 2: Name Story**

*Write your own answers to the following questions, in complete sentences.*

What do you like best about your name? When you hear your name, what do you think about?

Do you have a nickname? If so, what is it and who uses it? If not, would you want one? Why or why not?

What does your name mean? (This could be what it literally means, or what it means **to you**).

Draw your name. You can draw images that come to mind, block letters, or any variation.

Sample chart for figurative language

| Language from the text | What is the author doing? | Why? What is the purpose? How does it impact you as a reader? |
| --- | --- | --- |
| **SAMPLE** Thandolwethu stretches out like a love song | Comparing the name to a long love song. | So that you will think of the name as long, lovely, something that sounds good. |
|  |  |  |
|  |  |  |

Sample chart with scaffolds

| Examples from the text where the author is **comparing** a name to something else | Examples from the text where the author is making the reader **feel an emotion** or **see an image.** |
| --- | --- |
| Olumide is a melody |  |
| Thandolwethu stretches out like a love song |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| **Underline one example** and share **why** the author might have used that language. | |
| To compare the name to a song |  |

Figurative Language Exit Slip

Author’s words:

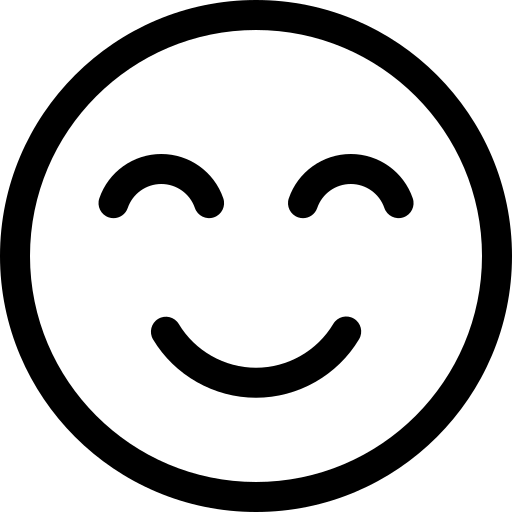
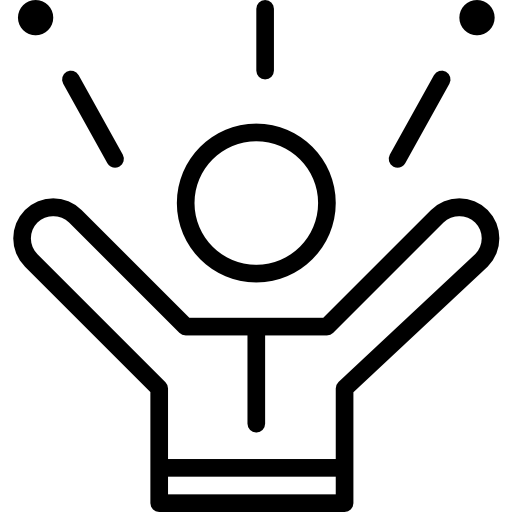
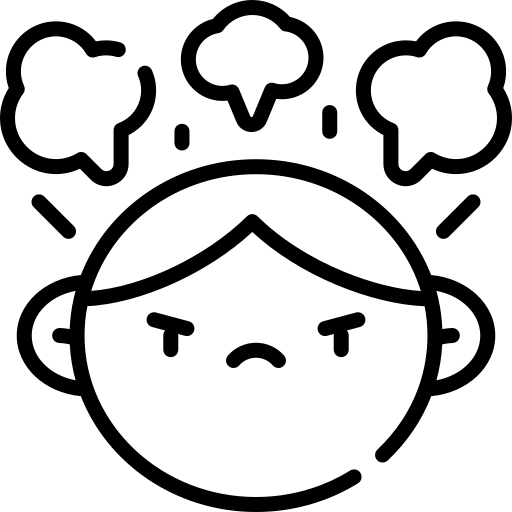
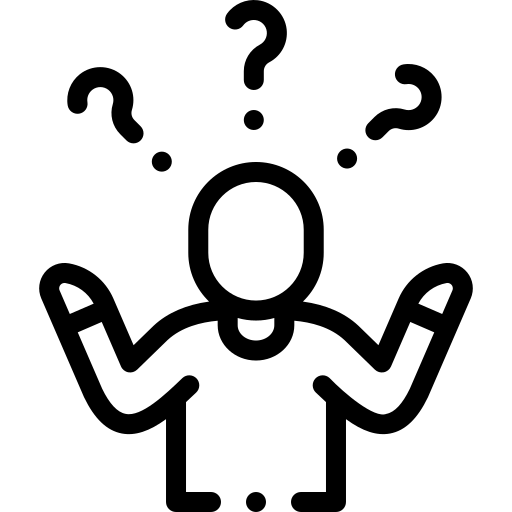
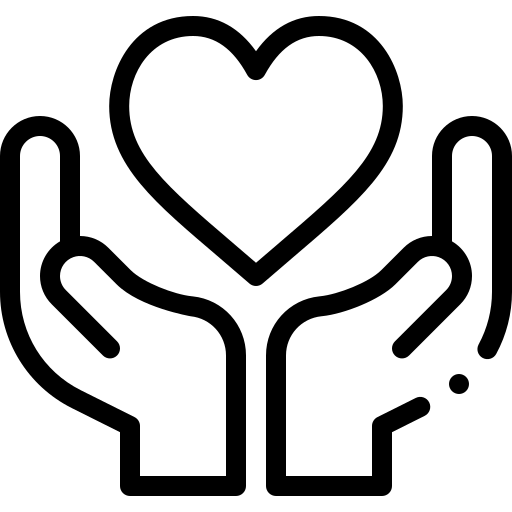
Feelings the words create:

What was the author trying to do?

Literary term to describe the author’s words?

\_\_ simile \_\_ metaphor \_\_ personification \_\_NA

**Word bank:**

**    **

happy excited angry confused loving

**Name Poem**

Complete each line, then re-write the poem *without the prompts*.

Write your name 3 times \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write your name’s meaning (literal meaning or what it means to you:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write 3 words that describe you:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write your name 3 times \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write your family connections, using “sister of…..” “daughter of……” “cousin of……..”

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Write 3 sentences to complete the prompts:

I love \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I believe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I wish: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write your name 3 times \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The juicy sentence is a strategy developed by Dr. Lily Wong Fillmore, specifically to address the needs of ELLs and accessing complex text, and it is a tool that is useful for helping all students learn to deconstruct and reconstruct sentences, and to understand how different language features contribute to meaning. [↑](#footnote-ref-0)