



Coffee Chat

with the Diverse Learners Cooperative

Juicy Sentences,

A Comprehension Strategy

- Friday, October 23rd
- 8:30 - 8:45am CST



Diverse Learners COOPERATIVE



The Diverse Learners Cooperative connects teachers and leaders with professional **learning, resources,** and **networks** to improve outcomes for diverse learners + increase teacher and leader retention

Today's Mission


To unpack the comprehension strategy of **juicy sentences** and look at ways to incorporate this strategy into routine instruction.


AGENDA:

1. What's a Juicy Sentence?
2. Structure of the Strategy
3. Examples
4. Q + A




Juicy Sentences?

 Strategy developed by Lily Wong Fillmore to help students address and access complex text.

 A semi-organic conversation about the structure of 1-2 complex sentences, taken from a text that students are currently working through.

 An especially effective strategy for engaging LTELs in complex work.

 Moves students towards the habit of being *attentive to language*.



Structure of the Strategy

1. **Daily** choose a complex, passage from a text to read aloud to students.
2. Break the sentence into manageable chunks that will facilitate discussion.
3. Lead students in conversations with pre-planned conversation starters.
4. Write down ideas from students about the meaning of each section.
5. Discuss the parts of the sentence, and how it creates the whole meaning when altogether.
6. Have students write the meaning of the text in their own words.

“Since most owls feed upon a variety of animals, owl abundance is not limited by the rise and fall in numbers of any one prey species.”

Chunk of Text	Summary in My Own Words
Since most owls feed upon	Because most owls eat
a variety of animals,	
owl abundance	
is not limited by	
the rise and fall in numbers	
of any one prey species.	

Staehr Fenner & Snyder, 2017, p. 132; adapted from Wong Fillmore & Fillmore, 2012 and California Department of Education, 2014
Text Source: Government of Alberta, 2009

www.GetSupportEd.net

3



Hits all Domains

LISTENING	✓	<ul style="list-style-type: none">– Processing other students' responses– Hearing the teacher read the sentence chunks
SPEAKING	✓	<ul style="list-style-type: none">– Discussing meaning of sentence chunks– Verbally sharing ideas whole group and with a partner
READING	✓	<ul style="list-style-type: none">– Independent, with a partner, and whole group reading– Reading other students' suggested answers
WRITING	✓	<ul style="list-style-type: none">– Summarizing the meaning of the sentence in writing– Annotating the sentence during instruction



Let's See It!



Juicy Sentence



To thank **our friends** for helping us **to survive** the first few years, we had a **feast**.



Juicy Sentence

To thank

our friends

for helping

us

to survive

the first few years,

we had

a feast.

Who had a feast?	
Why?	
When?	

Juicy Sentence

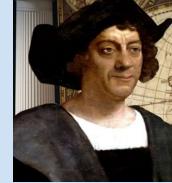
Many Italian Americans

and Hispanic Americans

are proud



of Columbus



and celebrate him

every year



with parades and statues.



Written Answers

What does the author think about Columbus?	
Who celebrates Columbus Day every year?	
How do they celebrate?	

When?

- When possible, structure ELD instruction around Juicy Sentence work
- Intervention groups
- Routine within the context of a 3Ls lesson
- In between *text* and *task*
- Choosing sentences that could be the main content
- As preview to a text, especially when introducing vocabulary



Links

Video Examples

[First Grade Sheltered EL](#)

[Third Grade Classroom](#)

[Fifth Grade Classroom](#)

[High School Example 1](#)

[High School Example 2](#)

Text Examples + Lesson Plans

[Achievement Net-Free Module](#)

[Achieve the Core Lesson](#)

[Lily Wong Fillmore Presentation](#)

[ELL Lady \(scroll down\)](#)

[Interactive Google Slides](#)





Thank you!

www.diverselearnerscoop.com/covid19

Join us [here](#) next time for:

Using A Goal Matrix to Extend Student Learning

- October 30, 2020
- 8:30 - 8:45am CST

Let's hear from you.

