Middle School ELA: *Garvey’s Choice* Juicy Sentence Example

**JUICY SENTENCE**

“When I Sing” pg. 75 (from *Garvey’s Choice* by Nikki Grimes)

When I sing, my heart floats full and light, as if I’m a balloon of a song, rising with every lyric, reaching the edges of space.

**WHOLE**

Questions about the Sentence

- What is the meaning of this sentence? Why do we think that?
- How can we say this sentence in our own words?

**PART: Break it Down!**

Questions about the chunks:

<table>
<thead>
<tr>
<th>When I sing,</th>
<th>my heart floats</th>
<th>full and light,</th>
<th>as if I’m a balloon</th>
<th>of a song,</th>
<th>rising with every lyric,</th>
<th>reaching the edges of space.</th>
</tr>
</thead>
</table>

- Can we say this sentence in a different order? How?
- “My heart floats” - what does this chunk tell us? When does this happen for Garvey? (When I sing)
- “full and light” - what more does this tell you about how Garvey feels? How does this add to the previous chunk?
- “as if I’m a balloon” - what does this chunk add to our understanding?
- “rising with every lyric” - Can you act out this chunk? Would you like to sketch it?
- How does the chunk “reaching the edges of space” tell you more about how Garvey feels when he sings?
Questions about the words:
- Let's look closer at the word *lyric*.
  - Let's clap it - *lyr-ic*
  - How many syllables are in this word? (two)
  - The first syllable *lyr* comes from the name of this instrument, a lyre. Does this instrument remind you of another instrument you know (maybe any stringed instrument like a harp, guitar, violin, etc.)
  - The second syllable *ic* means *like or related to*.
  - Let's put these two parts together

  \[ \text{lyre} + \text{like/related to} = \text{like the lyre, related to the lyre} \]

- It turns out that lyric means words that go along with a song!
- Can you think of a synonym for this lyric? (words)
- How do the two words mean different things?

WHOLE

Take a Step Back

- Now, what do you think is the meaning of this sentence?
- What do you notice about the details in the sentence? How do each of the chunks relate to each other?
- How does this sentence add to our understanding of Garvey as a character?

WRITING PRACTICE:

Part 1: Students can create and complete sentence frames with personal details.

Sample Sentence Frame:

When I ________, my heart ________ as if I'm a ________, ________ with every ________, ________ (the) ________.

(verb/hobby) (verb) (adj and adj) (noun -thing) (verb) (noun) (verb) (noun - place)
**Sample Completed Sentence Frame:**
When I read, my heart blooms, new and beautiful, as if I'm a flower, blossoming with every word, growing into what I am.

**Part 2:** Consider inviting students to revise their sentences into the Tanka poetic form:

- Line 1: 5 syllables
- Line 2: 7 syllables
- Line 3: 5 syllables
- Line 4: 7 syllables
- Line 5: 7 syllables

**Sample Tanka Poem:**
When I read, my heart
blossoms new and fresh, as if I'm
a flowering bud,
blossoming with each word read,
growing into what I am.